

PHL 801: Teaching Philosophy
Spring Semester 2019
M 7-9:50pm

Instructor	
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Course Description and Goals

The course catalog description for PHL 801 is as follows:

Theoretical and pedagogical issues in teaching philosophy: the nature of philosophy, designing a course and syllabus, lecturing, leading discussions, designing assignments, evaluation, classroom dynamics, using technology, teaching various areas of philosophy.

The focal purpose of PHL 801 is to provide some (a) practice and (b) direct instruction in teaching philosophy at the undergraduate level. But we will examine some fundamental ideas in the philosophy of education and metaphilosophy, and also prepare teaching materials for a job interview (possibly from different angles depending upon your individual needs).

Much of learning how to do something is a matter of simply doing it (practicing) under the guidance/supervision of an expert. Ideally this course would be taken while you were responsible for teaching your own class. We will attempt to approximate this process by designing a syllabus and several assignments for an introductory level course, performing a teaching demo, and observing one another's teaching.

We will begin with an extended unit covering some basics in the philosophy of education and metaphilosophy, then move on to engaging with philosophy-specific SOTL (scholarship of teaching and learning) literature on topics such as designing a syllabus and assignments, grading, and teaching philosophy to nonmajors.

Course work includes regular reading, a mock teaching interview (at least for some), designing a syllabus and several assignments for an introductory level course, and compiling a teaching dossier. Students bring their work to class, where we discuss it and offer suggestions.

Students also work with a faculty mentor (teaching a 100-300 level course) on the following: observing the mentor's teaching (for one lecture) and discussing his/her teaching strategies; guest lecturing for the faculty mentor (observed by the mentor) and then meeting to discuss the student's performance. (This faculty mentor will then be in a good position to contribute a teaching letter to the student's teaching dossier.)

Course Work

For every session students should attend having read, reflected, and taken notes on the assigned literature for the day. Other course work includes the following:

Periodic minor assignments and discussion leading:

Short assignments, such as a set of reading comprehension questions, will be occasionally assigned. Due dates for these are in the schedule below. In addition all students will sign-up to lead discussion once for the term. Discussion leaders are responsible for helping the class synthesize ideas in daily readings by preparing (a) a critical summary of the readings in ~1000 words, and (b) 3-4 focus questions to ignite or guide discussion.

Preparing the teaching portfolio

Over the course of the semester, we will workshop your existing materials and/or materials you revise or produce for this course. These should include a statement of your teaching philosophy, a sample syllabus for an introduction to philosophy course, a sample syllabus for a course in your area of specialization, and a summary of student evaluations. The full portfolio is due Monday of exam week.

Teaching demonstration and interview

Part 1: *The teaching demonstration*

Design a unit for an introductory philosophy course that you might teach, including readings, assignments, etc. (or rework a unit for an intro course you have taught). Prepare and deliver to our seminar a 30-minute class session introducing this unit (including time for lecture, in-class exercises, discussion, etc.).

Part 2: *The teaching interview (this assignment may be varied to fit different student needs)*

Two classmates will prepare questions for a 10-15 minute teaching interview; you will be the job candidate. The rest of the class will observe and take notes on the performance of the interviewers and the candidate.

Practicing and observing

Option 1 (Matt favors your doing this but also doing what will benefit you most)

Work with a classmate also TA-ing for the same course (or teaching a course of common interest) to develop a module on proper testimonial credulity to teach in your recitations in coordination with (or with the permission of) the instructor of record. Then observe one another's teaching of the module. Debrief and discuss together how to improve the module and be ready to report back to the group.

Option 2

Part 1: *Observation*

Attend one session of a 100-300-level course taught by a faculty member in our department. Then meet with the faculty member to discuss the pedagogical techniques

he/she used in the class session you observed. Prepare a report and deliver it to our seminar.

Part 2: *Practice*

Deliver a guest lecture for this same faculty member. This may be an entire class session or just a portion of a class session. Then meet with the faculty member to discuss his/her evaluation of your performance. Prepare a report and deliver it to our seminar.

Assessment and Grading

Minor assignments and discussion leading	25%
Teaching portfolio	25%
Teaching demonstration and interview	25%
Practicing and observing	25%

Schedule of Topics, Readings and Assignments

AIMS IN EDUCATION AND CURRICULUM THEORY

Week 1 – January 7

Topics

1. The purposes of this class, how will they be pursued
2. What are the major controversies in education? How are such controversies to be addressed?
3. Aims and values in education

Literature (read all before class and come ready to discuss)

1. Pennock, Robert. 2002. "Should creationism be taught in schools?" *Science Education* 11: 111-133.
2. Gutmann, Amy. 2007. "The Authority and Responsibility to Educate." In Randall Curren, ed., *A Companion to the Philosophy of Education*. John Wiley & Sons. Pp. 395-411.
3. Freire, Paulo. 2006. "Chapter 1." *Pedagogy of the Oppressed*. New York: Continuum.
4. Schiro, Michael. 2012. "Introduction to the Curriculum Ideologies." *Curriculum Theory: Conflicting Visions and Enduring Concerns*. Thousand Oaks, CA: SAGE Publishers.
5. For further reading
 - a. Dewey, J. 1897. My Pedagogic Creed. <http://dewey.pragmatism.org/creed.htm>

Tasks (these always to be completed before class and written or printed for sharing/submission)

1. Take Schiro's curriculum ideologies survey and analyze your results.

LEARNING

Week 2 - January 14

Topics

1. When has learning occurred?
2. How does cognition work? What does this mean for learning and teaching?

Literature

1. Philip, D.C. and Jonas Soltis. 2009. *Perspectives on Learning*. New York: Teachers College Press. Chapters 1-6, 8.
2. Willingham, Daniel. *Why Don't Students Like School?* San Francisco, CA: Jossey-Bass. Chapters 1-7 inclusive.

Tasks

1. Complete the review questions for Philips and Soltis
2. Compile a list of ~6 best practices for teaching culled from Willingham's text
3. Join the Facebook community "Teaching Philosophy"

Week 3 – January 21

MLK Day – Class does not meet

TEACHING

Week 4 – January 28

Topics

1. Knowledge and constructivism
2. The knowledge of the teacher

Literature

1. Freire, Paulo. 2006. "Chapter 2." *Pedagogy of the Oppressed*. New York: Continuum.
2. Philips, D.C. 2007. The Good, the Bad, and the Ugly: The Many Faces of Constructivism. In Randall Curren, ed. *Philosophy of Education: An Anthology*. Malden, MA: Blackwell.
3. Clark, Richard, Paul Kirschner and John Sweller. 2012. Putting Students on the Path to Learning: The Case for Fully Guided Instruction. *American Educator* (Spring): 6-11.

4. Shulman, Lee S. 1987. Knowledge and teaching: foundations of the new reform. *Harvard Educational Review*, 57, 1-22.
5. For further reading
 - a. Scheffler, Israel. (1967). Philosophical models of teaching. In R. Peters (Ed.), *The Concept of Education* (120-134). New York: Humanities Press.
 - b. Kirschner, Paul A., John Sweller and Richard E. Clark. 2006. Why Minimal Guidance During Instruction Does Not Work: An Analysis of the Failure of Constructivist, Discovery, Problem-Based, Experiential, and Inquiry-Based Teaching. *Educational Psychologist* 41(2): 75-86.

Tasks

1. Read the various MSU mission statement documents below. Use ~500 words to compose a brief critique of them, citing specific ideas in our literature, and composing your own mission statement and learning goals for MSU undergraduate education.
 - a. <http://president.msu.edu/advancing-msu/msu-mission-statement.html>
 - b. <http://bolderbydesign.msu.edu/our-vision/>
 - c. <http://learninggoals.undergrad.msu.edu/>

CRITICAL THINKING

Week 6 – February 11

Topics

Literature

1. Siegel, Harvey. 2011. Cultivating Reason. In R. Curren (Ed.), *A Companion to the Philosophy of Education* (305-319). Oxford: Blackwell Publishing Ltd.
2. Robertson, Emily. 2000. The Value of Reason: Why Not a Sardine Can Opener? *Philosophy of Education 1999*. Urbana, ILL: Philosophy of Education Society. Pp. 1-14.
3. Thompson, Audrey. 2000. Who Thinks Like This? In *Philosophy of Education 1999*. Urbana, ILL: Philosophy of Education Society. Pp. 15-18.
4. Moore, Brooke Noel and Richard Parker. 2016. Credibility. *Critical Thinking*, 12th ed. McGraw-Hill.
5. For further reading
 - a. Rini, R. (2017). Fake News and Partisan Epistemology. *Kennedy Institute of Ethics Journal*, 27(S2), 43–64.
 - b. Gessen, Masha. 2018. “Why the Russian Influence Campaign Remains so Hard to Understand” *The New Yorker*. December 18, 2018. <https://www.newyorker.com/news/our-columnists/why-the-russian-influence-campaign-remains-so-hard-to-understand>
 - c. Neiman, Alven and Harvey Siegel. 1993. Objectivity and rationality in epistemology and education: Scheffler’s middle road, *Synthese*, 94, 55-83.

Tasks

1. Write up and print off a summary of materials and ideas you have uncovered that might be used for a critical thinking unit addressing some aspect of proper testimonial credulity (or some combination of a-d below). Describe the material and how you would use it. What would your goals for the students be? How would you teach the materials and help students achieve your goals for them? NOTE: For each of the following (and (c) especially) it might be tempting to just select some academic reading, e.g. Fricker. Avoid doing this or do so only if you can pair it to something having a not-merely-academic upshot, e.g. a New Yorker story on environmental racism. Better e.g. would be Regina Rini's adaptation of the essay above for NYT's "The Stone" and some activity or assignment.)
 - a. Scientific expertise and democracy
 - b. News media credibility
 - c. Fake news, social media and democracy
 - d. Testimonial injustice
2. View Matt's midterm course survey. Compose a similar survey to administer to your students next week. Students who are teaching as assistants: Make whatever modifications are appropriate to your teaching situation; however be sure your revision retains (in some form) the feature requiring students to evaluate your performance in light of the stated goals, objectives, or parameters of the course

METAPHILOSOPHY

Week 7 – February 18

Topics

1. What makes something philosophy?
2. Is there more diversity within philosophy or between philosophy and other subjects?
3. How can new students come to recognize philosophical thinking?

Literature – JIGSAW: For this day, read number 1 (Pecorino) and 2 (Mohr) plus any other ONE of the 3-5

1. Pecorino, Philip. 1985. The Philosopher as Teacher: A Process View of Philosophy and Teaching Philosophy. *Metaphilosophy* 16(1): 80-91.
2. Mohr Lone, Jana. 2013. Philosophical Sensitivity. *Metaphilosophy* 44(1-2): 171-186.
3. Godlovitch, Stan. 2000. What Philosophy Might be About: Some Socio-philosophical Speculations. *Inquiry* 43: 3-20.
4. Donahue, Thomas J. and Paulina Ochoa Espejo. 2016. The analytical-Continental divide: Styles of dealing with problems. *European Journal of Political Philosophy* 15(2): 138-154

5. Some other paper you select contrasting, e.g. Analytic English-speaking philosophy to African philosophy, or Continental philosophy to Muslim philosophy. You must clear your selection with Matt by Wednesday, Feb. 6.

Tasks

1. Write your teaching statement in 1-2 single-spaced pages (maximum 1200 words). Bring in a print copy.
2. Administer your midterm course survey to your students.

OPPRESSION

Week 8 – February 25

Topics

1. Race, racism, and anti-racist education
2. Language diversity and preparing diverse students to access power

Literature

1. APA, "Minorities in Philosophy"
2. Delpit, Lisa. 1986. "Skills and Other Dilemmas of a Progressive Black Educator." *Harvard Education Review* 56(4): 379-85.
3. Darby, Derrick. 2019. "Charles Mills's Liberal Redemption Song." *Ethics* 129: 370-97.
4. Fullinwider, Robert K. 2005. Multicultural Education. In Randall R. Curren, (ed.), *A Companion to the Philosophy of Education*. New York: Routledge.
5. For further reading
 - a. Blum, Lawrence. 2002. Racism: What It Is and What It Isn't. *Studies in Philosophy and Education* 21: 203-218.
 - b. Richardson, Troy. 2012. Disrupting the Coloniality of Being: Toward De-Colonial Ontologies in Philosophy of Education. *Studies in Philosophy of Education*
 - c. Dotson, Kristie. 2016. Word to the Wise: Notes on a Black Feminist Metaphilosophy of Race. *Philosophy Compass* 11(2): 69-74.

Tasks

1. Browse the offerings on the APA website "Diversity and Inclusiveness Syllabus Collection" and find one that you like on a course focused race, ethnicity, or religion (we will repeat this exercise for sex/gender next session, so select something focused on the foregoing for this assignment). Identify a reading (preferably classical/traditional/historical, not (very) contemporary) from that syllabus that looks interesting/useful and with which you are unfamiliar. Get started writing a summary in ~600 words (due March 11) of this reading and of how it might be fruitfully used in an

introduction to philosophy course. Make it your mission to select something that clearly addresses a traditional intro to philosophy subject from a novel standpoint, e.g. a Buddhist treatment of knowledge skepticism that could be paired with or used in place of Descartes's *Meditations*.

2. Bring in a draft teaching statement in ~600 words. Do your own research about what this should involve, and be prepared to discuss.

Week 9 – March 4

Spring break – Class does not meet

Week 10 – March 11

Topics

1. Sex and gender equality

Literature

1. APA, "Women in philosophy"
2. hooks, bell. 1994. "Embracing Change" and "Paulo Freire." *Teaching to Transgress*. New York: Routledge.
3. Harding, Sandra. 1993. Rethinking standpoint epistemology: what is 'strong objectivity'? In L. Alcoff and E. Potter (Eds.), *Feminist Epistemologies* (49-82). Routledge.
4. Lundeberg, Mary Anna. 1997. You Guys Are Overreacting: Teaching Prospective Teachers About Subtle Gender Bias. *Journal of Teacher Education* 48(1): 55-61.
5. Spade, Dean. 2011. Some Very Basic Tips for Making Higher Education More Accessible for Trans Students *and* Rethinking How We Talk About Gendered Bodies. *Radical Teacher* 92: 57-62.
6. For further reading
 - a. Noddings, Nel. 2009 Feminist Philosophy and Education. In Harvey Siegel, ed., *The Oxford Handbook of Philosophy of Education*. Oxford: Oxford UP. Pp. 508-23.
 - b. Zack, j., Mannheim, Alexandra, and Michael Alfano. 2010. "I didn't know what to say...": Four Archetypal Responses to Homophobic Rhetoric in the Classroom. *The High School Journal* Spring: 98-110.

Tasks

1. Browse the offerings on the APA website "Diversity and Inclusiveness Syllabus Collection" and find one that you like on a course focused on sex or gender. Identify a reading (if possible classical/traditional/historical, not (very) contemporary) reading from that syllabus that looks interesting/useful and with which you are unfamiliar. Get started writing a summary in ~600 words (due March 11) of this reading and of how it might be fruitfully used in an introduction to philosophy course. Make it your mission to

select something that clearly addresses a traditional intro to philosophy subject from a novel standpoint, e.g. a Buddhist treatment of knowledge skepticism that could be paired with or used in place of Descartes's *Meditations*.

DESIGNING A COURSE AND CREATING CURRICULAR MATERIALS

Week 11 – March 18

Topics

1. Diversifying the philosophy curriculum

Literature

1. MAP's Suggestions for Improving Diversity and Inclusion
2. Mills, Charles. 1994. Non-Cartesian *Sums*: Philosophy and the African-American Experience. *Teaching Philosophy* 17(3): 223-243.
3. Black Elk Speaks, John Locke Listens, and the Students Write: Designing and Teaching a Writing Intensive Introduction to Philosophy and Cultural Diversity. Lisa Bergin, Douglas Lewis, Michelle Martinez, Anne Phibbs, Pauline Sargent & Naomi Scheman - 1998 - *Teaching Philosophy* 21 (1):35-59.

Tasks

1. Complete your summary and commentary of TWO diversity readings, one related to race/ethnicity/religion and the other to sex/gender

Week 12 – March 25

Topics

1. Objectives and course design

Literature

1. Wiggins, G. and Jay McTighe. 1998. What Is Backward Design? *Understanding By Design*. Alexandria, VA: ASCD.
2. Popham, James. 2017. Objectives. In David J. Flinders and Stephen J. Thornton (eds.), *The Curriculum Studies Reader*. New York: Routledge. Pp. 115-28.
3. Eisner, Elliot W. 2017. Educational Objectives—Help or Hindrance? In David J. Flinders and Stephen J. Thornton (eds.), *The Curriculum Studies Reader*. New York: Routledge. Pp. 129-36.

4. Kienstra, N., Machiel Karskens, and Jereon Imants, 2014. Three Approaches to Doing Philosophy: A Proposal for Grouping Philosophical Exercises in Classroom Teaching. *Metaphilosophy* 45(2): 288-318.
5. For further reading
 - a. Skipper, Robert Boyd. (2005). Aliteracy in the philosophy classroom, *Teaching Philosophy*, 28, 261-276.

Tasks

1. Write your intro syllabus complete with course description, goals, required texts, major course work, grading policy, and schedule.
2. Bring copies of major course texts to share and discuss
3. Re-administer your midterm course evaluation

Week 13 – April 1

Topics

1. Teaching students to read philosophy
2. Designing tests and other assignments

Literature

1. Concepcion, David. (2004). Reading philosophy with background knowledge and metacognition, *Teaching Philosophy*, 27, 351-367.
2. Bowery, Anne-Marie and Michael Beaty. (1999). The use of reading questions as a pedagogical tool, *Teaching Philosophy*, 22, 17-40.
3. Fernald, Peter S. (2004). The Monte Carlo quiz: encouraging punctual completion and deep processing of assigned readings, *College Teaching*, 52, 95-99.
4. Clegg, Victoria and William E. Cashin. 1986. Improving Multiple-Choice Tests. *iDEA PAPER, Kansas State University Education & Development Division*. No. 16.
5. Cashin, William. 1987. Improving Essay Tests. *iDEA PAPER, Kansas State University Education & Development Division*. No. 17.

Tasks

1. Write your own or select a handout for intro students on “how to read philosophy”.
2. Write a test, quiz or involved in-class exercise.
3. Begin drafting the schedule of topics/readings for a syllabus in your specialization

Week 14 – April 8

Topics

1. Teaching logic and philosophical writing

Literature

1. Hatcher, Donald. 1999. Why formal logic is essential for critical thinking, *Informal Logic*, 19, 77-89.
2. Gregory, Donald R. 1982. Teaching logic in introduction to philosophy, *Teaching Philosophy*, 5, 23-29
3. Teaching Writing-Intensive Undergraduate Philosophy Courses. Rodney C. Roberts - 2002 - *Teaching Philosophy* 25 (3):195-211.
4. Piper, Adrian N.d. The Ten Commandments of Philosophical Writing. <http://www.adrianpiper.com/docs/10CommsPhilWriting.pdf>
5. Levin, Andrew. N.d. Argument Analysis: The Complete Paper Assignment.
6. Graff, Gerald and Cathy Birkenstein. 2010. *They Say, I Say: The Moves that Matter in Academic Writing*. New York: Norton. (Just peruse this text to get ideas)
7. For further reading
 - a. Martinich, A.P. 1996. *Philosophical Writing: An Introduction*. Wiley-Blackwell.
 - b. Baggini, Julian and Peter S. Fosl. 2010. *The Philosopher's Toolkit: A Compendium of Philosophical Concepts and Methods*, 2nd ed. Wiley-Blackwell.
 - c. The Standardization of Writing. Asphyxia of Philosophical Thought in Academia Today. Marina Garcés - 2013 - *Open Journal of Philosophy* 3 (1):39-46.

Tasks

1. Write or select a basic logic or critical thinking/reasoning handout
2. Write or select an essay assignment and writing guidelines handout

Week 15 – April 15

Topics

1. Fairness, efficiency, and efficacy in grading

Literature

1. Close, Daryl. (2009). Fair grades, *Teaching Philosophy*, 32, 362-398.
2. Rapaport, William F. (2011). A triage theory of grading, *Teaching Philosophy*, 34, 347-.
3. Immerwahr, John. (2011). Motivational grading, *Teaching Philosophy*, 34, 335-346.
4. Harrell, Mara. (2005). Grading according to a rubric, *Teaching Philosophy*, 28, 3-14.

Tasks

1. Write or select a grading rubric for a paper assignment *or* for an oral presentation
2. Bring a worked out draft of a syllabus for a course in your specialization
3. For new TAs: Administer a final teaching assessment of your own writing

Week 16 – April 22

Topics

1. Responding to student incivility
2. Liberal legitimacy and teacher disclosure

Literature

1. Young, Jeffrey R. (2003). Sssshhh. We're taking notes here: colleges look for new ways to discourage disruptive behavior in the classroom, *Chronicle of Higher Education*.
2. Williams, Neil. (2007). The rules of engagement: socializing college students for the new century, *The National Teaching & Learning Forum Newsletter*, 17.
3. Feldmann, L. J. (2001). Classroom civility is another of our instructor responsibilities, *College Teaching*, 49, 137-140
4. Hand, Michael. 2008. What should we teach as controversial? A defense of the epistemic criterion. *Educational Theory* 58 (2):213-228.
5. McAvoy, P. (2017). Should teachers share their political views in the classroom? In B. Warnick & L. Stone (Eds.), *Philosophy: Education*. Farmington Hills, MI: Macmillan Reference USA, 373-383.
6. For further reading
 - a. Bryan R. Warnick and D. Spencer Smith, "Clarifying the Controversy Over Controversies," *Educational Theory* 64, no. 3 (2014): 227-244.

Tasks

1. Write a short account of a situation in which you experienced disruptive student behavior (e.g., coming to class late, leaving early, laptop use that is distracting to others, rudeness to other students or to you, monopolizing the discussion, etc.). How did you respond? If your response went over well, why do you think this happened? If it was only moderately successful, why do you think this happened? What did you do well, and what could you have done differently? If it was not successful, why do you think this happened? What might you have done differently?

Week 17 – April 29

Topics

1. Evaluating ourselves effectively and ethically

Literature

1. Roberts, Rodney C. 2016. Are Some of the Things Faculty Do to Maximize Their Student Evaluation of Teachers Scores Unethical? *Journal of Academic Ethics* 14: 133-148.
2. More TBA

Tasks

1. Write a summary of any student evaluations you have for inclusion in a teaching portfolio highlighting points of teaching strengths and points for improvement
2. Complete your teaching portfolio for submission to Matt by 5pm Wednesday, May 1