Teaching Portfolio

Eric de Araujo

Teaching Statement

Both my students and I are learning every day. My task as an instructor is to use our time together to shape their learning both in and out of the classroom. If I am successful, they are bringing their knowledge and expertise into our common time and space, and leaving with useful analytical tools. I do this by fostering a cooperative atmosphere that promotes continuous learning, so my students take from it valuable critical thinking skills.

My classes are structured to fit into our continual learning. When my students bring their previous knowledge and interests into our class, they enhance not just their own learning, but everyone's. For example, they bring arguments on topics that interest them and deconstruct them in class. Or, we distinguish between intrinsic and instrumental values by first writing on the board examples of things we think are valuable. We then use all the contributions to ask whether particular values are valuable themselves or valuable with respect to some other value. My engineering students anticipate possible misuses of corporate codes of conduct by examining those of companies where they want to work. Drawing on their own interests, knowledge, and experiences reveals that philosophers are presently asking and thinking about things that relate to our own lives. One student said that before the course they "couldn't picture philosophy as a current topic of discussion," but through the course became interested in "what was currently being discussed in the philosophy community."

Our learning community improves not just when my students learn from one another, but when I learn from them. My courses improve from changes that come from student feedback. For example, I have asked Ohio State's University Institute for Teaching and Learning to gather feedback from my students midway through some of my courses. It was because I sought this feedback that I realized students had trouble distinguishing important information I wrote down on the chalkboard from unnecessary or digressive information. Knowing this, I changed my approach. By keeping important information on the projector and leaving less important information on the chalkboard, my students now know what to focus on. My students also have the opportunity to give me anonymous feedback on new techniques I try in class. In an online course, they told me that found my narrated module notes were more helpful than the static versions. My students know I genuinely want to learn from them, they respond by giving me feedback, and they see the improvements I

make to our learning environment.

In learning philosophy, my students feel that they are doing philosophy and that doing philosophy is worthwhile. My students are empowered to take part in philosophical debates through our class discussions. First, I provide different ways for students to express their views. Before opening a discussion to the whole class, I might ask them to jot their thoughts down or talk to a neighbor first. Second, I facilitate discussions by recasting student's contributions as comments addressed to the whole class. This indicates that the conversation is not just between me and the student, but that everyone is invited to respond. By taking student contributions seriously, I show our class that their proposals are worth considering. In an evaluation, a student wrote that I "made an environment that was open to all opinions but did not allow for degrading comments." This approach to discussion demonstrates to my students that they are participating in a larger and ongoing search for truth. Even when their thoughts are not well formed or admit of a confusion, students often have kernels of insight that help advance our dialogue. Taking time to consider what they have to say and helping them refine what they are thinking about shows my students that they are doing philosophy along with me and their classmates.

By making my students part of our learning process, I not only demonstrate the relevance of philosophy, but also its value. For example, when I introduce the concept of an argument to them, I ask them to think of disagreements they have had with people in their own lives or instances when they tried to change someone's mind. By sharing these experiences with their peers, my students see that they were already engaged in the sort of argumentation we are exploring in class. And by the end of a logic course they develop arguments on issues that they care about. They address their arguments to people who are similarly passionate about topic and try to convince them of their conclusion. This prepares them to use the skills of argument deconstruction, representation, and construction outside our class. One student wrote that upon reflection they "would sometimes catch [themself] relating certain topics back to what we went over in class," and another said our class "really did help me be a better debater [and] learner."

My students are learning why philosophy is relevant and why doing it is valuable. At the same time, I am learning how to improve that experience for them. We are, in different ways, learning together.

Diversity Statement

Different aspects of philosophy can promote harmful notions about who is and who is not a philosopher. Many come from the discipline's history, though some remain. Even before their first philosophy class, I will hear students describe the stereotypical philosopher as a graying man with a beard who wears tweed. Some of my students might not see themselves as a philosopher because that physical description is distant from who they are. And this distance need not be explained by apparent characteristics. This stereotype might smuggle in numerous assumptions about the sort of background, behaviors, interests, and life experiences a philosopher ought to have. There are lots of reasons my students might begin by thinking is something *other* people do.

One way I judge the success of my courses is by whether students leave the semester thinking they can do philosophy. Part of that involves giving them the requisite tools and methods for doing philosophy. But another part of that involves shrinking the distance between who my students are and who they imagine a philosopher is. Here are some ways I do this.

First, I tell my students that by the end of the course I expect them to do philosophy. They know that one of my goals for them is that they engage in philosophical debate. They expect their first time reading a philosophy text will be hard because I tell them it will be. But I also tell them that my first time reading philosophy was hard and that they will get better at it with practice. Their reading quizzes establish attainable comprehension goals. My comments on their essay drafts include concrete steps they can take to write a better paper. By framing components of the course as doable, I communicate that the course itself is doable, and thereby that they are capable of doing philosophy.

Second, my classroom activities foster a community of learning in which everyone participates. For example, I take my students' contributions in class seriously and affirm their value. Comments that might derail our conversation are redirected or reframed so that students see how what they were thinking about could have better fit into our discussion. Not only does this indicate the value of the contribution, but it shows students how they can structure their thoughts next time they raise their hand. Additionally, students have opportunities to test their ideas is smaller settings so they are more comfortable offering them in our larger class discussions.

I also, as a matter of class policy, direct that our philosophical work in class be cooperative. My students are aware that they might encounter debates and ideas that elicit strong emotions. I emphasize to them that although I want them to experience intellectual discomfort in wrestling with arguments, I do not want them to feel attacked as a person. It is expected that objections and criticisms are directed towards the thoughts and ideas students are expressing and not towards persons. My students are reminded that our activities of raising objections and considering replies are helping us better see the dialectical landscape.

Lastly, the authors I choose to highlight are meant to challenge the preconception of who is a philosopher. For example, I look for readings and texts that include authors from groups underrepresented in the discipline. And when we read a contemporary author from those groups, I show my students their faculty webpages so they can see who they are and where they work. My goal is to replace that imagined philosopher with which they begin the class with a set of actual people who do philosophy professionally.

I know that not all my students will want to be philosophers, but they at least see that they can do philosophy.

Summary of Teaching

3.1 Courses Prepared to Teach

These are the courses I am excited and prepared to teach. See Collected Syllabi for those for which I have prepared syllabi.

Course Name	Previously Taught	Syllabus Available	Previously Assisted
Introductory Undergraduate			
Introduction to Philosophy	✓	✓	
Introducing Philosophy Through Coffee			
Introduction to Logic	✓	✓	✓
Introduction to Ethics		✓	✓
Introduction to Metaphysics		✓	✓
Philosophy of Art			✓
Professional Ethics: Engineering Ethics	✓	✓	
Professional Ethics: Business Ethics			
Professional Ethics: Bio/Medical Ethics			
Philosophy of Religion	✓	✓	✓
Asian Philosophies			✓
Intermediate Undergraduate			
Metaphysics		✓	
Symbolic Logic		✓	✓
Philosophy of Mind		✓	
Philosophy of Science			
20th Century Philosophy			
Graduate and Advanced Undergraduate			
Metaphysics: Being & Beings		✓	
Metaphysics: Art			
Metaphysics: Fiction			
Metaphysics: Race & Gender			
Phil. of Religion: Philosophical Theology		✓	
Metalogic		✓	
Phil. Logic: Using Logic to do Philosophy		✓	
Phil. Logic: Modal Logic			

3.2 Course Development

The following are my course goals and improvements made/planned for each of the courses I have taught.

3.2.1 Introduction to Philosophy

Terms Taught

- Autumn 2016
- Autumn 2018

Course Goals

Students are able to

- Contribute to philosophical debates,
- Recognize why philosophical questions are taken to be important and why their answers are still debated,
- Comprehend and critique others' views, and
- Understand what some of the main areas of analytic philosophy are and what some of the major debates are.

Improvements Made

- Highlighted contemporary philosophers, especially those from underrepresented groups, by showing students their faculty websites.
- Adjusted topics based on student feedback to focus on those of greater interest to students.
- Refined introductory paragraph writing and peer review exercise to improve performance on the argumentative essay.

3.2.2   Introduction to Logic

Terms Taught

- Autumn 2017
- Spring 2019

Course Goals

Students are able to

- Identify and interpret arguments,
- Deconstruct and represent arguments,
- Assess the logical strength of arguments, and
- Construct original arguments.

Improvements Made

- Created practice quizzes on the institution's course management platform for translation and truth table exercises.
- Highlighted relevance of logical skills by asking students to identify relations to and examples from their personal lives.

3.2.3   Introduction to Philosophy of Religion

Term Taught

- Spring 2017

Course Goals

Students are able to

- Contribute to philosophical debates,
- Understand what some of the main issues in Philosophy of Religion are and what some of the arguments for positions within the debates are,
- Recognize why there is philosophical debate concerning religion, and
- Comprehend and critique others' views.

Improvements Planned

- Broaden scope beyond monotheism and Christianity.
- Find more engaging readings for science and religion unit.
- Introduce group presentations so students can teach one another about debates that interest them.

3.2.4   Engineering Ethics

Terms Taught

- Summer 2017
- Spring 2018
- Summer 2018

Course Goals

Students are able to

- Recognize engineering as an ethical activity,
- Reason about ethical issues, and
- Apply moral reasoning to engineering.

Improvements Made

- Introduced a low-cost Moral Philosophy text to complement engineering focused text.
- Added audio and visual artifacts to introduce engineering cases.

Professional Development

I actively seek opportunities to improve as an instructor by attending courses and workshops, and learning from other teachers. Below I describe these experiences and the importance they played in my development as a teacher.

4.1 Skills

4.1.1 Course Design

One of the most valuable skills I have acquired as a teacher is using the method of backwards design to develop my courses. I began working with this in a *College Teaching* course and fully implemented it during a *Course Design for Higher Education* course.

The name comes from beginning the design process by thinking about the end of the course. Specifically, I think about what a successful student should be able to do at the end of my course. Not only does this involve thinking about the content they should remember, but what skills they should have built from taking the course. While the degree at which they do will depend on the level of the course, I think students across my philosophy courses should be able to engage in philosophical debate. I also think students should be able to distinguish areas of philosophy or sub-areas within a particular domain. They should also be able to be identify the various 'camps' and terms of different debates. Successful logic students should be able to represent arguments, identify logical properties, and at advanced levels reason about formal systems.

After I identify particular course goals, I think about what I might observe that would be tangible indications that the goals are being met. These form the objectives for each of the course goals. Formulating the objectives allows me to construct the assessments where students can demonstrate them. Essays, exams, and projects are designed to be measurements of these objectives. From there I can develop the activities (like readings, lessons, and assignments) that will position my students to perform well on these assessments.

Not only have I implemented this approach when I design my courses, but I have used it collaborating with other teachers. For example, in *Course Design for Higher Education* I worked with students across a variety of disciplines to refine our courses. We discussed our goals and objectives, workshopped activities, and modeled lessons with each other. Talking to non-philosophers helped me revise and clarify what purpose of different course components were and judge what was essential or extraneous to helping my students meet course goals. Additionally, in *Teaching Philosophy* we collaboratively designed and taught philosophy lessons to high schoolers using this methodology.

4.1.2 Teaching Online

I started learning how to teach online by taking a fully asynchronous class online. The experience of being an online student helped me understand what it would be like for my students to sign up for my online courses. I quickly realized how important structure and creating a sense of rhythm was. Because we are used to detecting these things in a traditional class, it can be easy to overlook how important this is to orienting oneself in an online class. When I designed my online course, I built it around topical modules that had a predictable development. They started with readings and discussions, had group applications in the middle, and ended with review quizzes and discussions.

A related skill I developed in teaching online was building my own screencasts. I recorded myself narrating and typing with a note-taking application. This allowed me to talk through difficult concepts and model skills for my students in a way they could consume asynchronously. Implementing the screencasts involved some research and trial and error on my part. I learned how to compress the video files and add them to our course management platform. I see myself using this both in future online courses and as a supplement in my traditional courses.

I have submitted a proposal to present on screencasts to the American Association of Philosophy Teachers (AAPT) conference.

4.2 Pedagogical Approaches

In workshops and courses, I have been introduced to various pedagogical approaches that I incorporated in my courses.

4.2.1   Community of Learning

A concept I encountered in a *Teaching Online* course was that of a Community of Learning. It helped me as an instructor re-evaluate the different relationships between students and teachers and how learning takes place in and out of the classroom. Specifically, I began to think more about the sort of learning that occurs outside the shared time and space of a classroom. This dimension of learning is easy to think about in an asynchronous class, but it can be overlooked in a traditional classroom. I have been looking for more ways to incorporate the expertise my students have into what we are learning. This involves asking them to relate concepts we are learning about to experiences they have or things they already know about.

4.2.2   Modeling and Practice

An approach I find particularly useful in introducing new skills is modeling with opportunities for practice. I can remember some of my own undergraduate classes where I saw a technique and assumed it would be easy to replicate on an exam. However, when I needed to do it independently, it was harder than I anticipated. I try to avoid this by taking time in my classes to have students practice what they need to be able to do after modeling for them.

For example, I will go step by step through making a truth table, drawing an argument diagram, or writing an introduction paragraph in front of the class. Then I will give my students an opportunity to practice either by themselves or with others. Students can then present what they did and we can discuss as a class how to improve.

4.2.3   Active Learning

Courses I have taken and workshops I attend generally promote the use of active learning techniques and I employ them in various ways in my courses. For example, I use different forms of discussion and discussion starters to get my students to articulate their own views and reactions to arguments. Not only do I find that this generates better class discussions, but it is also an opportunity for students who are not comfortable sharing with the entire class to articulate their views in less intimidating settings. Another technique I use is asking everyone to write examples of concepts on the board. For example, when distinguishing between intrinsic and

instrumental value, I have students write examples of things they value on the board. We can then talk through them and ask whether they are valuable themselves or valuable for some other reason. To start my engineering ethics course, I ask students to design an oven and critique their designs with others. I use this as a way to talk about how the physical design of objects can have subtle downstream effects with moral implications.

See my example lesson plan for an example of how I designed a game to illustrate Rawls' veil of ignorance.

4.2.4   Authentic Learning

In *College Teaching* and *Teaching Philosophy* we discussed various ways of understanding student motivation. One approach to increasing motivation is designing activities with 'real world' application. I have incorporated this in a few ways in my courses.

The first is in how I frame essay writing. Writing an argumentative essay is a standard assignment for a philosophy course. However, I attempt to frame this as preparation for actual academic writing. I discuss with my students how actual philosophy gets done, and how our draft, review, and revision processes are meant to model the sort of writing philosophers do.

A way I add authenticity to my engineering ethics course is by asking students to prepare a report on an ethical issue. Although the content of the assignment is likely different than what they will encounter in their professional lives, they will probably write in the form of a report throughout their careers. This assignment shows them that they can still think like philosophers about the ethical dimensions of their work, even if they are not writing in the form of an argumentative essay. See the Ethical Cycle Report for details on this assignment.

4.3   Guest Teaching

4.3.1   High School

In *Teaching Philosophy* we had the opportunity to present philosophy lessons to a local high school Theory of Knowledge class. We designed the lessons in groups,

co-taught them, and debriefed on our performance with the host teacher. Not only was this experience good practice at applying course and lesson design principles collaboratively, but it was worthwhile to see how receptive high school students were to learning philosophical concepts. They were particularly open to sharing their experiences and ideas with us and their peers.

4.3.2   Preparing Future Faculty

As part of the professional development program offered by the Graduate School at Ohio State, I taught a lesson on Rawls' *A Theory of Justice* to two sections of a *Contemporary Moral Problems* course at Otterbein University. I met with my program mentor, Dr. Stephanie Patridge, to discuss the differences in between teaching at a comprehensive university like Otterbein and a research institution like Ohio State. We also debriefed about the lesson. In that we discussed how the lesson could be improved and how it might have looked different as a part of an integrated course, rather than a stand-alone lesson. I also received positive and constructive feedback from the students I taught.

4.3.3   Teaching Logic

Ohio State's Philosophy Department received a grant from the University Institute for Teaching and Learning to provide graduate students programming to assist their instructional work. I was invited to run a workshop on teaching the department's introductory logic courses. We practiced establishing goals and objectives for an introductory logic course. I demonstrated how I use model logic techniques using a note-taking applications. I also showed participants how to incorporate symbolic notation into the learning management system at Ohio State.

Evaluations

As I mention in my Teaching Statement, I seek opportunities to improve my instruction. Evaluations provide me information about what is working well in my classroom and what I can do to improve my students' learning. Below are examples of ways my instruction has been evaluated. They include forms of student feedback, feedback mediated by a third-party, and faculty observation.

5.1   Student Feedback

I use student feedback to assess the degree to which my instruction allows my students to meet course goals and objectives.

One of the ways I receive student feedback is from their direct evaluation of my teaching. At Ohio State, students are asked to anonymously and voluntarily provide Student Evaluation of Instruction (SEI) at the end of the semester. I emphasize to my students the value of their feedback and the role it plays in my professional development. I urge them to take advantage of the option to provide me discursive feedback in addition to the quantitative measures of my teaching. Full results from these evaluations are available upon request.

Additionally, I ask my students to reflect on their course experience with a short essay at the end of each course. This is usually paired with a prospective essay at the beginning of the course with which they can compare it. The goal is to have students articulate with what, if anything, they will leave the course. This provides me an indirect way of seeing whether the goals of the course were met.

I have included some excerpts from both of these forms of feedback that demonstrate how students think I am helping them meet the course goals. They show that my students find philosophy interesting and engaging, that they appreciate my patience and clarity in the classroom, and that they found the course valuable.[1]

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[1]Excerpts from discursive SEI comments are labeled "SEI," while those from end of course reflections are labeled "Reflection."

Made Philosophy Interesting

"I really enjoyed how Eric answered every question that students had to the best of his ability, and was thoughtful about it. He did a great job turning a class that is not the most interesting to non–philosophy majors or minors into an interesting class, and it made class go by faster. Lastly, I think the difficulty level for this class is perfect, especially for an intro level class, you ultimately get the grade out of the class with the work you put into it. Overall, great class and Eric did a great job!" *(SEI)*

"Eric made philosophy fun and intellectually stimulating" *(SEI)*

" ... To conclude, I'm so thankful that I was able to take this course. In all honesty, I have grown close to the subject of philosophy. I'm interested in potentially pursuing a minor in the subject. I think that everyone could take a little something away from the course. ..." *(Reflection)*

"... By taking this course, it has exercised my brain because some of the arguments from class intrigued me and had me question certain topics. It was interesting to see how these philosophers used examples to support their argument. Even being outside of class, I would sometimes catch myself relating certain topics back to what we went over in class. Therefore, this course has initiated me to think more intellectually and encouraged me to question more of the things around me." *(Reflection)*

" ... I really enjoyed this class and the way it was taught. The content was extremely interesting and engaging. It exceeded all my expectations coming in and it has also inspired me to continue to take philosophy classes. I will be taking another one next semester and I hope that I enjoy it as much as I have enjoyed this class. Philosophy is an interesting and controversial subject and I am glad that I was able to study it this semester. I look forward to continuing my philosophy career." *(Reflection)*

"Eric is an excellent professor and I would highly recommend taking this course with him to other students. What really stands out is how quickly he is able to respond to students despite such a short term and all necessary grading. He is prompt when you need help, he understands the material well, and he makes the course fun. I have spoken to many other engineering students who took the same course with other professors and heard terrible reviews; Eric gave me an appreciation for the material and made the class a fun summer activity. I hope he continues to teaching at this university." *(SEI)*

Taught with Patience and Clarity

"I liked the set up of the notes and your willingness to answer questions. There were times when I got lost in the discussion, but you always brought it back to concepts that made sense. It was a well taught and structured class." *(SEI)*

"There have been hiccups along the way, but I've provided plenty of feedback throughout the semester and I don't have much else to add! Overall, I'm satisfied with what

I learned and the ease with which I learned it. Eric spends copious amounts of time making sure all of the content is well received by everyone. I believe I was set up for success with each assignment." *(SEI)*

"Great professor. Really tries to make sure we can understand the material and is very patient in his approach." *(SEI)*

"He was able to teach us very clearly and was open to questions and conversations during the whole course. He made an environment that was open to all opinions but did not allow for degrading comments. I believe the schedule was perfect for the course and allowed for learning but did not make the course impossible. I also really liked how he would re-adjust the schedule when he honestly thought that the course was not do-able which showed that he wanted us to learn rather than follow a strict curriculum." *(SEI)*

"Eric is advanced beyond his years in teaching capability. He consistently reviewed difficult information in recitation in an effective manner and was always prepared to go to the necessary lengths to aid students in understanding that information." *(SEI)*

Made Philosophy Valuable

"... This class has definitely gone through the class objectives. First, I have learned how to contribute in a philosophical debate through our group and class discussions, it is something that really helps this class and i feel like without it this objective would not be able to be fulfilled.The second is that we also have learned why philosophical questions are taken to be important and why their answers are still debated through the various readings and discussions we have in class. It really does help that before every topic we go through what the topic means, who is debating it, and what exactly the viewpoints are. This is how the objective is done in class. The third is that we can read and critique others' views. Obviously we know how to do this as everyday we go through what we read the previous night and turn it into premise-conclusion form. And the final would be that we understand what some of the main areas of philosophy are and what some of the major debates are about. I think we definitely cover this as the biggest topics of philosophy would be God and Ethics and we covered both of these. This class really did help me be a better debater, learner, and philosopher and I would highly recommend it to others." *(Reflection)*

"Looking back on this class throughout the semester has made me realize just how much I have learned. On entering this class, I had no prior knowledge of philosophy in any form nor did I understand what made an argument "cogent". This course has taught me valuable skills for both constructing and deconstructing arguments along with learning about fundamental arguments in each unit of the course. Probably my favorite unit was Metaphysics specifically the argument of PEN and COP. This argument by Stephen Yablo fascinated me when we first learned about it. I have never had an experience in a class quite like when it finally "clicked" in my mind what Yablo was trying to express in his argument for pluralism. Before being introduced to Yablo's

argument for pluralism, I never even considered the idea of several objects presiding in the same space. Even after first learning of the COP and PEN my initial reaction was "Who could even imagine pluralism? It makes no sense." But since expanding on the argument and debating it between peers in class, it started to make more and more sense to me. That is the reason I chose Yablo's argument as the subject of our second class essay. ..." *(Reflection)*

"At the beginning of the semester, I didn't realize that there was as much modern philosophy as I now realize. My idea of philosophy was skewed to look like the Enlightenment thinkers, like Montesquieu and Locke, and the Ancient Greek philosophers, like Aristotle and Plato. This course has helped to widen my views of philosophy and look at my world in a different perspective. Overall, my expectations of the course, mentioned in my Pre-Course Reflection, were met to the fullest extent. ..." *(Reflection)*

5.2 Small Group Instructional Diagnostic (SGID)

Ohio State's University Institute for Teaching and Learning (UITL) offers instructors the opportunity to receive anonymous feedback from their students midway through the semester. The UITL facilitator solicits feedback from students in groups without the instructor present. They ask students what is helping them learn, what is making their learning difficult, and what could improve their learning. Afterward they meet with the instructor to discuss the results, evaluate possible changes, and formulate a response. This gives the instructor an opportunity to make improvements in the rest of the course. I utilized this service for some of my courses and found it beneficial.

Below are two SGIDs I used in different sections of Introduction to Logic.[2] The first was a traditional course and the second was online. I describe what I gathered from the feedback, what I was able to change during that course, and what I changed in future courses. The full report for each is included below.

5.2.1 Traditional Class

This SGID was taken during my first Introduction to Logic courses. Students found that my explanations of the material were helpful, and that although the course was organized, I spent time adjusting to improve our learning.

Students did find that some of the changes I made to the course made things difficult to follow. As this was my first version of the course, I overestimated how much material we could successfully go through. The next time I taught this course, I did not need to adjust the amount of content.

Students also reported that they were not getting enough feedback to prepare for examinations. I responded by including more practice material with detailed explanations of correct answers. In the future version of this class, I created optional practice quizzes online that automatically provided students feedback on their progress.

Students also had a difficult time relating content to their lives because examples were being drawn from the book. In this course, I worked to created alternative examples to illustrate the content. In subsequent courses, I explicitly asked students

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[2]These SGIDs were conducted by facilitators formerly with the University Center for the Advancement of Teaching (UCAT) which has since been incorporated into UITL.

to provide examples from their lives that related to the content of the course. This not only varied the examples and illustrations, but directly connected to things they were already thinking about.

One issue students brought up was that I do not post my lecture notes online. Although I recognize that published notes can be helpful for students to refer back to, I remain concerned that making these notes available reduces the incentive for coming and participating in class. When I later taught Philosophy of Religion, I provided students a worksheet with a general outline of that day's class. This provided them some high-level structure to the notes, without completely replacing them or the need to participate in class.

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Small Group Instructional Diagnostic Summary Report

Instructor: Eric De Araujo
Position: Instructor
Department: Philosophy
Course: Introduction to Logic: PHILOS 1500
Date: October 11, 2017
Students: 29
Consultant: Stephanie Rohdieck

At the initiative of the instructor, the consultant conducted this midterm student assessment. Students formed small groups in response to the three open-ended questions as indicated below. After a 10-minute discussion, these groups took turns sharing their comments with the rest of the class, and general comments were gathered and included in this report. Anonymous written comments for each group are indicated below. The number of students in each group is indicated in parentheses and the comments were shared by all in that group unless otherwise indicated in parentheses next to that comment. All comments were collected, typed, and included in this report.

1. **What are the strengths of the course and instructor that assist you in learning?**

General Comments:
- When someone asks a question, the instructor delves into it and works to find a solution. (all agree)
- The instructor is accommodating when they have issues with. (all agree)
- He is very organized. (all agree)

Group-generated Comments:
Group One (4):
- He's nice
- Good feedback
- Cares deeply

Group Two (4):
- He knows the material
- He does his best to answer all questions
- He is approachable
- He is flexible/understanding

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Group Three (4):
- Good at addressing individual questions
- Note taking is easy due to clear notes in class
- Post resources according to class needs

Group Four (3):
- Organized
- Transfers info from text to board (blends detail well)
- Assignments are relevant but not busy work
- Notes on board
- Posts announcements and study guides
- Three question quizzes allow students to understand material

Group Five (4):
- Pre chapter quizzes
- Fair grader
- Detailed block of instructions

Group Six (2):
- Everything he says he writes on board
- Fair grader

Group Seven (4):
- If a concern is addressed, the instructor focuses heavily on making sure the confusion is cleared up.
- Many times, he will upload practice problems to Carmen, develop group activities in class, and care that we all understand before moving too quickly
- The pace has been adjusted well to fit the understanding of the entire class. The instructor has taken the time to update the syllabus, which was extremely beneficial.

Group Eight (4):
- Lots of examples
- Group work
- Personable
- Helpful
- Notes are easy to follow
- Keep turning things on carmen
- Always on time

2. **What things are making it more difficult for you to learn?**

General Comments:
- The instructor has created four different syllabi version. Students state that they need to have dates of assignments well in advance so they know how to plan. (most agree)
- The content appears to be straight from the book, not from him. (some agree)

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- Students state that they need feedback on assignments and quizzes. The rubric is not helpful when used in alone. (most agree)

Group-generated Comments:
Group One (4):
- Changing syllabus 4 times
- Lack of connecting w/ students on his thoughts
- Quizzes should not be as difficult if lectures are so laid back
- Different practice problems than one in the book

Group Two (4):
- Doesn't always have his thoughts well organized
- Notes are sometimes hard to follow
- Class sometimes gets off topic easily

Group Three (4):
- Structure of the reading is awkward/confusing
- Some of the topics are complex in nature

Group Four (3):
- Goes through notes too quickly for people writing
- The lack of discussion after activities

Group Five (4):
- Option to place class notes online (availability)
- More detailed feedback for homework
- Clearer instructions on quizzes

Group Six (2):
- It's straight from the book nothing new
- He doesn't proofread his writing

Group Seven (4):
- Sometimes, limited class time is taken up by extremely specific questions. Perhaps these questions that derail the pace of the lecture and aren't always related to the content could be answered during office hours

Group Eight (4):
- More feedback on homework
- Jumps all over topics

3. **What specific changes would you recommend to the instructor that would assist you in learning?**

General Comments:
- Work on handwriting, especially if he is not willing to post his lecture notes online. (most agree)
- Type up and share his notes. (most agree)

3

- Consider showing pre-planned videos on a topic (a few agree)

Group-generated Comments:
Group One (4):
- Change the points system of grading. Giving quizzes worth so many points, students may only try to pass and not actually obtain any knowledge on the subject

Group Two (4):
- Making lecture notes in advance
- Explain things a simply as possible when going over new material, then adapt from there

Group Three (4):
- Make the study guide more detail, less broad
- Assignment reminders
- Slow down when explaining class lectures

Group Four (3):
- More discussion for lesson plan
- Relatable examples/ realer arguments
- Don't scroll too fast on computer when writing notes

Group Five (4):
- Quiz review (detailed + conceptual)

Group Six (2):
- Have real life situations instead of teaching from book
- Be more specific and clearer about homework & instructions for it

Group Seven (4):
- Take the time to go over practice problems done in class as a whole group
- Give more feedback on the graded homework assignments, or perhaps create a visible grading rubric

Group Eight (4):
- Access to notes
- More concrete feedback/notes on homework

4

5.2.2   Online Class

This SGID was particularly helpful to gather information about how my online course was going. Students seemed to like the collaborative nature of the course. They found that the group activities gave them an opportunity to practice the skills they were learning in each module. I also learned that my approach to delivering material was useful. Instead of delivering notes on a board like in a classroom, I uploaded videos where I recorded my computer screen and gave audio narration.

I also learned some things about the structure of the course that I was able to improve during the semester. I had had a rigid participation system for each module's discussion boards. Students had to initiate a thread, respond to a number of other threads, and reply to any responses they received. The SGID showed that these specific requirements were difficult for students to track. I changed my requirements to ensure that students had a certain number of quality engagements in the discussions, rather than particular kinds. This was easier for students to track, and allowed conversations to develop more organically.

Relatedly, I learned that the duration of the course module was difficult for students to adapt to their schedules. Because we were not constrained by a weekly meeting schedule, I designed the course to operate outside the normal 7 day week. Instead of units progressing on a week or two week schedule, I designed a module to last 10 calendar days. Based on the SGID feedback, this was not the best approach. Students had difficultly remembering that parts of each module fell on different days, and some students were turning things in late because of this. Unfortunately, there was not a good way to adjust the schedule mid semester. Instead, I created a calendar for the rest of the semester with each particular day marked out for the remaining modules. In future online courses, I will construct a schedule that aligns better with a calendar week to avoid this confusion.

Small Group Instructional Diagnostic Summary Report

Instructor: Eric DeAraujo
Position: GTA
Department: Philosophy
Course: Philosophy 1500: Introduction to Logic
Date: March 15th, 2019
Students: 44
Consultant: Jessica Riviere

At the initiative of the instructor, the consultant conducted this midterm student assessment. Students received an email from the consultant and were asked to respond to the three open-ended questions as indicated below via a Qualtrics survey. After a week, the responses received were shared with all students in the class, and additional responses and comments were then gathered and included in this report. Anonymous written comments from each student are included below.

1. What are the strengths of the course and instructor that assist you in learning?

2. Eric is always willing to help out students who are confused or need help on an assignment. I also enjoy that he reminds when upcoming work is done because sometimes it can be hard to remember with online classes.
3. the strengths of this course is the discussions and the group projects. I feel like the instructor is doing a great job with having us as students engage with the material and each other.
4. The course is well-rounded. He provides notes with vocal explanations that provide full information about the module. Additionally, there are several ways to interact with the material and classmates. We do discussion posts every week and assignments that are either completed individually or as groups.
5. The course is very organized in its structure and the instructor often sends announcements to make sure we understand everything. The instructor also acknowledges when we do not understand and compensates for it.
6. The group work helps a lot, it's nice to be able to compare my answers with other students' to make sure I'm on the right track. The professor posts notes along with a video explaining the notes in more depth which definitely helps in understanding the material!
7. I would say that the strengths of this course the group work and discussions. It helps solve a lot

1

	of confusion with some of the assignments and it's just helpful to know what everyone else is thinking. Also the professor notes that are included in each module are extremely helpful because they are an easy resource for a review of the chapter if you need help.
8.	I think the notes are a great help when working through modules. Also having discussions within groups about module assignments helps me when I am unsure if I am doing something correctly--I can get their feedback and discuss further then make changes when needed
9.	I enjoy the discussion post because you get to learn new things from other people and to realize any correction that needs to be done.
10.	everything comes from our text which for me is cool since I don't have to read too many different materials
11.	The strengths are the fact that we can feed off of other students and are encouraged to engage with one another,
12.	Ease of talking to the professor has helped with clarification throughout the semester, Class pace is good from readings to assignments
13.	I really enjoy the discussions in this course. It actually requires student engagement rather than "oh I agree" responses.
14.	The assignment directions are mostly clear, and the professor is very engaged. He responds quickly to requests and questions.
15.	I think our professor is very interesting in trying to find the way to help us learn the material best. For example - he posts written notes which I find very helpful bc I can refer to them; and the also a lecture version explaining the material. I find this harder to follow because I am easily distracted - but the explanation is better bc you cannot always follow everything and figure it out through written notes.
16.	because it is a challenging course and it is online, it is very helpful that he does online video lectures. It is EXTREMELY helpful for me.
17.	module assignments / module assignment discussions with my group definitely help reinforce material
18.	The new note format has helped a lot in assisting me.
19.	Putting things on the carmen calendar, group assignments, clear schedule
20.	The strength of this course is the discussion board aspect, although they can be a pain in the butt at times, they are very beneficial in having us interact with our fellow classmates and learn from them as well. Professor De Araujo is the instructor that assist us with our learning.
21.	The instructor provides a lot of feedback and does so actively, so it's really easy to get in touch if there are any questions or confusion about assignments. I also appreciate how much effort the instructor puts in into making an online class interactive and collaborative.
22.	quizes

Responses to intial answers:

I do feel that the Professor is extremely vested in our success and tries his best to always be there to offer help through notes or the lectures.
I think he should just maintain the group discussions, it helps some of us to build on what we don't know as we learn from our mates.

2. What things are making it more difficult for you to learn?

Learning online verse in person just involves more work to put in individually to do well but as long as you're willing it's okay
I feel like the symbols chapter was hard to teach online, I just didn't get it I wish we could have had that chapter in class, which doesn't seem realistic.
The course is very structured in a way that we have something due every couple days. This makes it difficult to keep on top of all the due dates. However, it helps get all the material in fully.
The 10 day module set up is confusing and hard for me to follow. I often miss deadlines and end up skimming over content instead of learning.
Not being able to ask questions face-to-face during every class and ask for clarification as I'm learning the material.
I think that the only thing that is more difficult is the actual subject itself. It's foreign to a lot of people so it can be really difficult to grasp. It's difficult to base most of our work of the textbook because it is a lot of reading but I understand that its necessary because it is an online course.
I think just how broad each section is makes learning really hard. I think back to learning about SL and I tried reading through that whole document but when you dont understand it and have to read something that is lengthy, i struggle retaining what I learned at the beginning
The amount of material; its a lot! Its like there is always something that needs to be done in this course. Learning is great but it shouldn't be that overwhelming!
Nothing
The fact that we have several different discussions with a module. There should be one and only one.
The schedule is different every week in comparison to other classes where it is a set schedule when assignments are due. This makes it hard to make sure you are top of things when every module has different days when assignments are due.
Things that would be outside of my control.
Limiting the time frame for completing assignments due each week. It is absurd to me, a student who has taken and passed more than 8 online courses, that the instructor uses such a rigid layout. Open the module, leave the rest to us, that is how you get success. The rigid timing of all the little things is extremely inconvenient. People take this course online because they are busy, working, and need this credit in a convenient manner. Well, needing to log in every single day in order to work on a discussion board, which studies show don't help the learning process, is inconvenient and counterproductive for the student who took this course for is convenience and flexibility. This is the nature of online courses. They need to be flexible and convenient, otherwise we might as well have carved out a large chunk of our day to it over with by driving to campus. The only difference between the good online classes I have taken and the bad ones, is the flexibility of the schedule, and the availability of resources for learning.
I think I definitely struggle with a lot of this material just being in an online course. I would definitely benefit from taking this class in person hearing the information from the professor and being able to ask questions in class. I personally find it difficult to sit and listen to the lecture notes without becoming distracted or bored
I have taken many online courses at OSU and Columbus State. For the most part, things were due on Sundays. There might be a single post due on Thursday or Friday so that people could respond before Sunday. I work out of town all through the week so I miss tons of due dates and recently, he started giving 0 points even though I still did the assignment. I am not able to submit multiple assignments throughout the week. I took online so that I could have the weekend to do my homework because I work and travel for work all week. I am not doing well in the course, not from lack of trying, or lack or doing well on assignments that have been

3

submitted, but because of the due dates. I can't do things on a specific date throughout the week, that is why I didn't take this course in-person. I am quite frustrated with it at this point because I am graduating and this course is needed to fulfill my final math requirement. If I could just submit assignments on Sundays, I would be fine....
n/a
The online format is difficult for me as I am not used to it, but the instructor does everything he can do help with that.
I wish I had more of an idea of what the written part of the exam would be like
Not having face-to-face interaction. This is really not a big deal because it makes me research more when I have to figure out the answer to something without having to wait for an instructor response. Professor De Araujo is always prompt in his explanations though.
I just don't really like online classes, and the sheer number of assignments is slightly hard to maintain because I'm working right now and not on campus - not as much the instructor's fault, but the set up is a lot. However, again, not the course or the instructor but moreso my specific situation.
models

Responses to previous statements:

I agree that the amount of discussion posts and peer response post is extremely excessive. It's over whelming trying to keep track of responsing to everyone that responded to your posts...all of due dates. Being a student athlete w travel and different time zones and 4 other classes - makes things difficult. I am enrolled in online bc of needing the flexibility for travel - but all the assignments are hard to keep track of. I also find that as the modules go by - the group assignment orbassignent for the week has become extremely challenging and much harder than it was in the beginning. I am also quite stressed about the next exam bc I know I do not have a grasp of he SL material at all.
I agree with most of the above

3. What specific changes would you recommend to the instructor that would assist you in learning?

Keep doing what he currently is.
I wouldn't change anything I really enjoy this class and I feel the instructor is doing a great job.
I don't know any changes I would make at this time. I like that he started doing video notes in addition to the pdf notes.
The modules should be 7 days and everything due on Sunday, or at least a structure where assignments are due on the same day every week. The 10 day structure is confusing and hard to follow sometimes.
I learn well from PowerPoints so that would definitely be helpful!
I wouldn't change much, but if I had to say, it would be more videos, rather than textbook based information. It helps make the information "click" having examples or someone explaining it rather than reading a textbook.

4

I recommend only replying to posts on discussions rather than making us reply to the those that reply to ours because this makes us wait for other students to reply to our discussion and many times I do my work for and cant wait for students to reply late in the night
He is a great professor, so I can't really say for now.
I always get confused on his instructions especially when it comes to group work and response to classmates. I think he should bold those specifics for people to see and be clear on them..
The modules need to be a week long thing not 10 days. The discussions would be only one, not a reply, a respond and an exit. that is way too much!
I would suggest to make it more structured in regards to the above topic in the module schedule
I think for a first time online course, this course does an outstanding job of maintaining a balance scheduled.
Open the module each week, give us the notes so we can study, and leave the rest to us. I bet you the participation even goes up. I worked on a small study about online courses at Columbus State, and this course layout is what not to do to keep students learning and engaged.
Personally I wish the notes that the professor posted were not in PDF form because I am not able to print them out. I like to print things so I can refer back and forth through the material. It just helps me learn much better.
I have taken many online courses at OSU and Columbus State. For the most part, things were due on Sundays. There might be a single post due on Thursday or Friday so that people could respond before Sunday. I work out of town all through the week so I miss tons of due dates and recently, he started giving 0 points even though I still did the assignment. I am not able to submit multiple assignments throughout the week. I took online so that I could have the weekend to do my homework because I work and travel for work all week. I am not doing well in the course, not from lack of trying, or lack or doing well on assignments that have been submitted, but because of the due dates. I can't do things on a specific date throughout the week, that is why I didn't take this course in-person. I am quite frustrated with it at this point because I am graduating and this course is needed to fulfill my final math requirement. If I could just submit assignments on Sundays, I would be fine....
there are too many discussion posts. an entry and exit post with two replies for each (plus having to reply to those who replied to you) AND a module assignment / discussion is an excessive amount of work per week. all of my other online classes have included a weekly quiz and one discussion post and i felt like that was sufficient & effective.
I would recommend to continue with the guided notes.
I think this class is set up extremely well
Letting us know sooner when our module assignments are due. (This does not included the entry/exit discussion post or the reading quizzes) I don't like Proctorio either. I'm an SLDS student and the quiet test-taking environment allows me to focus better.
I think it would help to have a clearer calendar of all the modules and assignments, since I think I'm still slightly confused by the syllabus set up. Otherwise, so far so good! I'm thankful for how much effort Eric puts into the whole thing.
does not reply to emails

Responses to these comments:

There are an excessive amount of assignments. And it is hard to understand the directions for the assignment of the week quite often.
I think he should just allow us to reply to original post of others rather than replying again to those who replied to our original post, that confuses me, I keep loosing marks from that area.

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I agree, there actually too many discussion posts. If it was reduced, that will make things better!

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5.3 Faculty Evaluation

Courses taught by graduate students in Ohio State's Department of Philosophy are periodically observed and evaluated by the faculty. Below is an evaluation of my online Introduction to Logic course. In it, Dr. Jorati notes the structure of the course, the level of engagement in online discussions, and my mode of delivering instruction online.

Teaching Evaluation

Instructor: **Eric De Araujo**
course: Philosophy **1500, Introduction to Logic (online)**
date: March 2019

reviewed by: Julia Jorati

This introduction to logic is taught as an asynchronous online course. Eric gave me access to the Carmen page, which contains all of the class activities, quizzes, and lecture videos. I watched excerpts from several of the lecture videos posted on the site and also read some of the discussion threads and other assignments.

This is the first online course I have ever encountered, and hence I don't have anything to compare it to. That said, I am very impressed by how thoughtfully this course is organized and how many different ways Eric found to have students engage with the class materials, with each other, and with him.

The course is divided into 9 modules, and the students have 10 days to complete each module (some items within each module have separate deadlines). In each module, there are two structured discussion activities—one entry discussion and one exit discussion—plus a reading quiz, a practice quiz, an assignment, and finally a page with lecture notes and sometimes videos. In short, this online course provides students with a lot of structure; there are also many built-in checks that allow the students and the instructor to see whether they are on track. In this way, it will be clear to both sides if a given student is starting to fall behind.

Another thing that impressed me about this course is how well Eric moderates the discussions. In the discussion forums I read, Eric gives short but very helpful individualized feedback on each student post. And not only is his feedback constructive, it also often comes with a personal touch. For instance, in a discussion of real-life cases in which one person convinces another person of something, Eric sometimes responded to a case from a student's life by drawing a parallel to his own life to make a particular point about the logic of persuasion. In some cases, Eric asks a follow-up question and then goes back and forth with that student a few times. That must be enormously time-consuming in a class of 44 students, but I'm sure it really helps the students process the material (and it also helps Eric build rapport with the students). I was also struck by how lively the exchanges on the discussion forum appeared to be; Eric often requires students to not only respond to the prompt, but (at a later date) also respond to the answers that some of their classmates gave. This creates a genuine discussion among the students, rather than merely having interactions between each student and the instructor.

One final thing I really liked was the clarity of the lecture videos. Eric used a software that allowed him to record himself giving verbal explanations while he is typing diagrams and notes (as one would otherwise write on a blackboard). I watched parts of three such videos and found them very easy to follow. They are another great tool for students.

In conclusion, this seems to be an enormously well structured and well run online class. The vague worries I've always had about online classes—for instance that these classes are too anonymous and that students don't get enough structure—really do not seem to be an issue in this course.

Julia Jorati
Associate Professor

5.4   Quantitative Feedback

As mentioned above, instructors at Ohio State are evaluated by their students at the end of each course using SEIs. In addition to the optional discursive comments, they are asked to give quantitative feedback on the course.

Specifically, they are asked to consider the following claims:

1. The subject matter of this course was well organized.
2. This course was intellectually stimulating.
3. The instructor was genuinely interested in teaching.
4. The instructor encouraged students to think for themselves.
5. The instructor was well prepared.
6. The instructor was genuinely interested in helping students.
7. I learned a great deal from this instructor.
8. The instructor created an atmosphere conducive to learning.
9. The instructor communicated the subject matter clearly.

And state their agreement with each claim on a Likart scale:

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

Additionally, they are asked to rate the instructor as overall

1. Poor
2. Fair
3. Neutral
4. Good
5. Excellent

Below is a table which gathers all the quantitative feedback for the courses I taught at Ohio State. First, courses are arranged in chronological order. Second, I have manually calculated a cumulative average score. Third, a comparison score for the mean within the College of Arts & Sciences throughout 2015–18 is provided.[3] Copies of individual SEI Reports are available upon request.[4]

Course Details			Overall	Sub-Scores								
Term		Course	Resp.	Score	1	2	3	4	5	6	7	8	9
'16	Autumn	Intro. to Phil.	45%	**4.61**	4.3	4.6	4.5	4.6	4.3	4.4	4.3	4.4	4.5
'17	Spring	Phil. of Rel.	58%	**4.50**	4.4	4.7	4.8	4.6	4.1	4.8	4.5	4.5	4.6
'17	Summer	Eng. Ethics	75%	**4.33**	4.5	4.3	4.5	4.5	4.4	4.6	4.3	4.4	4.3
'17	Autumn	Intro. to Logic	63%	**4.08**	3.7	3.9	4.3	4.1	3.5	4.4	3.9	4.0	3.9
'18	Spring	Eng. Ethics	74%	**4.32**	4.5	4.3	4.5	4.4	4.4	4.4	4.1	4.3	4.3
'18	Summer	Eng. Ethics	74%	**4.64**	4.6	4.3	4.5	4.7	4.6	4.4	4.3	4.4	4.5
'18	Autumn	Intro. to Phil.	88%	**4.39**	4.6	4.3	4.6	4.6	4.6	4.5	4.3	4.4	4.5
'19	Spring	Intro. to Logic	45%	**4.35**	3.9	4.1	4.6	4.6	4.1	4.4	4.2	4.2	4.1
Cumulative Average			65%	**4.39**	4.3	4.3	4.5	4.5	4.3	4.4	4.2	4.3	4.3
College of Arts & Sciences Mean				**4.25**	4.2	4.1	4.4	4.3	4.3	4.3	4.1	4.2	4.1

5.4.1 Observations

Here is what I observe from the quantitative scores.

First, having taught most of the courses multiple times allows me to see some limited trends within courses. Most scores within courses have either improved or remain stable. For example, overall scores for Introduction to Logic and Engineering Ethics rose. While the overall score for Introduction to Logic dropped by .22, most sub-scores improved or remained stable. I take this as evidence that students are responding positively to improvements I make to courses over time.

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[3]After Spring 2018, this longitudinal comparison was no longer available to instructors.

[4]There are a few things to note about the score summary. First, for ease of presentation, the precision for the sub-scores is reduced from the nearest hundredth to the nearest tenth. It is preserved for the overall score. Second, the calculation for the cumulative average is not a simple average of the scores (or else it would be an average of averages). Rather, they are weighted according to the number of students in the class. For example, the overall score of 4.61 in the Autumn '16 Introduction to Philosophy course is first multiplied by the number of respondents before adding it to the others for calculation. The same applies for each question and course. Moreover, the calculations were done using scores to the nearest hundredth. The underlying calculations are available on request.

My best scores (4.5) are with respect to statements 3 and 4. The first of these (The instructor was genuinely interested in teaching) reflects on my general commitment that helping my students meet the course goals. I also think it is evidence that students respond to the ways I look to improve courses by taking their feedback into consideration. The second (The instructor encouraged students to think for themselves) reflects well on my goal that students become active participants in our philosophical debates.

Statement 7 (I learned a great deal from this instructor) reflects a goal for improvement. I believe my students are learning a great deal in my courses, but I would like for them to recognize this themselves. From their written comments, they do seem to recognize that they are learning important analytical skills from the course. Perhaps in their answers they are focusing on the content that we covered, rather than recognizing the skills they learned as well. If that is right, this suggests I can better frame the range of things they are learning in the course to help them better see with what they are leaving the course.

Artifacts

The following artifacts represent how I implement my pedagogical and course-specific goals in my classes. The syllabus does so at the level of an entire course, while the assignments and lesson do so at a granular level.

6.1 Syllabus

Below is the latest version of my Introduction to Philosophy syllabus. This syllabus demonstrates my approach for designing courses, how I achieve one of my general pedagogical goals, and how parts of the course function to achieve course goals.

6.1.1 Backward Design

With respect to my method of course design, this syllabus shows how I implement the method of backward design. The process begins with establishing the **Course Goals and Objectives**. Here, the course achieves some general goals prescribed by the University (the General Education requirements), and those that I derive from the course description. For the latter, I determine what, if the course is successful, a student will identify years from now as things they took away from the course. As time goes on, particular pieces of content will likely fade from memory, so I instead focus on how a successful course can change their understanding of philosophy or how it can improve their critical thinking skills in ways that can last. These I consider to be the *course goals*.

The next step in the process is identifying what observable behaviors or deliverables can serve as evidence that these goals are being achieved. These I consider to be the *course objectives*. Having identified goals and their corresponding objectives, I construct the **Schedule of Assignments**. Here the major assignments that will measure whether goals and objectives are being achieved are established and scheduled. In this syllabus students see how the major assignments align with the *course goals*. I then fill out the **Schedule of Readings** with the content that will prepare students to complete the major assignments.

6.1.2 Community of Learning

In my teaching statement, I expressed that one of my overall pedagogical goals is to create a community of learners in my classroom. To fulfill that goal, my students are encouraged to discuss and develop their views in our class. The **Course Mechanics** section of this syllabus highlights the dialectic nature of philosophy and how our discussions are part of a broader philosophical dialogue. This helps my students realize they are actively engaging in discussions philosophers have had, and are continuing to have. The **Policies** section tells them to welcome and partake in disagreements. However, I warn them that intellectual disagreement should not slip into personal attacks and that I will restrict participation in order to maintain a cooperative learning environment.

6.1.3 Doing Philosophy

This syllabus also demonstrates how the course invites students to participate in the activity of philosophy. The **Course Mechanics** states that "doing philosophy is like having a conversation with a lot of people" and I tell students that part of my job is "to facilitate a dialogue between you, your peers, and the philosophers we are reading."

In addition to our discussions in class, the course connects one of the ways philosophy is done professionally to one of their assignments. In the **Course Mechanics** section, I write that

> Much of the dialogue in philosophy today is done through publishing papers. I want you to be able to contribute to the philosophical dialogue by writing your own papers. Like the revision process in academic publishing, we will have a revision process with the papers you write for this course.

PHILOS 1100 (section 10948)

Introduction to Philosophy

Place: 375 Journalism Building   **Time:** 8:00 – 9:20am

Instructor: Eric de Araujo   **Office:** University Hall 214

Email: dearaujo.3@osu.edu   **Office Hours:** Wednesdays 8:00 – 9:45am & by appointment

Texts & Materials

The Norton Introduction to Philosophy, 2nd Ed. (2018), by Gideon Rosen, Alex Byrne, Joshua Cohen, Elizabeth Harman, and Seana Valentine Shiffrin.

Readings will come from the above anthology. Additional readings might be posted on Carmen. Bring either your textbook or appropriate readings to class.

Course Description

This introduction to philosophy will introduce you both to some important debates and approaches within the analytic tradition in philosophy. You will examine and critique philosophical views, and learn how to develop and articulate your own. I want you to leave this course understanding and appreciating some domains in philosophy and debates therein. I also want you to be better positioned to represent and analyze arguments, whether they be of a philosophical or general nature.

Course Goals & Objectives

A. You will be able to contribute to philosophical debates by:

Constructing an original argument, identifying the main conclusion of others' arguments, identifying the support given for a conclusion, evaluating the arguments of others, situating issues within particular debates and domains of philosophy, communicating philosophical views to others, and anticipating and defending views from objections.

B. You will recognize why philosophical questions are taken to be important and why their answers are still debated by:

Explaining the implications of views, relating philosophical views to issues you find important, explaining why others have written on these issues, and explaining how a current issue/topics relate to philosophical debates.

C. You will be able to comprehend and critique others' views by:

> Identifying the main conclusion of others' arguments, identifying the support given for a conclusion, evaluating the arguments of others, representing the logical structure of arguments, and determining what evidence is relevant to a conclusion.

D. You will understand what some of the main areas of (analytic) philosophy are and what some of the major debates are about by:

> Situating issues within particular debates and domains of philosophy, communicating philosophical views to others, explaining how a current issue/topic relate to philosophical debates, distinguishing between different philosophical domains (such as metaphysics, epistemology, theories of value, and various "philosophies of X"), and articulating main positions within philosophical debates.

This course meets the *General Education Goal and Expected Learning Outcomes* for "Cultures and Ideas" in the following ways:

E. (*General Education Goal*) "Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation" by:

> Critiquing the arguments of others, situating issues within particular debates and domains of philosophy, explaining the implications of views. explaining why others have written on these issues, and explaining how a current issue/topics relate to philosophical debate.

F. (*General Education Outcome*) "Students analyze and interpret major forms of human thought, culture, and expression" by"

> Situating issues within particular debates and domains of philosophy, explaining the implications of views, explaining why others have written on these issues, and explaining how a current issue/topics relate to philosophical debate.

G. (*General Education Outcome*) "Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior" by:

> Critiquing the arguments of others, explaining the implications of views, distinguishing between different philosophical domains (such as metaphysics, epistemology, theories of value, and various "philosophies of X"), and articulating main positions within philosophical debates.

Schedule

Here is the schedule we hope to follow. The first table lists the topics and associated readings. You should read the material before the first day of discussion. Reading quizzes are due the day of the assigned reading. The second table lists when major assignments are due and when exams will occur. The schedule is subject to change as the course progresses.

Schedule of Readings

Topic	Chapter	Reading	Date
Overview of Philosophy & Arguments	Getting Started	xxvii–li	8/23
Is There a God?	1	*The Ontological Argument, from Proslogion*, Anselm of Canterbury	8/30
		The Five Ways, from Summa Theologica, Thomas Aquinas	9/4
		The Argument from Design, from Natural Theology, William Paley	9/6
		The Argument from Cosmological Fine-Tuning, Roger White	9/11
		No Good Reason—Exploring the problem of Evil, Louise Antony	9/13
		The Problem of Evil, Eleonore Stump	9/18
What Is There?	10	*A Thing and Its Matter*, Stephen Yablo	9/20
		There Are No Ordinary Things, Peter Unger	9/25
		Numbers and Other Immaterial Objects, Gideon Rosen	9/27
		Do Numbers Exist?, Penelope Maddy	10/2
What Can We Know?	4	*Sceptical Doubts Concerning the Operations of the Understanding, Section IV, and Sceptical Solution of These Doubts, Section V, from An Enquiry Concerning Human Understanding*, David Hume	10/18
		The "Justification" of Induction, from Introduction to Logical Theory, P. F. Strawson	10/25
		The New Riddle of Induction, from Fact, Fiction, and Forecast, Nelson Goodman	10/30
		The Inference to the Best Explanation, Gilbert Harman	11/6
		Utilitarianism, John Stuart Mill	11/8

What Should We Do?	16	*Groundwork of the Metaphysics of Morals*, Immanuel Kant	11/13
		Nicomachean Ethics, Aristotle	11/15
		Virtue Ethics, Rosalind Hursthouse	11/20

Schedule of Assignments

Date	Major Assignment Due	Goals
8/28	Find an Argument	A, C
8/30	Critique an Argument	A, C
	Pre-Course Reflection	B, D, E, F, G
10/16	Exam 1	A, B, D, G
10/23	Essay 1 Draft	A, C, D
	Peer Review	C
11/13	Essay 1 Revision	A, C, D
11/29	Essay 2 Draft	A, C, D
	Peer Review	C
12/4	Exam 2	A, B, D, G
	Post-Course Reflection Paper	B, D, E, F, G
Exam Week	Essay 2 Revision	A, C, D

Grading

Argument Assignments	*10%*	*Reading Quizzes*	*10%*
Find an Argument	5%	*Essays*	*40%*
Critique an Argument	5%	*Draft of Essay 1*	4%
Exams	*30%*	*Draft of Essay 2*	4%
Exam 1	15%	*Peer Review of Paper 1*	4%
Exam 2	15%	*Peer Review of Paper 2*	4%
Reflection Papers	*5%*	*Revision of Essay 1*	12%
Pre-Course Reflection	2.5%	*Revision of Essay 2*	12%
Post-Course Reflection	2.5%	*Participation*	*5%*

Course Mechanics

I've planned the course to begin with some basic philosophical skills and build up to the point where you can make your own philosophical contributions. We will consider several questions asked in different areas of philosophy as we go. Here are some of the ways we will do that:

Argument Practice

In the first few weeks I want you to become comfortable with reading, summarizing, and critiquing arguments. We will have several in class activities and homework assignments that will give you practice with these skills.

Discussion

Doing philosophy is like having a conversation on a topic with a lot of people. This makes in class discussion a great way to practice doing philosophy. Discussion is an opportunity for you to ask questions about the reading, offer your own views and criticisms, and respond to the views of your peers. My job is to make the views we are looking at clear to the class and to facilitate a dialogue between you, your peers, and the philosophers we are reading.

I want everyone to grow more comfortable contributing to our in-class discussions. Trying out your ideas with your peers helps improve them. I will offer several ways for you to participate. These will range from large discussions with the whole class to conversations with a partner. In an effort to give

everyone an opportunity to participate, I am open to trying different things so that everyone can make a contribution. Again, please contact me if there are any concerns about your contributions to the class.

Reading Quizzes

In order to best utilize our time together, there will be short quizzes for each of the readings on Carmen. These are designed to assess basic comprehension of the material so you are prepared to discuss the material in class. These will partially be graded on completion and partially on accuracy.

Essay Drafts, Peer Review, & Revisions

Much of the dialogue in philosophy today is done through publishing papers. I want you to be able to contribute to the philosophical dialogue by writing your own papers. Like the revision process in academic publishing, we will have a revision process with the papers you write for this course. You will bring a draft of your paper to class and provide feedback on another student's draft in class. Additionally, I will give you feedback on your drafts. That way you will have a chance to respond to this feedback in the final paper you turn in. More information will be provided during the course.

Exams

You will not be able to write an essay about all the issues we cover in the course. However, I want you to leave the course with an understanding of the main areas of philosophy and some major contributions to the debates. These in-class exams are designed to see how well you comprehend the views we cover.

Course Reflections

These reflection papers are an opportunity for you to reflect your own views. The initial paper is an opportunity for you to think about what philosophy is, what you hope to learn, or what views you might already have. The last paper is an opportunity for you to reflect on how your thinking has been shaped, if at all, by the course.

Office Hours

Office hours tend to be an underutilized resource (unless something is due soon). You are welcome to come and chat about anything related to the course or even philosophy in general. Office hours can be a good way to clear up misconceptions and better understand how you are doing in the course. I will make an effort to find a time to meet if you cannot make it to the scheduled times.

Policies

Discussion

One reason philosophy is interesting is because people disagree about things. If our in-class discussions are good, then you will be disagreeing with each other. However, this does not mean that discussions need to become *heated* or make people *personally uncomfortable* (though I welcome intellectual discomfort). All participants should respect one another and treat each other as intellectual peers whose views are worthy of consideration. In doing this, we should remember to critique people's *views* and not people *themselves*.

If there are participants who threaten the cooperative atmosphere of the class I will limit their participation appropriately (even if that means asking them to leave the class session). Please contact me if something occurs during discussion that I did not address. I want us to wrestle with difficult texts and ideas, but I do not want anyone attacking others personally.

Attendance

Class time is an opportunity to better understand the text we are working with, to ask questions, try out your ideas, and learn from your peers. If this is true, then attending class will help you do well in the course. Additionally, it is not possible to participate in the course without attending. Because of this, I will keep track of attendance. Merely showing up to class is not enough to participate, but poor attendance does indicate a lack of participation.

There are days when showing up is *very important*. These include days of exams or days when we peer review. The only opportunity to make these sorts of things up will be cases in which the absence was *unavoidable* and *verified*. If you find yourself in this situation, notify me as soon as possible and provide appropriate documentation.

Accommodations

I want everyone to be able to participate in our philosophical discussions and utilize this course in their professional development. To that end, I will accommodate students who have a documented disability (including mental health, chronic or temporary medical conditions) and have registered with Student Life Disability Services. Please meet with me privately as soon as possible at the beginning of the term to discuss the accommodations that will be implemented. If you have not already registered, please contact SLDS at 614-292-3307 or slds@osu.edu as soon as possible.

Academic Integrity

As far as I can tell, the opportunities for academic misconduct are during exams and when writing your papers. I assume you understand what it means to complete an exam without cheating. In philosophy courses, a common breach of academic conduct on a paper is plagiarism. This includes copying another's work or failing to appropriately attribute an idea to someone. These issues will be explained further when we begin writing papers. However, you are responsible for understanding and adhering to the University's policies on academic misconduct found in the University's Code of Student Conduct. Further, I am *obligated* to report instances where I suspect academic misconduct to the Committee on Academic Misconduct (COAM). If COAM determined that you have committed academic misconduct, the consequences can be severe. Please contact me if you are unsure about what this means or have any questions.

Here are some relevant resources on the matter:

- The Committee on Academic Misconduct web pages: http://oaa.osu.edu/coam.html

- Ten Suggestions for Preserving Academic Integrity: http://oaa.osu.edu/coamtensuggestions.html

- Eight Cardinal Rules of Academic Integrity: http://www.northwestern.edu/provost/policies/academic-integrity/cardinal-rules.html

Technology

Unless I expressly say otherwise, no technological devices (laptops, tablets, phones, etc.) should be out or in use during class. Unless you inform me of an urgent need to receive a call, phones and notifying devices should be on silent during class. Failure to adhere to this policy can affect your participation grade.

6.2   Assignments

6.2.1   Ethical Cycle Report

Engineering Ethics is different from most philosophy courses because all the students are engineering majors. Two of my course goals are creating a recognition that their engineering work is ethically important and providing them a method for making ethical decisions. The former is achieved through the various engineering cases we discuss in class. The second is achieved in the final project of the course: The Ethical Cycle Report.

This assignment is adapted from one of the chapters in their textbook where the various components of the report are defined. I adapted it to include the three moral theories we discuss in the course (Utilitarianism, Kantian Deontology, and Virtue Ethics). I also require students to reflect on the process of constructing the report by focusing on how the process influenced their thinking.

A troubling trend I noticed when I first taught this course was that some students left the course with a vague form of moral relativism. Some began to see the relationship to moral theories and their application as mere multiple choice. That is, they felt free to conclude whatever they preferred about the case based on what one of the theories told them. This project is a way to challenge that.

For the report, students choose from a variety of cases. For example, one case involves the possibility of a city investing in renewable energy which carries the risk of toxic waste. Another involves the choice of pedestrian crossings at a roundabout. Students analyze the case to extract the relevant actors and moral factors in the case. As these are not prescribed, there is some range of perspectives from which they can assess the case. Students are asked to generate a set of possible actions the agent can take in the situation. They are then asked to analyze the right course of action from several moral foundations including the moral theories they learned, but also from their intuition or even professional codes of conduct. Most importantly, students are then asked to make and defend a choice about what the right action is. It is here that I emphasize the stakes of their decision. They are not merely choosing an outcome they like, but trying to get at the *right* moral choice.

I do not expect my students to directly refer back to this activity when they make choices in their engineering careers. However, my goal is that by explicitly going through a process like this, they are more likely to be careful and methodical when

confronted with ethical issues in their profession.

Ethical Cycle Report

Procedure

1. Choose one of the cases provided or provide your own case. If you provide your own, then I must approve it first. In addition to the case text, consult 1 outside source to inform your decision (some of the cases include additional sources).

2. Use the Ethical Cycle discussed in ETE Chapter 5 to produce a report that recommends a particular action in relation to the case.

3. In addition to the report, write an addendum about how the process of completing the cycle helped you reach your recommendation.

Structure

The report must include the following sections:

1. Problem Statement
2. Problem Analysis
    1. Relevant Moral Values
    2. Interests of Stakeholders
    3. Relevant Facts (including those known, assumed, and unknown)
3. Options for Action
4. Ethical Evaluation (from at least 4 ethical perspectives)
5. Reflection
6. Statement of Your Recommendation
7. Reflection on Process

Description and Guidance

The report must be submitted as a polished document (this includes an appropriate citation of your external source). It should look like a report you could deliver to a supervisor or client to recommend an action. This gives you some leeway in how it looks. However, here are some rough guidelines to help you gauge how thorough each section should be:

Assuming a 12 pt, double-spaced document with standard margins:

-   Sections 1–3 can be 1.5 to 3 pages if bullets and short sentences are used (prose is not necessary here).

-   Sections 4 should be constructed in paragraphs and can be 2–3 pages (or approx. 600–1,000 words).

-   Section 5 should also be constructed in paragraphs and can be 2–3 pages (or approx. 600–1,000 words).

-   Section 6 can be a sentence or short paragraph.

-   Section 7 should be in paragraphs and can be 1–2 pages (or approx. 300–700 words).

The content for sections 1–6 should be clear from the text and our in-class discussion. For section 7, I want you to reflect on how the process might have shaped your what you ultimately recommended for action. This is because the process, unlike the report, is somewhat non-linear. For example, you could have revised your problem statement based considerations from subsequent sections. Or perhaps, your consideration of an ethical position caused you to reject your initial intuition.

6.2.2   Peer Review

A goal shared by my philosophy courses is that students are able to contribute to philosophical debates. One of the reasons for choosing this goal is so my students have a better sense of what it is philosophers do. Discussions in class emulate for them how philosophical progress is made in person. I emphasize to my students that another important way philosophy is done today is through the publication of articles. I explain to them that the process is iterative, and involves a series of drafts, comments, and revisions before publication. One of the ways they do philosophy is by writing and rewriting an argumentative essay.

I have found that many undergraduates are not on a position to give constructive feedback to their peers without guidance. This is because they are still learning to successfully write philosophy essays themselves. My approach to peer review is to provide a diagnostic worksheet that standardizes the process. Much of the worksheet asks students to identify parts of the essay, instead of directly evaluating the essay. For example, instead of asking them whether or not each paragraph is a self-contained part of the argument, I simply ask them what the purpose of each paragraph is. This has the practical benefit of easing students into the evaluative process. But it also provides the recipient actionable feedback. For example, if their peer cannot copy their thesis statement, then they know it is either absent or not clearly indicated. Additionally, the process of diagnosing someone else's work puts them in a more critical posture to evaluate their own paper.

Peer Review of Paper 1

_____'s review of _____'s essay

Part of doing philosophy is presenting your views to your peers for feedback to improve your communication and argumentation. You are providing your colleague a valuable service by reviewing their paper. Additionally, being critical of someone else's essay puts you in the position to critically review your own.

What is the argument the author is writing about?

What is the author's position?

Copy the author's thesis statement:

List purpose/topic of each paragraph. If you are unsure what purpose/topic is, then put a "?"

- Paragraph 1:
- Paragraph 2:
- Paragraph 3:
- Paragraph 4:
- Paragraph 5:
- Paragraph 6:
- Paragraph 7:

Did the author summarize the original argument ? ❑ Yes ❑ No ❑ Unsure

How could the author's summary be improved? (For example, you can identify confusing sentences or inaccuracies in their summaries)

Did the author provide an argument for their position? ❑ Yes ❑ No ❑ Unsure

Identify 2 weaknesses in the author's argument and suggest how the author could improve.

    1.

    2.

Find 2 sentences where you were unsure of what the author meant. Explain why these sentences were confusing.

    1.

    2.

What else could the author do to improve their essay?

What did the author do well in their essay?

6.3   Lesson

The following is my lesson plan and handouts for a class on Rawls' *A Theory of Justice*. This was a guest lecture I gave to two sections of a Contemporary Moral Problems course at Otterbein University. The lesson shows how I plan the day's activities around specific goals. The handouts show how I use in-class activities to illustrate concepts from the reading and generate class discussion.

Rawls Lesson

Eric de Araujo

Topics: Rawls' *A Theory of Justice*; Original Position; Second Principle of Justice

Audience: Dr. Patridge's Contemporary Moral Problems, Otterbein University

Time: 80 Minutes

1 Goals & Objectives

1.1 Goals

Students will:

1. Understand Rawls' notion of the original position by

    (a) Comparing decision making from positions of knowledge and ignorance.

    (b) Understanding why Rawls thinks the original position illuminates principles of justice.

2. Understand Rawls' second principal of justice by

    (a) Analogizing it to a simpler resource distribution case.

    (b) Understanding its justification as conclusion reached in the original position.

2 Materials

- Projector
- Handouts
- Playing Cards (4)
- Chips or Tokens
- Pie making props

1

3 Prior Knowledge

Students are expected to have read the selections from *A Theory of Justice* in their anthology.

4 Narrative

Students will be introduced to Rawls' view of Justice as Fairness through an activity that models his *Original Position*, and an analogy that illuminates his reasoning for *The Second Principle of Justice.*

The opening activity puts students in position to decide as a group how to distribute resources. The first time they distribute resources, they do so with full knowledge of everyone's starting position and with unequal decision making power. The second time they decide, they do it without any knowledge of starting positions and with equal decision making power.

Students are then asked to explain the differences between how things got decided in the two cases. Students should find that the second procedure was in some sense more fair. It is this fairness that Rawls is attempting to build into his justification for a society's institutional arrangements. A reconstruction of his argument is given on a PowerPoint.

After a break, pairs of pie distributions are shown on a PowerPoint and handout. Students are asked which distribution is better, and which one people would choose in an original position.

From this Rawls' argument for the second principle of justice is shown. Remaining time is devoted to discussion and an exit survey.

5 Timeline

Mins. 0–2 Introductory remarks.

Mins. 2–5 Groups are assigned and activity materials distributed.

Mins. 5–7 Directions for the first decision procedure are explained.

Mins. 7–11 Students decide how to distribute resources.

Mins. 11–13 Directions for the second decision procedure are explained.

Mins. 13–17 Students decide how to distribute resources.

Mins. 17–22 There is a class discussion of the differences between the two procedures.

Mins. 22–27 Features of the Original Position are reviewed.

2

Mins. 27–32 An argument for Justice as Fairness using the Original Position is presented and discussed.

Mins. 32–37 Students consider questions about the original position in groups.

Mins. 37–45 A class discussion follows the group discussion.

Mins. 45–50 BREAK

Mins. 50–55 The principles of justice are shown, and the focus shifts to the second principle.

Mins. 55–60 Students are shown pairs of distributions and asked which we should choose.

Mins. 60–65 Rawls' argument for maximin is given and formulated as his second principle of justice.

Mins. 65–75 Students are asked to consider the argument in groups with a class discussion to follow.

Mins. 75–80 Exit survey is given and collected.

6   Assessment

Handed out as an exit survey

1. What is the original position? (choose all that apply)

   (a) A historical event
   (b) The resources everyone starts with
   (c) A hypothetical event
   (d) The method for identifying the principles of a just society
   (e) The ideal society

2. What is the maximin rule? (choose one)

   (a) Maximize the collective socio-economic resources of a society
   (b) Minimize the collective socio-economic resources of a society
   (c) Maximize the largest possible individual portion of the society's socio-economic resources
   (d) Maximize the portion of the individual who has the smallest portion of society's socio-economic resources

3. What do you still have questions about or don't understand?

4. What could have improved your learning today?

3

7   Handouts

7.1   Table of Resource and Voting Power

7.1.1   Procedure

1. First Time

   (a) Each person is dealt two cards. One is face up and shown to everyone. The other is only known to each person.

   (b) The public card determines everyone's initial amount of tokens, and their voting power.

   (c) The private card determines how the remaining tokens are distributed.

   (d) The group votes on which of the 5 distributions to use.

   (e) Tokens are distributed and tallied.

2. Second Time

   (a) Each person is dealt one card face down. No one can see any card.

   (b) The group votes on which of the 5 distributions to use.

   (c) Tokens are distributed and tallied.

A table with the following information is given:

7.1.2   Voting Power by Suit

- Clubs = no votes

- Spades = 1 vote

- Diamonds = 2 votes

- Hearts = 3 votes

7.1.3   Initial Resources by Number

- 1–3 = 1

- 4–6 = 2

- 7–9 = 3

- 10, J, Q = 4

- K, A = 5

4

7.1.4 Possible Distributions of Remaining Resources

1. Everyone gets 1 more token each.

2. Clubs get 3 each, and everyone else gets 1.

3. Spades get 2 each, and everyone else gets none.

4. Diamonds get 3 each, and everyone else gets 2.

5. Hearts get 1 each, and everyone else gets none.

7.2 Pie Distribution Handout

A table for each of the following choices:

1. An equal distribution of pie ingredients vs. An equal distribution of a baked pie.

2. An equal distribution of a baked pie vs. A larger, but unequal distribution of a baked pie where the least well-off is worse.

3. An equal distribution of a baked pie vs. A larger, but unequal distribution of a baked pie where the least well-off fairs better.

4. An unequal distribution of a baked pie vs. A larger, but unequal distribution of a baked pie where the least well-off fairs the same

5

Card Games

Directions

Game 1

1. Deal everyone 2 cards. One card is face up and *public* (everyone can see it). The other card is *private* (only the person can see it).

2. Distribute starting resources based on the *public* card and the table.

3. Choose how to distribute the remaining resources by voting on the distribution options. Everyone's voting power is based on their *public* card. The choice with the most votes wins.

4. Reveal *private* cards and distribute remaining resources based on the group vote and *private* card.

5. Most tokens win!

Game 2

1. Deal everyone one card. Cards are kept face down and no one looks at them.

2. Choose how to distribute resources by voting on the distribution options. Everyone has 1 vote.

3. Reveal everyone's card.

4. Distribute starting resources based on table.

5. Distribute remaining resources based on vote.

6. Most tokens win!

Starting Resources

Card Number	Number of Tokens
2–5	1
6–9	2
10, J, Q, K	3
A	4

Voting Power

Card Suit	Number of Votes
♣	0
♠	1
♢	2
♡	3

Voting Choices

Choice	Result
A	Everyone gets 1 more token each.
B	♣s get 3 more each. Everyone else gets 1 more each.
C	♠s get 2 more each. Everyone else gets 0.
D	♢s get 3 more each. Everyone else gets 2 more each.
E	♡s get 1 more each. Everyone else gets 0.

Cutting up Pies

Cases

1.

Person	Raw Pie Ingredients
A	$1/4$
B	$1/4$
C	$1/4$
D	$1/4$
Total Pie Ingredients	Enough to Bake 1 Pie

OR

Person	Pie Servings
A	1
B	1
C	1
D	1
Total Pie Servings	4

2.

Person	Pie Servings
A	1
B	1
C	1
D	1
Total Pie Servings	4

OR

Person	Pie Servings
A	$1/2$
B	1
C	2
D	2
Total Pie Servings	$5 1/2$

3.

Person	Pie Servings
A	1
B	1
C	1
D	1
Total Pie Servings	4

OR

Person	Pie Servings
A	$1 1/2$
B	2
C	2
D	2
Total Pie Servings	$7 1/2$

4.

Person	Pie Servings
A	1
B	1
C	1
D	1
Total Pie Servings	4

OR

Person	Pie Servings
A	1
B	2
C	2
D	2
Total Pie Servings	7

Collected Syllabi

The following are syllabi for some of the courses I am prepared to teach.[1]

- Introductory Undergraduate

  - Introduction to Philosophy

  - Introduction to Logic

  - Introduction to Ethics

  - Introduction to Metaphysics

  - Professional Ethics: Engineering Ethics

  - Philosophy of Religion

- Intermediate Undergraduate

  - Metaphysics

  - Symbolic Logic

  - Philosophy of Mind

- Graduate and Advanced Undergraduate

  - Topics in Metaphysics: Being and Beings

  - Topics in Philosophy of Religion: Philosophical Theology

  - Metalogic

  - Topics in Philosophical Logic: Using Logic to do Philosophy

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[1]The most recent syllabus for a previously taught course is provided. Other syllabi were constructed assuming a 14 week term with classes meeting either weekly or twice weekly.

7.1 Introductory Undergraduate Courses

7.1.1 Introduction to Philosophy

PHILOS 1100 (section 10948)

Introduction to Philosophy

Place: 375 Journalism Building   **Time:** 8:00 – 9:20am

Instructor: Eric de Araujo   **Office:** University Hall 214

Email: dearaujo.3@osu.edu   **Office Hours:** Wednesdays 8:00 – 9:45am & by appointment

Texts & Materials

The Norton Introduction to Philosophy, 2nd Ed. (2018), by Gideon Rosen, Alex Byrne, Joshua Cohen, Elizabeth Harman, and Seana Valentine Shiffrin.

Readings will come from the above anthology. Additional readings might be posted on Carmen. Bring either your textbook or appropriate readings to class.

Course Description

This introduction to philosophy will introduce you both to some important debates and approaches within the analytic tradition in philosophy. You will examine and critique philosophical views, and learn how to develop and articulate your own. I want you to leave this course understanding and appreciating some domains in philosophy and debates therein. I also want you to be better positioned to represent and analyze arguments, whether they be of a philosophical or general nature.

Course Goals & Objectives

A. You will be able to contribute to philosophical debates by:

Constructing an original argument, identifying the main conclusion of others' arguments, identifying the support given for a conclusion, evaluating the arguments of others, situating issues within particular debates and domains of philosophy, communicating philosophical views to others, and anticipating and defending views from objections.

B. You will recognize why philosophical questions are taken to be important and why their answers are still debated by:

Explaining the implications of views, relating philosophical views to issues you find important, explaining why others have written on these issues, and explaining how a current issue/topics relate to philosophical debates.

rev. 2   11/4/18

C. You will be able to comprehend and critique others' views by:

    Identifying the main conclusion of others' arguments, identifying the support given for a conclusion, evaluating the arguments of others, representing the logical structure of arguments, and determining what evidence is relevant to a conclusion.

D. You will understand what some of the main areas of (analytic) philosophy are and what some of the major debates are about by:

    Situating issues within particular debates and domains of philosophy, communicating philosophical views to others, explaining how a current issue/topic relate to philosophical debates, distinguishing between different philosophical domains (such as metaphysics, epistemology, theories of value, and various "philosophies of X"), and articulating main positions within philosophical debates.

This course meets the *General Education Goal and Expected Learning Outcomes* for "Cultures and Ideas" in the following ways:

E. (*General Education Goal*) "Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation" by:

    Critiquing the arguments of others, situating issues within particular debates and domains of philosophy, explaining the implications of views. explaining why others have written on these issues, and explaining how a current issue/topics relate to philosophical debate.

F. (*General Education Outcome*) "Students analyze and interpret major forms of human thought, culture, and expression" by"

    Situating issues within particular debates and domains of philosophy, explaining the implications of views, explaining why others have written on these issues, and explaining how a current issue/topics relate to philosophical debate.

G. (*General Education Outcome*) "Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior" by:

    Critiquing the arguments of others, explaining the implications of views, distinguishing between different philosophical domains (such as metaphysics, epistemology, theories of value, and various "philosophies of X"), and articulating main positions within philosophical debates.

Schedule

Here is the schedule we hope to follow. The first table lists the topics and associated readings. You should read the material before the first day of discussion. Reading quizzes are due the day of the assigned reading. The second table lists when major assignments are due and when exams will occur. The schedule is subject to change as the course progresses.

Schedule of Readings

Topic	Chapter	Reading	Date
Overview of Philosophy & Arguments	Getting Started	xxvii–li	8/23
Is There a God?	1	*The Ontological Argument, from Proslogion*, Anselm of Canterbury	8/30
		The Five Ways, from Summa Theologica, Thomas Aquinas	9/4
		The Argument from Design, from Natural Theology, William Paley	9/6
		The Argument from Cosmological Fine-Tuning, Roger White	9/11
		No Good Reason—Exploring the problem of Evil, Louise Antony	9/13
		The Problem of Evil, Eleonore Stump	9/18
What Is There?	10	*A Thing and Its Matter*, Stephen Yablo	9/20
		There Are No Ordinary Things, Peter Unger	9/25
		Numbers and Other Immaterial Objects, Gideon Rosen	9/27
		Do Numbers Exist?, Penelope Maddy	10/2
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		The New Riddle of Induction, from Fact, Fiction, and Forecast, Nelson Goodman	10/30
		The Inference to the Best Explanation, Gilbert Harman	11/6
		Utilitarianism, John Stuart Mill	11/8

What Should We Do?	16	*Groundwork of the Metaphysics of Morals*, Immanuel Kant	11/13
		Nicomachean Ethics, Aristotle	11/15
		Virtue Ethics, Rosalind Hursthouse	11/20

Schedule of Assignments

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8/30	Critique an Argument	A, C
	Pre-Course Reflection	B, D, E, F, G
10/16	Exam 1	A, B, D, G
10/23	Essay 1 Draft	A, C, D
	Peer Review	C
11/13	Essay 1 Revision	A, C, D
11/29	Essay 2 Draft	A, C, D
	Peer Review	C
12/4	Exam 2	A, B, D, G
	Post-Course Reflection Paper	B, D, E, F, G
Exam Week	Essay 2 Revision	A, C, D

Grading

Argument Assignments	*10%*	*Reading Quizzes*	*10%*	
Find an Argument	5%	*Essays*	*40%*	
Critique an Argument	5%	*Draft of Essay 1*	4%	
Exams	*30%*	*Draft of Essay 2*	4%	
Exam 1	15%	*Peer Review of Paper 1*	4%	
Exam 2	15%	*Peer Review of Paper 2*	4%	
Reflection Papers	*5%*	*Revision of Essay 1*	12%	
Pre-Course Reflection	2.5%	*Revision of Essay 2*	12%	
Post-Course Reflection	2.5%	*Participation*	*5%*	

Course Mechanics

I've planned the course to begin with some basic philosophical skills and build up to the point where you can make your own philosophical contributions. We will consider several questions asked in different areas of philosophy as we go. Here are some of the ways we will do that:

Argument Practice

In the first few weeks I want you to become comfortable with reading, summarizing, and critiquing arguments. We will have several in class activities and homework assignments that will give you practice with these skills.

Discussion

Doing philosophy is like having a conversation on a topic with a lot of people. This makes in class discussion a great way to practice doing philosophy. Discussion is an opportunity for you to ask questions about the reading, offer your own views and criticisms, and respond to the views of your peers. My job is to make the views we are looking at clear to the class and to facilitate a dialogue between you, your peers, and the philosophers we are reading.

I want everyone to grow more comfortable contributing to our in-class discussions. Trying out your ideas with your peers helps improve them. I will offer several ways for you to participate. These will range from large discussions with the whole class to conversations with a partner. In an effort to give

everyone an opportunity to participate, I am open to trying different things so that everyone can make a contribution. Again, please contact me if there are any concerns about your contributions to the class.

Reading Quizzes

In order to best utilize our time together, there will be short quizzes for each of the readings on Carmen. These are designed to assess basic comprehension of the material so you are prepared to discuss the material in class. These will partially be graded on completion and partially on accuracy.

Essay Drafts, Peer Review, & Revisions

Much of the dialogue in philosophy today is done through publishing papers. I want you to be able to contribute to the philosophical dialogue by writing your own papers. Like the revision process in academic publishing, we will have a revision process with the papers you write for this course. You will bring a draft of your paper to class and provide feedback on another student's draft in class. Additionally, I will give you feedback on your drafts. That way you will have a chance to respond to this feedback in the final paper you turn in. More information will be provided during the course.

Exams

You will not be able to write an essay about all the issues we cover in the course. However, I want you to leave the course with an understanding of the main areas of philosophy and some major contributions to the debates. These in-class exams are designed to see how well you comprehend the views we cover.

Course Reflections

These reflection papers are an opportunity for you to reflect your own views. The initial paper is an opportunity for you to think about what philosophy is, what you hope to learn, or what views you might already have. The last paper is an opportunity for you to reflect on how your thinking has been shaped, if at all, by the course.

Office Hours

Office hours tend to be an underutilized resource (unless something is due soon). You are welcome to come and chat about anything related to the course or even philosophy in general. Office hours can be a good way to clear up misconceptions and better understand how you are doing in the course. I will make an effort to find a time to meet if you cannot make it to the scheduled times.

Policies

Discussion

One reason philosophy is interesting is because people disagree about things. If our in-class discussions are good, then you will be disagreeing with each other. However, this does not mean that discussions need to become *heated* or make people *personally uncomfortable* (though I welcome intellectual discomfort). All participants should respect one another and treat each other as intellectual peers whose views are worthy of consideration. In doing this, we should remember to critique people's *views* and not people *themselves*.

If there are participants who threaten the cooperative atmosphere of the class I will limit their participation appropriately (even if that means asking them to leave the class session). Please contact me if something occurs during discussion that I did not address. I want us to wrestle with difficult texts and ideas, but I do not want anyone attacking others personally.

Attendance

Class time is an opportunity to better understand the text we are working with, to ask questions, try out your ideas, and learn from your peers. If this is true, then attending class will help you do well in the course. Additionally, it is not possible to participate in the course without attending. Because of this, I will keep track of attendance. Merely showing up to class is not enough to participate, but poor attendance does indicate a lack of participation.

There are days when showing up is *very important*. These include days of exams or days when we peer review. The only opportunity to make these sorts of things up will be cases in which the absence was *unavoidable* and *verified*. If you find yourself in this situation, notify me as soon as possible and provide appropriate documentation.

Accommodations

I want everyone to be able to participate in our philosophical discussions and utilize this course in their professional development. To that end, I will accommodate students who have a documented disability (including mental health, chronic or temporary medical conditions) and have registered with Student Life Disability Services. Please meet with me privately as soon as possible at the beginning of the term to discuss the accommodations that will be implemented. If you have not already registered, please contact SLDS at 614-292-3307 or slds@osu.edu as soon as possible.

Academic Integrity

As far as I can tell, the opportunities for academic misconduct are during exams and when writing your papers. I assume you understand what it means to complete an exam without cheating. In philosophy courses, a common breach of academic conduct on a paper is plagiarism. This includes copying another's work or failing to appropriately attribute an idea to someone. These issues will be explained further when we begin writing papers. However, you are responsible for understanding and adhering to the University's policies on academic misconduct found in the University's Code of Student Conduct. Further, I am *obligated* to report instances where I suspect academic misconduct to the Committee on Academic Misconduct (COAM). If COAM determined that you have committed academic misconduct, the consequences can be severe. Please contact me if you are unsure about what this means or have any questions.

Here are some relevant resources on the matter:

- The Committee on Academic Misconduct web pages: http://oaa.osu.edu/coam.html

- Ten Suggestions for Preserving Academic Integrity: http://oaa.osu.edu/coamtensuggestions.html

- Eight Cardinal Rules of Academic Integrity: http://www.northwestern.edu/provost/policies/academic-integrity/cardinal-rules.html

Technology

Unless I expressly say otherwise, no technological devices (laptops, tablets, phones, etc.) should be out or in use during class. Unless you inform me of an urgent need to receive a call, phones and notifying devices should be on silent during class. Failure to adhere to this policy can affect your participation grade.

7.1.2 Introduction to Logic

PHILOS 1500.02

Introduction to Logic (Online)

Instructor: Eric de Araujo   **Office:** University Hall 214

Email: dearaujo.3@osu.edu   **Office Hours:** Thursday 8:15–9:45 am & by appointment

Texts & Materials

Required Textbooks:

- *Critical Thinking: An Introduction to the Basic Skills*, Hughes, Lavery, and Doran (CT)

- *Forallx*, P.D. Magnus (available on Carmen)

    Any additional materials will be made available on Carmen.

Course Description

      This course is an introduction to logic through the examination of argumentation. Arguments are the means by which we advance debates across human endeavors. We will find arguments, dissect their structure, assess their logical properties, and construct our own. This course will cover both deductive and non-deductive forms of argument and introduce elements of propositional logic.

Course Goals & Objectives

By completing this course, students will be able to:

A. Identify and interpret arguments by

    1. distinguishing arguments from other uses of language,

    2. interpreting the author's meaning,

    3. distinguishing between deductive and non-deductive arguments,

    4. classifying statements by their logical properties, and

    5. distinguishing between premises and conclusions.

B. Deconstruct and represent arguments by

    5. distinguishing between premises and conclusions,

    6. restating premises and conclusions in a standard form,

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7. diagraming the logical relationships in an argument,

8. translating statements into propositional logic, and

9. identifying and stating missing elements of arguments.

C. Assess the logical strength of arguments by

8. distinguishing between strong and weak forms of inductive argument,

9. identifying common fallacies and rhetorical techniques that mask poor reasoning,

10. determining the truth and falsity of premises,

11. determining whether deductive arguments are valid/invalid and sound/unsound,

12. determining logical relations using truth tables in propositional logic,

13. deriving conclusions from premises using natural deduction,

14. understanding the conventions and constraints of argumentation in a variety of domains, and

15. constructing counterarguments and counter-examples.

D. Construct original arguments by

15. applying deconstructive, representational, and assessment skills in the construction of novel arguments,

16. using clear and concise language to present logical structure, and

17. anticipating and responding to criticism.

This course also meets the *General Education Goal and Expected Learning Outcomes* for "Quantitative Reasoning" in the following ways:

E. (*General Education Goal*) "Students [will] develop skills in quantitative literacy and logical reasoning, including the ability to identify valid arguments, and use mathematical models by:

1. Students comprehend[ing] mathematical concepts and methods adequate to construct valid arguments. (see Goal D above)

2. Students comprehend[ing] mathematical concepts and methods adequate to understand inductive and deductive reasoning. (See Goal A above)

3. Students comprehend[ing] mathematical concepts and methods adequate to increase their general problem solving skills. (See Goal C above)

Schedule

Here is the schedule we hope to follow. The course is divided into topical modules. Each module (after the introductory one) will have a similar structure and span 10 days. The first table shows what each day in a module looks like. The second table shows the order and dates for each module. The last table lists the assignments that occur outside of the module structure. I will communicate any changes to the schedule as needed.

Sample Module

Day	1	2	3	4	5	6	7	8	9	10
Reading	Complete Assigned Reading & Reading Quiz									
Initial Post	Post on Entry Discussion						Post on Exit Discussion			
Discussion Engagement		3 Engagements in Entry Discussion						3 Engagements in Exit Discussion		
Notes				Notes Released						
Assignment		Assignment Description Released	Work on Assignment							Assignment Due
Practice Quiz								Complete Optional Practice Quiz		

Schedule of Modules

Dates	Module	Topic	Reading	Goals
1/7–10	0	Welcome & Introduction	None	
1/11–20	1	Arguments & Logic	Chapter 1 in CT	A
1/21		MLK Day		
1/22–31	2	Meaning	Chapters 2 & 3 in CT	A, B
2/1–10	3	Informal Structure of Arguments	Chapter 4 in CT	A, B
2/11–20	4	Formal Structure of Arguments	Chapter 2 in forallx	A, B
2/21		Break for Exam 1 (over Modules 1–3)		
2/22–3/3	5	Assessing Adequacy of Arguments	Chapters 5, 7, & 8 in CT	C

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3/4–9 Spring Break 3/17–20	6	Critiquing Arguments	Chapters 14 & 15 in CT	C
3/21–30	7	Constructing Arguments	Chapters 17 & 18 in CT	D
3/31	Break for Exam 2 (over Modules 4–6)			
4/1–10	8	Truth Tables	Chapter 3 in forallx	C
4/11–20	9	Natural Deduction	Chapter 6 in forallx	C
Finals Week	Exam 3 (over Modules 7–9)			

Non-Module Assignments

Date	Major Assignment Due
1/12	Pre-Course Reflection
2/20–22	Exam 1
3/30–4/1	Exam 2
4/6	Essay Draft
4/13	Peer Review
4/22	Post-Course Reflection
4/24	Final Draft
4/25–27	Exam 3

Grading

Exams	*24%*		*Essay*	*22%*
Exam 1	*8%*		*Draft*	*4%*
Exam 2	*8%*		*Critique*	*4%*
Exam 3	*8%*		*Final Draft*	*14%*
Reading Quizzes	*10%*		*Reflections*	*4%*
Module Activities	*20%*		*Pre-Reflection*	*2%*
Discussion	*20%*		*Post-Reflection*	*2%*

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Course Mechanics

Here is how I plan to accomplish the goals of the course:

Reading Quizzes

Each module begins with a relevant reading. In the first three days of the module, you will need to complete the reading and the accompanying reading quiz. This is a short multiple choice question to ensure you comprehended the material. You will be graded half on accuracy and half on completion.

Discussion

A major part of our collaborate learning will be our discussions. We will be using Carmen's discussion feature to do this. Each module will begin with an Entry Discussion and end with an Exit Discussion. The goal is to use our dialogue to help us better understand and be able to apply the material we learning in that module. Use this as an opportunity to test out your thoughts, ask questions, and help your classmates through difficult concepts.

Entry Discussions are your first opportunity to reflect on the reading material for that module. You will be asked to respond to a prompt in a way that demonstrates engagement with what you read. Exit Discussions are your opportunity to reflect back on what you've learned from all the module activities. For both Entry and Exit discussions you will be asked to provide an original initial post, and 3 substantive engagements with your classmates.

For modules 7, 8, and 9 I will be asking you to provide thorough and critical feedback to one of your classmates as part of your engagement. The class will be divided into 3 groups and assigned either module 7, 8, or 9. For that module, one of your engagements in each discussion for that module should provide constructive feedback to your classmate. I will grade this engagement separately and provide feedback on your Entry Discussion engagement so it can improve in your Exit Discussion engagement.

Additionally, each module will have a clarification discussion. If as we go through the module things are unclear, you can use this to solicit specific help from your classmates or me. Think of this as raising your hand in class. Posting in the clarification discussion is optional. However, participation here won't go unnoticed.

Instructor's Notes

These are what they sound like. These are my notes on the module material. Think of them as the equivalent of lecture notes in a traditional class. These notes summarize, synthesize, and emphasize the reading material in the module. They will be released the day after the reading quizzes and initial entry post is due.

Module Activities

Each module will have an activity for you apply some of the concepts and skills we learn in each module. Some of these will be individual assignments you will upload to Carmen. Others will be collaborative projects

you do complete on Carmen. A description for each module assignment is released on the third day and must be turned in on the eighth day.

Practice Quiz

Each module will end with an optional practice quiz. This is to help you gauge your familiarity with the module. My goal is that these quizzes will indicate to you how prepared you are for the examination of the material.

Exams

There will be three exams throughout the course. Each exam will be on 3 modules. Although some module material builds on previous modules, the exams are meant to be independent of one another. I will provide a study guide with the necessary terms or skills for each quiz. The exam for 1–3 occurs after module 4, for 4–6 after module 7, and for 7–9 during final exams week.

You will have 3 days in which to complete each exam. Normally a module begins the day after a previous module ends. However, for each exam I build in a one day gap. So you can complete the exam on the final day of a module, on the exam break day, or on the first day of the next module.

Exams will be given online using the Carmen quiz system. For exams I will be using the proctoring software *Proctorio* provided by the university. This is an extension for the Google Chrome browser that records the environment in which you take the exam. This is the only time you would need to use Chrome if you prefer to use other browsers. You can also choose to have the exam proctored on campus. If you decide not to use Proctorio to take your exams, please let me know so we can arrange for this alternative.

Essay & Peer Review

One of the goals of this course that you be able to apply the skills we learn to write your own argumentative essay. In addition, you will be able to practice your criticism of arguments by helping other students improve their essay. You will write a draft of your essay, and then review drafts with peers. You will then use this feedback to revise your final essay.

Course Reflections

These reflection papers are an opportunity for you to reflect on the importance of the logical skills you learn in the course. At the beginning of the course, I'll ask you what to reflect on what you think logic is, why it is important, what skills you are looking to learn, etc. At the end of the course, I will ask you to look back on what you've learned in a similar reflection.

Office Hours

Office hours tend to be an underutilized resource (unless something is due soon). You are welcome to come and chat about anything related to the course. Office hours can be a good way to clear up misconceptions

and better understand how you are doing in the course. I will be in my office on the Columbus campus weekly. I can make appointments to meet either on campus or virtually if you cannot make my regular hours.

Policies

Technology

This course is entirely online. As such, you will need reliable technical resources to complete the course. You will need a computer with a browser on which you can access Carmen and all its functions. You will also need reliable broadband internet access. Parts of the course might require you to communicate with me or your classmates. As such it is highly recommended you either have or have ready access to a webcam, microphone, and a quiet space. These are also things you need if you take the exam with our proctoring software.

Additionally, you will need word processing software and the ability to convert such documents into PDFs. You might also need or be willing to get access to online communication software (like Skype) or cloud productivity software (like Google Docs).

Participation

This course requires your regular participation. This does not mean you need to be on our Carmen page every day. However you need to devote some time to it every 2 or 3 days. Otherwise you cannot complete the parts of the modules in sequence and interact with your classmates in a timely manner.

This course is designed to give you a generous amount of flexibility in when you decide to participate. If there are extraordinary and unavoidable circumstances that limit your participation, please let me know as soon as possible so we can decide how to proceed.

Lastly, remember that the classmates you are interacting with are human beings like you. I hope our discussions are thought provoking and that we challenge ourselves and one another. However, I expect you to know the difference between constructive criticism and disrespect. Relatedly, remember that because of our inability to rely on visual cues from one another, there is potential for misinterpretation. In our welcome module I will ask you to affirm your commitment to keeping our interactions with one another productive and respectful.

Accommodations

I want everyone to be able to learn and apply the logical skills covered in this course. To that end, I will accommodate students who have a documented disability (including mental health, chronic or temporary medical conditions) and have registered with Student Life Disability Services. Please correspond or meet with me as soon as possible at the beginning of the term to discuss the accommodations that will be implemented. If you have not already registered, please contact SLDS at 614-292-3307 or slds@osu.edu as soon as possible.

Academic Integrity

As far as I can tell, the opportunities for academic misconduct are during exams and writing your essay. To ensure integrity during exams we will use the proctoring software or an alternative proctoring arrangement. The exams are closed book and closed note. In writing assignments, a common breach of academic conduct on a

paper is plagiarism. This includes copying another's work or failing to appropriately attribute an idea to someone. These issues will be explained further when we discuss the essay. However, you are responsible for understanding and adhering to the University's policies on academic misconduct found in the University's Code of Student Conduct. Further, I am *obligated* to report instances where I suspect academic misconduct to the Committee on Academic Misconduct (COAM). If COAM determines that you have committed academic misconduct, the consequences can be severe. Please contact me if you are unsure about what this means or have any questions.

Here are some relevant resources on the matter:

- The Committee on Academic Misconduct web pages: http://oaa.osu.edu/coam.html

- Ten Suggestions for Preserving Academic Integrity: http://oaa.osu.edu/coamtensuggestions.html

- Eight Cardinal Rules of Academic Integrity: http://www.northwestern.edu/provost/policies/academic-integrity/cardinal-rules.html

7.1.3 Introduction to Ethics

Introduction to Ethics

Place: TBD   **Time:** TBD

Instructor: Eric de Araujo   **Office:** TBD

Email: dearaujo.3@osu.edu   **Office Hours:** TBD

Texts & Materials

An Introduction to Moral Philosophy (2018) by Jonathan Wolff.

Readings in Moral Philosophy (2018) by Jonathan Wolff.

Readings will come from the above text and anthology. Additional readings might be posted on Carmen. Bring either your textbook or appropriate readings to class.

Course Description

In this introduction to ethics will think about ethical issues like philosophers. First, we will learn how to reason morally and consider challenges to moral theorizing. Then we will examine some major ethical theories along with some objections to them. Once we understand these, we will discuss some ethical debates on particular topics.

Course Goals & Objectives

A. You will be able to articulate and evaluate major ethical theories by:

Articulating main positions within ethical debates, identifying differences between ethical theories, presenting objections to ethical theories, applying ethical theories to cases, and communicating philosophical views to others.

B. You will be able to comprehend and critique others' views by:

Identifying the main conclusion of others' arguments, identifying the support given for a conclusion, evaluating the arguments of others, representing the logical structure of arguments, and determining what evidence is relevant to a conclusion.

C. You will be able to contribute to ethical debates by:

Articulating main positions within ethical debates, applying ethical theories to cases, constructing an original argument, identifying the main conclusion of others' arguments, identifying the support given for a conclusion, evaluating the arguments of

others, distinguishing moral and non-moral questions, communicating philosophical views to others, and anticipating and defending views from objections.

Schedule

Here is the schedule we hope to follow. The first table lists the topics and associated readings. *An Introduction to Moral* Philosophy is abbreviated as *Intro.*, while *Readings in Moral Philosophy* is abbreviated as *Readings*. You should read the material before the first day of discussion. Reading quizzes are due the day of the assigned reading. The second table lists when major assignments are due and when exams will occur. The schedule is subject to change as the course progresses. In particular, I am open to changing the applied topics we discuss at the end based on student interest.

Schedule of Readings

Topic	Reading	Day
Philosophy & Arguments	Chapter 1 in *Intro.*	2
Why Reason Morally?	Chapter 2 in *Intro.*	3
	Chapter 3 in *Intro.*	4
Utilitarianism	Chapter 8 in *Intro.*	5
		6
	Chapter 9 in *Intro.*	7
		8
Kantian Deontology	Chapter 10 in *Intro.*	9
		10
	Chapter 11 in *Intro.*	11
		12
Virtue Ethics	Chapter 12 in *Intro.*	13
		14
	Chapter 13 in *Intro.*	15
		16
	John Stuart Mill, "On Liberty of Expression" in *Readings*	17

Free Speech	Catherine McKinnon, "Pornography, Civil Rights, and Speech" in *Readings*	18
	Greg Lukianoff and Jonathan Haidt, "The Coddling of the American Mind" in *Readings*	19
Racial Justice	W.E.B. Du Bois, "The Souls of Black Folk" in *Readings*	20
	Elizabeth Anderson, "Racial Integration Remains an Imperative" in *Readings*	21
	Shelby Steele, "Affirmative Action: The Price of Preference" in *Readings*	22
	George Yancy and Judith Butler, "Black Lives Matter" in *Readings*	23
Economic Justice	John Rawls, "A Theory of Justice" in *Readings*	24
	Robert Nozick, "The Entitlement Theory of Justice" in *Readings*	25
	Iris Marion Young, "Political Responsibility and Structural Injustice" in *Readings*	26

Schedule of Assignments

Day	Major Assignment Due	Goals
2	Find an Argument	B
3	Critique an Argument	B
	Pre-Course Reflection	C
14	Exam 1	A, B
18	Essay 1 Draft	A, B, C
	Peer Review	B
22	Essay 1 Revision	A, B, C
26	Essay 2 Draft	A, B, C
	Peer Review	B
27	Exam 2	A, B
	Post-Course Reflection Paper	C
Exam Week	Essay 2 Revision	A, B, C

Grading

Argument Assignments	*10%*	*Reading Quizzes*	*10%*
Find an Argument	*5%*	*Essays*	*40%*
Critique an Argument	*5%*	*Draft of Essay 1*	*4%*
Exams	*30%*	*Draft of Essay 2*	*4%*
Exam 1	*15%*	*Peer Review of Paper 1*	*4%*
Exam 2	*15%*	*Peer Review of Paper 2*	*4%*
Reflection Papers	*5%*	*Revision of Essay 1*	*12%*
Pre-Course Reflection	*2.5%*	*Revision of Essay 2*	*12%*
Post-Course Reflection	*2.5%*	*Participation*	*5%*

Course Mechanics

I've planned the course to begin with some basic philosophical skills so you can make your own philosophical contributions. We will then discuss the merits of moral theorizing, examine some ethical theories, and apply our reasoning to particular issues. Here are some of the ways we will do that:

Argument Practice

In the first few weeks I want you to become comfortable with reading, summarizing, and critiquing arguments. We will have several in class activities and homework assignments that will give you practice with these skills.

Discussion

Doing philosophy is like having a conversation on a topic with a lot of people. This makes in class discussion a great way to practice doing philosophy. Discussion is an opportunity for you to ask questions about the reading, offer your own views and criticisms, and respond to the views of your peers. My job is to make the views we are looking at clear to the class and to facilitate a dialogue between you, your peers, and the philosophers we are reading.

I want everyone to grow more comfortable contributing to our in-class discussions. Trying out your ideas with your peers helps improve them. I will offer several ways for you to participate. These will range from large discussions with the whole class to conversations with a partner. In an effort to give

everyone an opportunity to participate, I am open to trying different things so that everyone can make a contribution. Again, please contact me if there are any concerns about your contributions to the class.

Reading Quizzes

In order to best utilize our time together, there will be short quizzes for each of the readings on Carmen. These are designed to assess basic comprehension of the material so you are prepared to discuss the material in class. These will partially be graded on completion and partially on accuracy.

Essay Drafts, Peer Review, & Revisions

Much of the dialogue in philosophy today is done through publishing papers. I want you to be able to contribute to the philosophical dialogue by writing your own papers. Like the revision process in academic publishing, we will have a revision process with the papers you write for this course. You will bring a draft of your paper to class and provide feedback on another student's draft in class. Additionally, I will give you feedback on your drafts. That way you will have a chance to respond to this feedback in the final paper you turn in. More information will be provided during the course.

Exams

You will not be able to write an essay about all the issues we cover in the course. However, I want you to leave the course with an understanding of the ethical theories and the main points of the debates we discuss. These in-class exams are designed to see how well you comprehend the views we cover.

Course Reflections

These reflection papers are an opportunity for you to reflect your own views. The initial paper is an opportunity for you to think about what ethics is, what you hope to learn, or what views you might already have. The last paper is an opportunity for you to reflect on how your thinking has been shaped, if at all, by the course.

Office Hours

Office hours tend to be an underutilized resource (unless something is due soon). You are welcome to come and chat about anything related to the course or even philosophy in general. Office hours can be a good way to clear up misconceptions and better understand how you are doing in the course. I will make an effort to find a time to meet if you cannot make it to the scheduled times.

Policies

[I aim to keep policies consistent across courses. See the syllabi for previously taught courses for a list of my policies.]

7.1.4 Introduction to Metaphysics

Introduction to Metaphysics

Place: TBD   **Time:** TBD

Instructor: Eric de Araujo   **Office:** TBD

Email: dearaujo.3@osu.edu **Office Hours:** TBD

Texts & Materials

Riddles of Existence, 2nd Ed. (2018) by Earl Conee and Theodore Sider.

The Norton Introduction to Philosophy, 2nd Ed. (2018), by Gideon Rosen, Alex Byrne, Joshua Cohen, Elizabeth Harman, and Seana Valentine Shiffrin.

Readings will come from the above text and anthology. Additional readings might be posted on Carmen. Bring either your textbooks or appropriate readings to class.

Course Description

In this introduction to metaphysics will think about reality like philosophers. First, we will learn how philosophers think, write, and read. Then, we will attempt to distinguish metaphysics from other philosophical domains. But mostly, we will be discussing some metaphysical questions and the different answers philosophers have offered. We will examine debates about Personal Identity, God, Free Will, Constitution, and Universals.

Course Goals & Objectives

A. You will be able articulate various metaphysical views by:

   Articulating main positions within metaphysical debates, identifying metaphysical questions, presenting objections to views, and communicating philosophical views to others.

B. You will be able to comprehend and critique others' views by:

   Identifying the main conclusion of others' arguments, identifying the support given for a conclusion, evaluating the arguments of others, representing the logical structure of arguments, and determining what evidence is relevant to a conclusion.

C. You will be able to contribute to metaphysical debates by:

Articulating main positions within metaphysical debates, constructing an original argument, identifying the main conclusion of others' arguments, identifying the support given for a conclusion, evaluating the arguments of others, communicating philosophical views to others, and anticipating and defending views from objections.

Schedule

Here is the schedule we hope to follow. The first table lists the topics and associated readings. *Riddles of Existence* is abbreviated as *Riddles* and *The Norton Introduction to Philosophy* as *Norton*. You should read the material before the first day of discussion. Reading quizzes are due the day of the assigned reading. The second table lists when major assignments are due and when exams will occur. The schedule is subject to change as the course progresses.

Schedule of Readings

Topic	Reading	Day
Philosophy & Arguments	Chapter 1 in *Norton*	2
	Introduction to *Riddles*	
Personal Identity	Chapter 1 in *Riddles*	3
	Introduction to Chapter 11 in *Norton*	
	"The Dualist Theory, from *Personal Identity*," Richard Swinburne in Chapter 11 of *Norton* (p. 513)	4
	"Personal Identity, from *Reasons and Persons*," Derek Parfit in Chapter 11 of *Norton* (p. 520)	5
	"The Self and the Future," Bernard Williams in Chapter 11 of *Norton* (p. 533)	6
God	Chapter 4 in *Riddles*	7
	Introduction to Chapter 1 in *Norton*	
	"The Ontological Argument, from *Proslogion*," Anselm of Canterbury in Chapter 1 of *Norton* (p. 80)	8
	"The Five Ways, from *Summa Theologica*," Thomas Aquinas in *Norton* (p. 13)	9
	"The Argument from Design, from *Natural Theology*," William Paley in Chapter 1 of *Norton* (p. 20)	10
	"No Good Reason–Exploring the Problem of Evil," Louise Antony in Chapter 1 *Norton* (p. 36)	11

Schedule of Assignments

Day	Major Assignment Due	Goals
2	Find an Argument	B
3	Critique an Argument	B
	Pre-Course Reflection	C
14	Exam 1	A, B
16	Essay 1 Draft	A, B, C
	Peer Review	B
22	Essay 1 Revision	A, B, C
25	Essay 2 Draft	A, B, C
	Peer Review	B
28	Exam 2	A, B
	Post-Course Reflection Paper	C
Exam Week	Essay 2 Revision	A, B, C

Grading

Argument Assignments	*10%*		*Reading Quizzes*	*10%*	
Find an Argument	*5%*		*Essays*	*40%*	
Critique an Argument	*5%*		*Draft of Essay 1*	*4%*	
Exams	*30%*		*Draft of Essay 2*	*4%*	
Exam 1	*15%*		*Peer Review of Paper 1*	*4%*	
Exam 2	*15%*		*Peer Review of Paper 2*	*4%*	
Reflection Papers	*5%*		*Revision of Essay 1*	*12%*	
Pre-Course Reflection	*2.5%*		*Revision of Essay 2*	*12%*	
Post-Course Reflection	*2.5%*		*Participation*	*5%*	

Course Mechanics

I've planned the course to begin with some basic philosophical skills so you can make your own philosophical contributions. We will then examine particular metaphysical debates by first introducing ourselves to them with the *Riddles of Existence* text and then by reading what certain philosophers have to say in *The Norton Introduction to Philosophy* anthology. Here are some of the ways we will do that:

Argument Practice

In the first few weeks I want you to become comfortable with reading, summarizing, and critiquing arguments. We will have several in class activities and homework assignments that will give you practice with these skills.

Discussion

Doing philosophy is like having a conversation on a topic with a lot of people. This makes in class discussion a great way to practice doing philosophy. Discussion is an opportunity for you to ask questions about the reading, offer your own views and criticisms, and respond to the views of your peers. My job is to make the views we are looking at clear to the class and to facilitate a dialogue between you, your peers, and the philosophers we are reading.

I want everyone to grow more comfortable contributing to our in-class discussions. Trying out your ideas with your peers helps improve them. I will offer several ways for you to participate. These will range from large discussions with the whole class to conversations with a partner. In an effort to give everyone an opportunity to participate, I am open to trying different things so that everyone can make a contribution. Again, please contact me if there are any concerns about your contributions to the class.

Reading Quizzes

In order to best utilize our time together, there will be short quizzes for each of the readings on Carmen. These are designed to assess basic comprehension of the material so you are prepared to discuss the material in class. These will partially be graded on completion and partially on accuracy.

Essay Drafts, Peer Review, & Revisions

Much of the dialogue in philosophy today is done through publishing papers. I want you to be able to contribute to the philosophical dialogue by writing your own papers. Like the revision process in academic publishing, we will have a revision process with the papers you write for this course. You will bring a draft of your paper to class and provide feedback on another student's draft in class. Additionally, I will give you feedback on your drafts. That way you will have a chance to respond to this feedback in the final paper you turn in. More information will be provided during the course.

Exams

You will not be able to write an essay about all the issues we cover in the course. However, I want you to leave the course with an understanding of the metaphysical debates we discussed and the structure of some of the arguments in those debates. These in-class exams are designed to see how well you comprehend the views we cover.

Course Reflections

These reflection papers are an opportunity for you to reflect your own views. The initial paper is an opportunity for you to think about what metaphysics is, what you hope to learn, or what views you might already have. The last paper is an opportunity for you to reflect on how your thinking has been shaped, if at all, by the course.

Office Hours

Office hours tend to be an underutilized resource (unless something is due soon). You are welcome to come and chat about anything related to the course or even philosophy in general. Office hours can be a good way to clear up misconceptions and better understand how you are doing in the course. I will make an effort to find a time to meet if you cannot make it to the scheduled times.

Policies

[I aim to keep policies consistent across courses. See the syllabi for previously taught courses for a list of my policies.]

7.1.5 Professional Ethics: Engineering Ethics

Ethics in the Professions: Introduction to Engineering Ethics

PHILOS 1332, Section 15308, Summer 2018

Place: McPherson Lab 1041   **Time**: MWF 11:25–2:35

Instructor: Eric de Araujo   **Office:** University Hall 214

Email: dearaujo.3@osu.edu   **Office Hours**: MW 10:15am

Texts & Materials

Required Textbooks:

- *Ethics, Technology, and Engineering*, Ibo van de Poel and Lambèr Royakkers (ETE)

- *An Introduction to Moral Philosophy*, Jonathan Wolff (MP)

        Readings will come from the textbook and from supplemental material posted in Carmen. Please bring your copy of the textbook and hard copies of any supplemental readings to class.

Course Description

        This course is an examination of contemporary issues in engineering ethics in the context of major ethical theories. To examine these issues, we will start by learning some basic philosophical argumentation and briefly examine three major ethical theories. The issues we will look at include the role and ethical responsibility of the professional engineer, the particular norms that govern the profession, and the ethical topics like safety and risk, and the distribution of responsibility. We will also examine a strategy to help individual engineers make moral decisions.

Course Goals & Objectives

By completing this course, students will be able to:

A.   Recognize engineering as an ethical activity by

     1.   identifying moral features of engineering problems and solutions,

     2.   identifying moral implications of design,

     3.   identifying moral obligations of engineers, and

4.   identifying norms (moral and otherwise) that apply to the engineering profession.

B.   Reason about ethical issues by

   5.   recognizing and evaluating patterns of reasoning,

   6.   constructing and evaluating moral arguments, and

   7.   understanding and evaluating some moral theories.

C.   Apply moral reasoning to engineering by

   8.   developing strategies for moral decision making in engineering contexts,

   9.   practicing moral reasoning by reflecting on historical and fictional engineering cases,

   10. evaluating moral decision making with respect to different roles, and

   11. practicing moral reasoning in group decision making.

This course meets the *General Education Goal and Expected Learning Outcomes* for "Cultures and Ideas" in the following ways:

D.   (*General Education Goal*) "Students [will] evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation" by:

   understanding and evaluating some ethical theories (7), identifying moral features of engineering problems and solutions (1), identifying moral implications of design (2), and identifying norms (moral and otherwise) that apply to the engineering profession (4).

E.   (*General Education Outcome*) "Students analyze and interpret major forms of human thought, culture, and expression" by:

   recognizing and evaluating patterns of reasoning (5), constructing and evaluating moral arguments (6), and understanding and evaluating some ethical theories (7).

F.   (*General Education Outcome*) "Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior" by:

   identifying moral features of engineering problems and solutions (1), identifying moral implications of design (2), identifying moral obligations of engineers (3), identifying norms (moral and otherwise) that apply to the engineering profession (4), and understanding and evaluating some ethical theories (7).

Schedule

Here is the schedule we hope to follow. The first table lists the topics and associated readings. You should read the material and complete the accompanying reading quiz before class. The second table lists when major assignments are due and when exams occur. The schedule is subject to change and I will communicate changes via email or using Carmen.

Schedule of Readings

Topic	Subtopic	Reading	Read By
Arguments & Logic		Chapter 4 from ETE & Chapter 1 from MP	5/9
Ethical Theories	Utilitarianism	Chapters 8 & 9 from MP	5/11
	Kantianism	Chapter 10 & 11 from MP	5/14
	Virtue Ethics	Chapter 12 & 13 from MP	5/16
Ethics of the Profession	Role of the Engineer	Chapter 1 from ETE	5/18
	Codes of Conduct	Chapter 2 from ETE	5/23
Ethical Topics	Safety & Risk	Chapter 8 from ETE	5/25
Making Moral Decisions		Chapter 5 from ETE	5/30
Ethical Topics Cont.	Distribution of Responsibility	Chapter 9 from ETE	6/1

Schedule of Assignments

Date	Major Assignment	Venue	Goals
Throughout the Term	Reading Quizzes	Online	A
	Deep Dives	Online	A, C, D, F
5/11	Pre-Course Reflection	Online	A, D
5/14	Argument Practice	In Class	B, E, F
5/21	Midterm	In Class	B, E
6/1	Post-Course Reflection	Online	A, D
6/4	Final Exam	In Class	A, C, D
	Ethical Cycle Report	Online	C, D

Grading

Argument Practice	*5%*	*Tests*		*30%*
Reading Quizzes	*10%*	Midterm		*15%*
In-Class Activities	*5%*	Final Exam		*15%*
Deep Dives	*20%*	*Reflection Papers*		*5%*
Deep Dive #1	*5%*	Pre-Course Reflection		*2.5%*
Deep Dive #2	*5%*	Post-Course Reflection		*2.5%*
Deep Dive #3	*5%*	*Ethical Cycle Report*		*20%*
Deep Dive #4	*5%*	*Participation*		*5%*

Course Mechanics

I have planned the course to begin with a primer on logical argumentation and an overview of three ethical theories in philosophy. We will then apply the logical tools and ethical theories to various topics in engineering. Here are the concrete ways I plan to do this:

Argument Practice

The beginning of the course will introduce some basics of logical argumentation. There will be in-class activities for you to practice some of these skills as well as a homework assignment.

Discussion

Thinking about ethical issues is part of the broader practice of doing philosophy. Doing philosophy is like having a conversation with a lot of people. By discussing issues in class, you will be doing philosophy. Discussion is an opportunity for you to ask questions about the reading, offer your own views and criticisms, and respond to the views of your peers. My job is to make the material clear to the class and to facilitate a dialogue.

I want everyone to grow more comfortable contributing to our in-class discussions. Trying out your ideas with your peers helps improve them. I will offer several ways for you to participate. These will range from large discussions with the whole class to conversations with a partner. In an effort to give everyone an opportunity to participate, I am open to trying different things so that everyone can make a contribution. Please contact me if there are any concerns about your contributions to the class.

In-Class Participation

In addition to lectures and discussions, there will be in-class activities. These activities serve several purposes. Some will be opportunities for you to practice important skills. Others are meant to spark your own thinking or facilitate discussion. These will generally be graded on a complete/incomplete basis.

Reading Quizzes

In order to best utilize our time together, there will be short quizzes for each of the readings on Carmen. These are designed to assess basic comprehension of the material so you are prepared to discuss the material in-class. These will partially be graded on completion and partially on accuracy.

Deep Dives

There are many topics this course could cover that we won't have time to fully address. Additionally, we might not always have the time to discuss in depth the topics that you find most interesting. This is an opportunity for you express your views on topics that come up throughout the course. For most course topics, I will post 1 or more questions that you can address in short paper. They will be due two class periods from the day they are posted. You will need to complete 4 during the term.

Tests

There will be a midterm and final exam for the course. The midterm will cover the basics of argumentation and the ethical theories we discuss. The final exam will cover the particular ethical topics in engineering we survey in the second half of the course. You might need to apply knowledge from the first half of the course to fully address questions regarding the second half of the course.

Ethical Cycle Report

Some of the issues we address speak to ethical issues that apply to engineering at a level of generality. The Ethical Cycle Report is a chance for you to apply moral reasoning to a case from the perspective of an individual decision maker. The cycle is explained in Chapter 5 and we will work through examples in class. You will apply the Ethical Cycle to a case and construct a report where you present the various steps in the cycle.

Course Reflections

These reflection papers are an opportunity for you to reflect on the ethical dimension of the engineering profession. The initial paper is an opportunity for you to reflect on ethics in engineering before introducing you to the ethical theories and ethical issues in engineering. The last paper is an opportunity for you to reflect on how your thinking about the ethical dimension of engineering has been shaped, if at all, by the course.

Office Hours

Office hours tend to be an underutilized resource (unless something is due soon). You are welcome to come and chat about anything related to the course. Office hours can be a good way to clear up misconceptions and better understand how you are doing in the course. I will make an effort to find a time to meet if you cannot make it to the scheduled times.

Policies

Discussion

One reason thinking about ethics is interesting is because people disagree. If our in-class discussions are good, then you will be disagreeing with each other. However, this does not mean that discussions need to become especially heated or make people personally uncomfortable (though I welcome intellectual discomfort). All participants should respect one another and treat each other as intellectual peers whose views are worthy of consideration. In doing this, we should remember to critique people's views and not people themselves.

If there are participants who threaten the cooperative atmosphere of the class I will limit their participation appropriately (even if that means asking them to leave the class session). Please contact me if something occurs during discussion that I did not address. I want us to wrestle with difficult texts and ideas, but I do not want anyone attacking others personally.

Attendance

Class time is an opportunity to better understand the issues we are talking about, to ask questions, try out your ideas, and learn from your peers. If this is true, then attending class will help you do well in the course. Additionally, it is not possible to participate in the course without attending. Because of this, I will keep track of attendance. Merely showing up to class is not enough to participate, but poor attendance does indicate a lack of participation.

There are at least two days when showing up is *very important*–the days of tests! The only opportunity to make up tests are if your absence is *unavoidable* and *verified*. If you find yourself in this situation, notify me as soon as possible and provide appropriate documentation.

Accommodations

I want everyone to be able to participate in our ethical discussions and utilize this course in their professional development. To that end, I will accommodate students who have a documented disability (including mental health, chronic or temporary medical conditions) and have registered with Student Life Disability Services. Please meet with me privately as soon as possible at the beginning of the term to discuss the accommodations that will be implemented. If you have not already registered, please contact SLDS at 614-292-3307 or slds@osu.edu as soon as possible.

Academic Integrity

As far as I can tell, the opportunities for academic misconduct are during tests and constructing your Ethical Cycle Report. I assume you understand what it means to complete a test without cheating. In writing assignments, a common breach of academic conduct on a paper is plagiarism. is includes copying another's work or failing to appropriately attribute an idea to someone. These issues will be explained further when we discuss the report. However, you are responsible for understanding and adhering to the University's policies on academic misconduct found in the University's Code of Student Conduct. Further, I am obligated to report instances where I suspect academic misconduct to the Committee on Academic Misconduct (COAM). If COAM determines that you have committed academic misconduct, the consequences can be severe. Please contact me if you are unsure about what this means or have any questions.

Here are some relevant resources on the matter:

• The Committee on Academic Misconduct web pages: http://oaa.osu.edu/coam.html

• Eight Cardinal Rules of Academic Integrity: http://www.northwestern.edu/provost/policies/academic-integrity/cardinal-rules.html

Technology

Unless I explicitly say otherwise (for instance, in the case of providing learning accommodations), no technological devices (laptops, tablets, phones, etc.) should be out or in use during class. Unless you inform me of an urgent need to receive a call, phones and other notifying devices should be on silent during class. Failure to adhere to this policy can affect your participation grade.

7.1.6 Philosophy of Religion

PHILOS 1850

Introduction to Philosophy of Religion

Place: McPherson Lab 1041   **Time:** Tuesdays & Thursdays, 11:10–12:30

Instructor: Eric de Araujo   **Office:** University Hall 214

Email: dearaujo.3@osu.edu   **Office Hours:** Tuesdays, 12:40–2:20

Texts & Materials

Required Textbooks:

- *Exploring Philosophy of Religion*, 2nd Edition, Steven M. Cahn (EPR)

- *Science and Religion: Are they Compatible?*, Daniel C. Dennett and Alvin Plantinga (SR)

You will read several philosophy texts in this course. Most of them are in the EPR anthology. We will end the course by reading the SR text. There is a schedule of readings below. There might be reasons to change the readings. If I add readings outside the texts, they will be posted on Carmen.

Bring either text to class when appropriate. You will want a notebook with which to take notes. As mentioned below, you are not allowed to use laptops to take notes.

Course Description

This is an introduction to some of the issues in Philosophy of Religion. For reasons we will discuss in class, the issues will mostly be limited to those related to monotheistic religions (especially Judaism, Christianity, and Islam) and within the analytic philosophy tradition. These issues include attributes of the divine, arguments for and against God's existence, and the relationship between the natural and the supernatural. I want you to leave the course with an understanding of how these issues fit into the broader field of Philosophy of Religion. You will examine and critique philosophical views, and learn how to develop and articulate your own. I also want you to be better positioned to represent and analyze arguments, whether they be of a religious or general nature.

Revised: 1/29/17

Course Goals & Objectives

A.   You will be able to contribute to philosophical debates by:

   Constructing an original argument, identifying the main conclusion of others' arguments, identifying the support given for a conclusion, evaluating the arguments of others, situating issues within the field of Philosophy of Religion, communicating philosophical views to others, and anticipating and defending views from objections.

B.   You will understand what some of the main issues in Philosophy of Religion are and what some of the arguments for positions within the debate are by:

   Articulating arguments for some main positions within debates about divine attributes, arguments for and against God's existence, and the relationship between the natural and supernatural.

   And by situating issues within the broader field of Philosophy of Religion, communicating philosophical views to others, and explaining why philosophical debates about religion are relevant in contemporary society.

C.   You will recognize why there is philosophical debate concerning religion by:

   Explaining the implications of views, relating views to issues you find important, explaining why others have written on these issues, and explaining why philosophical debates about religion are relevant in contemporary society.

D.   You will be able to comprehend and critique others' views by:

   Identifying the main conclusion of others' arguments, identifying the support given for a conclusion, evaluating the arguments of others, representing the logical structure of arguments, and determining what evidence is relevant to a conclusion.

This course meets the *General Education Goal and Expected Learning Outcomes* for "Cultures and Ideas" in the following ways:

E.   (*General Education Goal*) "Students [will] evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation" by:

   Evaluating the arguments of others, situating issues within the broader field of Philosophy of Religion, explaining the implications of views. explaining why others have written on these issues, and explaining why philosophical debates about religion are relevant in contemporary society.

Revised: 1/29/17

F. (*General Education Outcome*) "Students analyze and interpret major forms of human thought, culture, and expression" by"

Situating issues within the field of Philosophy of Religion, explaining the implications of views, explaining why others have written on these issues, and explaining why philosophical debates about religion are relevant in contemporary society.

G. (*General Education Outcome*) "Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior" by:

Evaluating the arguments of others, explaining the implications of views, and situating issues within the field of Philosophy of Religion.

Schedule

Here is the schedule we hope to follow. The first table lists the topics and associated readings. You should read the material before the first day of discussion. Reading reflections can only be turned in on *the first day* we discuss that reading. The second table lists when major assignments are due and when quizzes will occur. The schedule is subject to change and I will communicate changes via email or using Carmen.

Schedule of Readings

Topic	Subtopic	Reading	Read By
Overview of Philosophy of Religion & Arguments		"What is Reason?" in EPR	1/12
Divine Attributes	Goodness	"God and Goodness" & "A Modified Divine Command Theory" in EPR	1/17
	Omnipotence	"Some Puzzles Concerning Omnipotence" & "The Logic of Omnipotence" in EPR	1/19
	Forgiveness and Love	"God and Forgivness" & "God as Lover" in EPR	1/31
	Ontological	"The Ontological Argument" & "The Ontological Argument: A Critique" in EPR	2/2
		"The Ontological Argument: A Reassessment" in EPR	2/14
	Cosmological	"The Five Ways" & "The Cosmological Argument" in EPR	2/16

Arguments for and against God's Existence		"The Cosmological Argument: A Critique" in EPR	2/21
		"The Kalam Cosmological Argument" in EPR	2/23
	Teleological	"The Evidence of Design" & "Dialogues Concerning Natural Religion (II, V–VII)" in EPR	2/28
		"The Argument from Design" & "Darwin and Design" in EPR	3/7
	The Problem of Evil	"Dialogues Concerning Natural Religion" & "Hume on Evil" in EPR	3/9
		"The Problem of Evil and Some Varieties of Atheism" in EPR	3/23
		"Why God Allows Evil" & "Knowledge, Freedom, and the Problem of Evil" in EPR	3/28
The Natural and the Supernatural	Miracles	"Miracles as Evidence Against the Existence of God" & "Do Miracles Occur?" in EPR	4/4
	Science and Religion	Chapters 1 & 2 of SR	4/11
		Chapters 3 & 4 of SR	4/13
		Chapters 5 & 6 of SR	4/18

Schedule of Assignments

Date	Major Assignment Due	Goals
1/12	Find an Argument	A, D
1/17	Critique an Argument	A, D
1/19	Reflection on Religion	C
2/9	Essay 1 Draft	A, B, D
	Peer Review	D
2/14	Quiz 1	B, G
3/2	Essay 1 Revision	A, B, D
3/9	Quiz 2	B, G
4/6	Essay 2 Draft	A, B, D
	Peer Review	D

Revised: 1/29/17

4/20	Quiz 3	B, G
	Course Reflection	C, E, F, G
Exam Week	Essay 2 Revision	A, C, D

Grading

Argument Practice	*8%*		*Reading Reflections*	*10%*
Find an Argument	*4%*		*Minimum of 9 (otherwise only the 9 highest scores are counted)*	
Critique an Argument	*4%*		*Quizzes*	*18%*
Essays	*48%*		*Quiz 1*	*6%*
Draft of Essay 1	*3%*		*Quiz 2*	*6%*
Draft of Essay 2	*3%*		*Quiz 3*	*6%*
Peer Review of Paper 1	*3%*		*Reflection Papers*	*6%*
Peer Review of Paper 2	*3%*		*Reflection on Religion*	*3%*
Revision of Essay 1	*18%*		*Course Reflection*	3%
Revision of Essay 2	*18%*		*Participation*	*10%*

Course Mechanics

I have planned the course to begin with some basic philosophical and argumentative skills and build up to the point where you can make your own philosophical contributions. We will look at several debates in Philosophy of Religion as we go. Here are some of the ways we will do that:

Argument Practice

In the first few weeks I want you to become comfortable with reading, summarizing, and critiquing arguments. We will have several in class activities and homework assignments that will give you practice with these skills.

Discussion

Doing philosophy is like having a conversation on a topic with a lot of people. This makes in-class discussion a great way to practice doing philosophy. Discussion is an opportunity for you to ask questions about the reading, offer your own views and criticisms, and respond to the views of your peers. My job is to make the views we are looking at clear to the class and to facilitate a dialogue between you, your peers, and the philosophers we are reading.

I want everyone to grow more comfortable contributing to our in-class discussions. Trying out your ideas with your peers helps improve them. I will offer several ways for you to participate. These will range from large discussions with the whole class to conversations with a partner. In an effort to give everyone an opportunity to participate, I am open to trying different things so that everyone can make a contribution. Again, please contact me if there are any concerns about your contributions to the class.

Reading Reflections

Our discussions in class will be based on the readings we have for each topic. Your contributions to the discussion will be improved by having done the reading before class. To help ensure you are prepared for our discussions, you will write short reflections on the readings prior to class. You will need to complete these reflections for 10 of the readings. Expectations will be communicated in class and on Carmen.

Essay Drafts, Peer Review, & Revisions

Much of the dialogue in philosophy today is done through publishing papers. I want you to be able to contribute to the philosophical dialogue by writing your own papers. Like the revision process in academic publishing, we will have a revision process with the papers you write for this course. You will bring a draft of your paper to class and provide feedback on another student's draft in class. Additionally, I will give you feedback on your drafts. That way you will have a chance to respond to this feedback in the final paper you turn in. More information will be provided during the course.

Quizzes

You will not be able to write an essay about all the issues we cover in the course. However, I want you to leave the course with an understanding of the main positions in the debates we read about. These in-class quizzes are designed to see how well you comprehend the views we cover. I will provide more information on what the quizzes will look like. Additionally, I will provide a list of terms and topics to help you review for the quizzes.

Reflection Papers

In addition to the personal significance religion has for many, it is hard to overstate its impact in human history. I hope your understanding of religion and its impact is deepened by understanding some of the philosophical issues related to religion. There are two writing assignments designed to allow you to explore the relationship between the philosophical issues we discuss and religion more broadly. At the beginning of the course you will write about what (if any) importance religion or discussion of religion has for you. At the end of the course you will reflect back on the issues we discussed and write about what you have learned from these discussions. More details about these papers will be given in class.

Office Hours

Office hours tend to be an underutilized resource (unless something is due soon). You are welcome to come and chat about anything related to the course or even philosophy in general. Office hours can be a good way to clear up misconceptions and better understand how you are doing in the course. I will make an effort to find a time to meet if you cannot make it to the scheduled times.

Policies

Discussion

One reason philosophy is interesting is because people disagree. If our in-class discussions are good, then you will be disagreeing with each other. However, this does not mean that discussions need to become especially *heated* or make people *personally uncomfortable* (though I welcome intellectual discomfort). All participants should respect one another and treat each other as intellectual peers whose views are worthy of consideration. In doing this, we should remember to critique people's *views* and not people *themselves*.

If there are participants who threaten the cooperative atmosphere of the class I will limit their participation appropriately (even if that means asking them to leave the class session). Please contact me if something occurs during discussion that I did not address. I want us to wrestle with difficult texts and ideas, but I do not want anyone attacking others personally.

Attendance

Class time is an opportunity to better understand the text we are working with, to ask questions, try out your ideas, and learn from your peers. If this is true, then attending class will help you do well in the course. Additionally, it is not possible to participate in the course without attending. Because of this, I will keep track of attendance. Merely showing up to class is not enough to participate, but poor attendance does indicate a lack of participation.

There are days when showing up is *very important*. These include days of quizzes or days when we peer review. The only opportunity to make these sorts of things up will be cases in which the absence was *unavoidable* and *verified*. If you find yourself in this situation, notify me as soon as possible and provide appropriate documentation.

Accommodations

I want everyone to be able to do philosophy. To that end, I will accommodate students who have a documented disability (including mental health, chronic or temporary medical conditions) and have registered with Student Life Disability Services. Please meet with me privately as soon as possible at the beginning of the semester to discuss the accommodations that will be implemented. If you have not already registered, please contact SLDS at 614-292-3307 or slds@osu.edu as soon as possible.

Academic Integrity

As far as I can tell, the opportunities for academic misconduct are during quizzes and when writing your papers. I assume you understand what it means to complete a quiz without cheating. In philosophy courses, a common breach of academic conduct on a paper is plagiarism. This includes copying another's work or failing to appropriately attribute an idea to someone. These issues will be explained further when we begin writing papers. However, you are responsible for understanding and adhering to the University's policies on academic misconduct found in the University's Code of Student Conduct. Further, I am *obligated* to report instances where I suspect academic misconduct to the Committee on Academic Misconduct (COAM). If COAM determines that you have committed academic misconduct, the consequences can be severe. Please contact me if you are unsure about what this means or have any questions.

Here are some relevant resources on the matter:

- The Committee on Academic Misconduct web pages: http://oaa.osu.edu/coam.html

- Ten Suggestions for Preserving Academic Integrity: http://oaa.osu.edu/coamtensuggestions.html

- Eight Cardinal Rules of Academic Integrity: http://www.northwestern.edu/provost/policies/academic-integrity/cardinal-rules.html

Technology

Unless I explicitly say otherwise (for instance, in the case of providing learning accommodations), no technological devices (laptops, tablets, phones, etc.) should be out or in use during class. Unless you inform me of an urgent need to receive a call, phones and other notifying devices should be on silent during class. Failure to adhere to this policy can affect your participation grade.

Revised: 1/29/17

7.2 Intermediate Undergraduate Courses

7.2.1 Intermediate Metaphysics

Metaphysics

Place: TBD   **Time:** TBD

Instructor: Eric de Araujo   **Office:** TBD

Email: dearaujo.3@osu.edu   **Office Hours:** TBD

Texts & Materials

Metaphysics: The Big Questions, 2nd Ed., (2008) by Peter van Inwagen and Dean W. Zimmerman.

Readings will come from the above anthology. Additional readings might be posted on Carmen. Bring either your textbook or appropriate readings to class.

Course Description

In this survey of contemporary metaphysics, we will introduce ourselves to and participate in some recent debates among metaphysicians. These include existence and change, and two of: the mind and body, possible worlds, free will, causality, and time/space. We will spend some time orienting ourselves to the terms of debates, but much of our time will be spent discussing primary texts. We will present critical summaries of the texts to one another and construct, critique, and revise our original arguments on the debates we read.

Course Goals & Objectives

A. You will be able to articulate debates in contemporary metaphysics and some of the relationships between them by:

> Distinguishing metaphysical debates from other philosophical debates, articulating the main positions in particular debates, restating objections to particular views.

B. You will be able to comprehend and critique others' metaphysical views by:

> Identifying the main conclusion of others' arguments, identifying the support given for a conclusion, evaluating the arguments of others, representing the logical structure of arguments, and determining what evidence is relevant to a conclusion.

C. You will be able to present the metaphysical views of others:

Identifying the main conclusions of others' arguments, identifying the support given for a conclusion, evaluating the arguments of others, representing the logical structure of arguments, and summarizing arguments for others.

D.   You will be able to contribute to metaphysical debates by:

Identifying the main conclusion of others' arguments, identifying the support given for a conclusion, evaluating the arguments of others, summarizing arguments for others, constructing an original argument, and anticipating and defending views from objections.

Schedule

Here is the schedule we hope to follow. The first table lists the topics and associated readings. Unless specified, each reading comes from our anthology. You should read the material before the first day of discussion. Journal entries are due at the beginning of class. The second table lists when major assignments are due and when exams will occur. The schedule is subject to change as the course progresses. In particular, we will discuss what debates we want to discuss for the last two topics.

Schedule of Readings

Topic	Reading	Day
Existence	Introduction: What is Metaphysics?	2
	David Lewis and Stephanie Lewis "Holes"	
	W. V. O. Quine "On What There Is"	4
	Roderick M. Chisholm "Beyond Being and Nonbeing"	
Change	Antonie Arnauld and Pierre Nicole "Of Confused Subjects which are Equivalent to Two Subjects"	7
	Eric T. Olson "The Paradox of Increase"	
	W. V. O. Quine "Identity, Ostension, and Hypostatis"	9
	David Lewis "In Defense of Stages"	
	David Lewis "The Problem of Temporary Intrinsics"	11
	Dean W. Zimmerman "Temporary Intrinsics and Presentism"	
Topic 1 Options: • Mind & Body • Possible	Reading 1	15
	Reading 2	
	Reading 3	18

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Worlds	Reading 4	18
• Free Will	Reading 5	
• Causality	Reading 6	20
• Time/Space		
Topic 2 Options:	Reading 1	22
• Mind & Body	Reading 2	
• Possible Worlds	Reading 3	24
	Reading 4	
• Free Will	Reading 5	27
• Causality	Reading 6	
• Time/Space		

Schedule of Assignments

Day	Major Assignment Due	Goals
Throughout	Group Presentation on Reading	C
2	Pre-Course Reflection Paper	D
13	Exam 1	A
17	Essay 1 Draft	B, D
	Peer Review	B
20	Essay 1 Revision	B, D
25	Essay 2 Draft	B, D
	Peer Review	B
28	Exam 2	A
	Post-Course Reflection Paper	D
Exam Week	Essay 2 Revision	B, D

Grading

Journal	*20%*	*Essays*		*40%*
Course Reflections	*5%*	*Draft of Essay 1*		*4%*
Reading Entries	15%	*Draft of Essay 2*		*4%*
Exams	*20%*	*Peer Review of Paper 1*		*4%*
Exam 1	*10%*	*Peer Review of Paper 2*		*4%*
Exam 2	*10%*	*Revision of Essay 1*		*12%*
Participation	*20%*	*Revision of Essay 2*		*12%*
Group Presentation on Reading	15%			
Class Participation	5%			

Course Mechanics

The course turns to the reading and examination of philosophical texts right away. We will practice how to read and reflect on arguments throughout the course with journal entries and presentations on the readings. Participation in our class discussion will prepare you to explain the views we are discussing on exams. Finally, we will prepare, critique, and revise two papers where we argue for our own view on debates we discuss.

Discussion

Doing philosophy is like having a conversation on a topic with a lot of people. This makes in class discussion a great way to practice doing philosophy. Discussion is an opportunity for you to ask questions about the reading, offer your own views and criticisms, and respond to the views of your peers. My job is to make the views we are looking at clear to the class and to facilitate a dialogue between you, your peers, and the philosophers we are reading.

I want everyone to grow more comfortable contributing to our in-class discussions. Trying out your ideas with your peers helps improve them. I will offer several ways for you to participate. These will range from large discussions with the whole class to conversations with a partner. In an effort to give everyone an opportunity to participate, I am open to trying different things so that everyone can make a contribution. Again, please contact me if there are any concerns about your contributions to the class.

Journal: Reading Entries

To help you prepare for our discussions, we will be writing short entries in a journal for each reading. The goal of this habit is to help you 1) complete the readings for our discussion, 2) react to what we read, and 3) begin formulating your views.

Reading entries are between 1/2 and 1 pages, submitted online, and due before class starts. They should engage with the text, rather than merely summarize the reading. I will provide more thorough feedback on earlier entries to indicate the quality of these entries.

Journal: Course Reflections

These reflection papers are an opportunity for you to reflect your own views. The initial paper is an opportunity for you to think about what metaphysics is, what you hope to learn, or what views you might already have. The last paper is an opportunity for you to reflect on how your thinking has been shaped, if at all, by the course.

Group Presentations

As part of their research, philosophers summarize and provide criticism of others' work. With group presentations, we will practice doing this in a way that jumpstarts our class discussions.

You will be assigned a group and sign up for a reading to present on. Your group will be responsible for summarizing the main moves in the reading, offering some criticism, and providing questions for the class to discuss. The presentation should last between 15–20 minutes. If you choose to let others engage during your presentation, it will stretch a bit longer (but this is entirely optional).

A draft or outline of the presentation will be uploaded to the course website 2 days before class. This will allow me to incorporate your insights and questions into the class discussion after you present.

Exams

You will not be able to write an essay about all the issues we cover in the course. However, I want you to leave the course feeling well oriented to the debates we discuss. These in-class exams are designed to see how well you comprehend the views we cover. The content will come directly from our discussions in class (including our group presentations). I will provide a sheet of terminology and arguments you should be familiar with to do well on the exams.

Essay Drafts, Peer Review, & Revisions

Much of the dialogue in philosophy today is done through publishing papers. I want you to be able to contribute to the philosophical dialogue by writing your own papers. Like the revision process in academic publishing, we will have a revision process with the papers you write for this course. You will

bring a draft of your paper to class and provide feedback on another student's draft in class. Additionally, I will give you feedback on your drafts. That way you will have a chance to respond to this feedback in the final paper you turn in. More information will be provided during the course.

Office Hours

Office hours tend to be an underutilized resource (unless something is due soon). You are welcome to come and chat about anything related to the course or even philosophy in general. Office hours can be a good way to clear up misconceptions and better understand how you are doing in the course. I will make an effort to find a time to meet if you cannot make it to the scheduled times.

Policies

[I aim to keep policies consistent across courses. See the syllabi for previously taught courses for a list of my policies.]

7.2.2   Symbolic Logic

Symbolic Logic

Place: TBD   **Time:** TBD

Instructor: Eric de Araujo   **Office:** TBD

Email: dearaujo.3@osu.edu   **Office Hours:** TBD

Texts & Materials

Required Textbooks:

- *The Logic Book*, 6th Edition, Merrie Bergmann, James Moor, and Jack Nelson

   Any additional materials will be made available on Carmen.

Course Description

This course is an introduction to deductive reasoning using propositional and predicate logic. This involves learning two logical languages and some logical concepts associated with them. We will represent some ordinary language reasoning in these languages. We will learn some mechanical methods for determining logical properties of sentences, collections of sentences, and arguments in these languages.

Course Goals & Objectives

By completing this course, students will be able to:

A. Represent claims and arguments in propositional and predicate logic by

1. constructing well-formed sentences in logical languages,

2. distinguishing between ill-formed and well-formed sentences in logical languages,

3. writing arguments in standard form,

4. translating sentences of ordinary language into a logical language (and vice versa), and

5. explaining the expressive difference between propositional and predicate logic.

B. Explain the logical properties about sentences and arguments in propositional and predicate logic by

6. distinguishing arguments from mere sentences or collections of sentences,

7. determining when an argument is valid or invalid, sound or unsound,

8. determining when sentences are consistent, equivalent, logically true, logically false, logically indeterminate,

9. explaining what it means for sentential connectives to be truth functional,

C. Determine logical properties of sentences and arguments in propositional and predicate logic by

10. using truth tables to determine logical properties of sentences and arguments in propositional logic,

11. using interpretations to determine logical properties of sentences and arguments in predicate logic, and

12. using derivations to show validity of arguments in propositional and predicate logic.

Schedule

Here is the schedule we hope to follow. The first table lists the topics and associated readings. You should read the material before the first day of discussion. Reading quizzes are due the day of the assigned reading. The second table lists when major assignments are due and when exams will occur. The schedule is subject to change as the course progresses.

Topic Structure

We will progress through each topic using the same structure. Each topic begins with the reading and an entry quiz, has a mid-point quiz, and ends with an exit quiz. These are explained in **Course Mechanics** below. Here is what that will look like for each topic:

Component	Due Date	Venue	Includes Discussion
Reading	First Day of Topic		No
Entry Quiz		Online	
Mid-Point Quiz	Second Day of Topic	Online	Yes
Exit Quiz	1 class after End of Topic	In-Class	Yes

Schedule of Topics

Number	Topic	Chapter	Day Start	Day End	Goals
1	Logical Concepts	1	2	3	B
2	The Language of Sentential Logic	2	4	6	A
3	Meaning in Sentential Logic	3	7	10	B, C
4	Proofs for Sentential Logic	5	11	14	B, C

5	The Language of Predicate Logic	7	16	19	A
6	Meaning in Predicate Logic	8	20	23	B, C
7	Proofs in Predicate Logic	10	25	28	B, C

Schedule of Assignments and Exams

Day	Topic	Quiz
2		Entry Quiz
3	1. Logical Concepts	Mid Quiz
		Exit Quiz
4		
	2. The Language of Sentential Logic	Entry Quiz
5		Mid Quiz
		Exit Quiz
7		
	3. Meaning in Sentential Logic	Entry Quiz
8		Mid Quiz
		Exit Quiz
11		
	4. Proofs for Sentential Logic	Entry Quiz
12		Mid Quiz
16		Exit Quiz
15	**Exam 1 (Topics 1–3)**	
16		Entry Quiz
17	5. The Language of Predicate Logic	Mid Quiz
		Exit Quiz
20		
	6. Meaning in Predicate Logic	Entry Quiz
21		Mid Quiz
25		Exit Quiz
24	**Exam 2 (Topics 4 and 5)**	
25		Entry Quiz
26	7. Proofs for Predicate Logic	Mid Quiz

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28		Exit Quiz
Exam Week	**Exam 3 (Topics 6 and 7)**	

Grading

	Quizzes	45%
Entry Quizzes	*10%*	
Mid Quizzes	*15%*	
Exit Quizzes	*20%*	
	Participation	*10%*

	Exams	45%
Exam 1	*15%*	
Exam 2	*15%*	
Exam 3	*15%*	

Course Mechanics

Here is how I plan to accomplish the goals of the course:

Quizzes

Each topic has an entry, mid, and exit quiz. These quizzes are designed to give your progressively more practice with the content we are covering in each topic. Here is an explanation of each type of quiz:

- Entry Quiz
  These quizzes are intended to test your comprehension of our reading and give you an indication of what you will be able to do by the end of each topic. These quizzes are mostly graded on completion and completed online:

  - Completion = $^2/_3$

  - Accuracy = $^1/_3$

- Mid Quiz
  These quizzes are intended to prepare you to perform well on the exit quiz. These quizzes are mostly graded on accuracy, completed online, and have an accompanying discussion forum:

  - Completion = $^1/_3$

  - Accuracy = $^2/_3$

- Exit Quiz
  By the end of each topic, you should be able to perform well on the exit quiz. These quizzes are representative of what you will be tested on in the exams. They are done on paper and turned in class. They have an accompanying discussion forum.

Discussions

We will have two forums to discuss what we are learning: during class and online.

Classes will be used to review what we are learning, clarify misconceptions, ask questions, model skills, and practice. Coming to class having tried the entry and mid quizzes will position you to take advantage of class discussions. You will know what to ask questions about and how to get help from myself and your peers.

We will have online discussion forums where you will talk about the mid and exit quizzes with your classmates. I will assign you a group to discuss each topic with. Individual group members will be assigned questions from the quiz to discuss in the forum. You are expected to state your answer and how you arrived at it. Then you will reply to your group members with a discussion of their answers. You are allowed to utilize the answers and rationales your group comes up with as long as you are contributing to the discussion yourself.

Exams

There will be three exams throughout the course. Exam 1 will cover topics 1–3. Exam 2 will cover topics 4 & 5. Exam 3 will cover topics 6 & 7.

The exit quizzes will be a good guide for what to expect on the exams. I will also provide you with a study guide that states what concepts and skills you should know for each exam.

Office Hours

Office hours tend to be an underutilized resource (unless something is due soon). You are welcome to come and chat about anything related to the course or even philosophy in general. Office hours can be a good way to clear up misconceptions and better understand how you are doing in the course. I will make an effort to find a time to meet if you cannot make it to the scheduled times.

Policies

[I aim to keep policies consistent across courses. See the syllabi for previously taught courses for a list of my policies.]

7.2.3 Intermediate Philosophy of Mind

Philosophy of Mind

Place: TBD   **Time:** TBD

Instructor: Eric de Araujo   **Office:** TBD

Email: dearaujo.3@osu.edu   **Office Hours:** TBD

Texts & Materials

Philosophy of Mind: Historical and Contemporary Perspectives, 3rd Edition, Edited by: Peter A. Morton and Myrto Mylopoulos,

Readings will come from the above anthology. Additional readings might be posted on Carmen. Bring either your textbook or appropriate readings to class.

Course Description

In this survey of philosophy of mind, we will introduce ourselves to historical and contemporary debates in philosophy concerning the mind. These include include some theories aimed at explaining the relationship between the mind and body (like dualism, behaviorism, identity theory, and functionalism). We will also choose to talk about two of: machine minds, qualia, or action. We will present critical summaries of the texts to one another and construct, critique, and revise our original arguments on the debates we read.

Course Goals & Objectives

A. You will be able to articulate philosophical debates about the mind and some of the relationships between them by:

Relating philosophy of mind to traditional divisions of philosophy, articulating the main positions in particular debates, restating objections to particular views.

B. You will be able to comprehend and critique others' views by:

Identifying the main conclusion of others' arguments, identifying the support given for a conclusion, evaluating the arguments of others, representing the logical structure of arguments, and determining what evidence is relevant to a conclusion.

C. You will be able to present the views of others by:

Identifying the main conclusions of others' arguments, identifying the support given for a conclusion, evaluating the arguments of others, representing the logical structure of arguments, and summarizing arguments for others.

D. You will be able to contribute to philosophical debates about the mind by:

Identifying the main conclusion of others' arguments, identifying the support given for a conclusion, evaluating the arguments of others, summarizing arguments for others, constructing an original argument, and anticipating and defending views from objections.

Schedule

Here is the schedule we hope to follow. The first table lists the topics and associated readings. Unless specified, each reading comes from our anthology. You should read the material before the first day of discussion. Journal entries are due at the beginning of class. The second table lists when major assignments are due and when exams will occur. The schedule is subject to change as the course progresses.

Schedule of Readings

Topic	Chapter	Reading	Day
Dualism	4	"Selections from *Meditations on First Philosophy*" René Descartes	2
	5	"Selections from *Principles of Philosophy*" René Descartes	3
		"Selections from *Discourse on the Method of rightly conducting one's reason and seeking the truth in the sciences*" René Descartes	
		"Objections to Descartes' Meditations" Antoine Arnauld	5
		"Reply to Antoine Arnauld" René Descartes:	
		"Correspondence between René Descartes and Elisabeth, Princess of Bohemia"	
Behaviorism	7	"Selections from *Science and Human Behavior*" B.F. Skinner	7
		"A Review of B.F. Skinner's *Verbal Behavior*" Noam Chomsky	
		"Selections from *The Concept of Mind*" Gilbert Ryle	9
		"Selections from Philosophical Investigations" Ludwig Wittgenstein	

Schedule of Assignments

Day	Major Assignment Due	Goals
Throughout	Group Presentation on Reading	C
2	Pre-Course Reflection Paper	D
13	Exam 1	A
16	Essay 1 Draft	B, D
	Peer Review	B
20	Essay 1 Revision	B, D
25	Essay 2 Draft	B, D
	Peer Review	B
28	Exam 2	A
	Post-Course Reflection Paper	D
Exam Week	Essay 2 Revision	B, D

Grading

Journal	*20%*		*Essays*	*40%*
Course Reflections	5%		*Draft of Essay 1*	*4%*
Reading Entries	15%		*Draft of Essay 2*	*4%*
Exams	*20%*		*Peer Review of Paper 1*	*4%*
Exam 1	10%		*Peer Review of Paper 2*	*4%*
Exam 2	10%		*Revision of Essay 1*	*12%*
Participation	*20%*		*Revision of Essay 2*	*12%*
Group Presentation on Reading	15%			
Class Participation	5%			

Course Mechanics

The course turns to the reading and examination of philosophical texts right away. We will practice how to read and reflect on arguments throughout the course with journal entries and presentations on the readings. Participation in our class discussion will prepare you to explain the views we are discussing on exams. Finally, we will prepare, critique, and revise two papers where we argue for our own view on debates we discuss.

Discussion

Doing philosophy is like having a conversation on a topic with a lot of people. This makes in class discussion a great way to practice doing philosophy. Discussion is an opportunity for you to ask questions about the reading, offer your own views and criticisms, and respond to the views of your peers. My job is to make the views we are looking at clear to the class and to facilitate a dialogue between you, your peers, and the philosophers we are reading.

I want everyone to grow more comfortable contributing to our in-class discussions. Trying out your ideas with your peers helps improve them. I will offer several ways for you to participate. These will range from large discussions with the whole class to conversations with a partner. In an effort to give everyone an opportunity to participate, I am open to trying different things so that everyone can make a contribution. Again, please contact me if there are any concerns about your contributions to the class.

Journal: Reading Entries

To help you prepare for our discussions, we will be writing short entries in a journal for each reading. The goal of this habit is to help you 1) complete the readings for our discussion, 2) react to what we read, and 3) begin formulating your views.

Reading entries are between 1/2 and 1 pages, submitted online, and due before class starts. They should engage with the text, rather than merely summarize the reading. I will provide more thorough feedback on earlier entries to indicate the quality of these entries.

Journal: Course Reflections

These reflection papers are an opportunity for you to reflect your own views. The initial paper is an opportunity for you to think about what the mind is, what you hope to learn, or what views you might already have. The last paper is an opportunity for you to reflect on how your thinking has been shaped, if at all, by the course.

Group Presentations

As part of their research, philosophers summarize and provide criticism of others' work. With group presentations, we will practice doing this in a way that jumpstarts our class discussions.

You will be assigned a group and sign up for a reading to present on. Your group will be responsible for summarizing the main moves in the reading, offering some criticism, and providing questions for the class to discuss. The presentation should last between 15–20 minutes. If you choose to let others engage during your presentation, it will stretch a bit longer (but this is entirely optional).

A draft or outline of the presentation will be uploaded to the course website 2 days before class. This will allow me to incorporate your insights and questions into the class discussion after you present.

Exams

You will not be able to write an essay about all the issues we cover in the course. However, I want you to leave the course feeling well oriented to the debates we discuss. These in-class exams are designed to see how well you comprehend the views we cover. The content will come directly from our discussions in class (including our group presentations). I will provide a sheet of terminology and arguments you should be familiar with to do well on the exams.

Essay Drafts, Peer Review, & Revisions

Much of the dialogue in philosophy today is done through publishing papers. I want you to be able to contribute to the philosophical dialogue by writing your own papers. Like the revision process in academic publishing, we will have a revision process with the papers you write for this course. You will bring a draft of your paper to class and provide feedback on another student's draft in class. Additionally, I will give you feedback on your drafts. That way you will have a chance to respond to this feedback in the final paper you turn in. More information will be provided during the course.

Office Hours

Office hours tend to be an underutilized resource (unless something is due soon). You are welcome to come and chat about anything related to the course or even philosophy in general. Office hours can be a good way to clear up misconceptions and better understand how you are doing in the course. I will make an effort to find a time to meet if you cannot make it to the scheduled times.

Policies

[I aim to keep policies consistent across courses. See the syllabi for previously taught courses for a list of my policies.]

7.3 Graduate/Advanced Undergraduate Courses

7.3.1 Topics in Metaphysics: Being and Beings

Topics in Metaphysics:
Being and Beings

Place: TBD   **Time:** TBD

Instructor: Eric de Araujo   **Office:** TBD

Email: dearaujo.3@osu.edu   **Office Hours:** TBD

Texts & Materials

Fragmentation of Being, Kris McDaniel

Metametaphyiscs: New Essays on the Foundations of Ontology, Edited by David Chalmers, David Manley, and Ryan Wasserman

[Possibly] *The Question of Ontology: The Contemporary Debate*, Edited by Javier Cumpa

In addition to the above books, we will be reading and discussing several journal articles. These will be made available on the course website.

Course Description

In "On What There Is," Quine famously wrote that "to be is, purely and simply, to be the value of a variable." One way of taking this is to think that existence is univocal. This has been a dominate view in metaphysics. However, the promotion of ontological pluralism by philosophers like Kris McDaniel and Jason Turner has challenged this assumption. In this course, we will explore the positive case(s) for ontological pluralism, the objections to it, and some of the related issues in recent meta-metaphysics debates.

Course Goals & Objectives

A. You will be able to articulate debates about ontological pluralism and metametaphysics by:

Distinguishing metaphysical debates from metametaphysical debates, articulating the main positions in particular debates, restating objections to particular views.

B. You will be able to comprehend and critique others' metaphysical and metametaphysical views by:

Identifying the main conclusion of others' arguments, identifying the support given for a conclusion, evaluating the arguments of others, representing the logical structure of arguments, and determining what evidence is relevant to a conclusion.

C. You will be able to present the metaphysical and metametaphysical views of others:

> Identifying the main conclusions of others' arguments, identifying the support given for a conclusion, evaluating the arguments of others, representing the logical structure of arguments, and summarizing arguments for others.

D. You will be able to contribute to metaphysical and metametaphysical debates by:

> Identifying the main conclusion of others' arguments, identifying the support given for a conclusion, evaluating the arguments of others, summarizing arguments for others, constructing an original argument, and anticipating and defending views from objections.

Schedule

Here is the schedule we hope to follow. The first table lists the topics and associated readings.. You should read the material before the first day of discussion. Journal entries are due at the beginning of class. The second table lists when major assignments are due. The schedule is subject to change as the course progresses.

Schedule of Readings

Reading	Day
"Ways of Being," Joshua Spencer, in *Philosophy Compass*	1
Chapters 1 & 2 in *Fragmentation of Being*	2
Chapters 3 & 4 in *Fragmentation of Being*	3
Chapter 4 in *Metametaphysics*	4
Chapter 8 in *Metametaphysics*	5
Chapter 13 in *Metametaphysics*	6
Chapter 16 in *Metametaphysics*	7
Chapter 17 in *Metametaphysics*	8
"Metaphysically Indeterminate Existence," Elizabeth Barnes, in *Philosophical Studies*	9
"A Problem for Ontological Pluralism and a Half-Meinongian Solution," Michele Paolini Paoletti, in *Philosophia*	10
Presentations (No Readings)	11
	12

"The Only Way To Be," Trenton Merricks, in *Noûs*	13
"Pluralism and The Problem of Purity," David Builes, in *Analysis*	14

Schedule of Assignments

Day	Major Assignment Due	Goals
Throughout	Presentation on Reading	C
2	Pre-Course Reflection Paper	D
10	Essay Draft	B, D
11–12	Essay Presentations	C, D
12	Peer Review	B
14	Post-Course Reflection Paper	D
Exam Week	Essay Revision	B, D

Grading

Journal	*20%*
Course Reflections	5%
Reading Entries	15%
Participation	*35%*
Presentation on Reading	15%
Essay Presentation	15%
Class Participation	5%

Essays	*45%*
Draft of Essay	5%
Peer Review of Paper	5%
Revision of Essay	35%

Course Mechanics

The course turns to the reading and examination of philosophical texts right away. We will read and reflect on arguments throughout the course with journal entries and presentations on the readings. Participation in our class discussion will prepare you to develop your own views for the essay. We will prepare a draft, present our papers to the class, provide feedback on the paper and presentation, and revise our drafts in light of the feedback.

Discussion

Doing philosophy is like having a conversation on a topic with a lot of people. This makes in class discussion a great way to practice doing philosophy. Discussion is an opportunity for you to ask questions about the reading, offer your own views and criticisms, and respond to the views of your peers. My job is to make the views we are looking at clear to the class and to facilitate a dialogue between you, your peers, and the philosophers we are reading.

I want everyone to grow more comfortable contributing to our in-class discussions. Trying out your ideas with your peers helps improve them. I will offer several ways for you to participate. These will range from large discussions with the whole class to conversations with a partner. In an effort to give everyone an opportunity to participate, I am open to trying different things so that everyone can make a contribution. Again, please contact me if there are any concerns about your contributions to the class.

Journal: Reading Entries

To help you prepare for our discussions, we will be writing short entries in a journal for each reading. The goal of this habit is to help you 1) complete the readings for our discussion, 2) react to what we read, and 3) begin formulating your views.

Reading entries are 1 page, submitted online, and due before class starts. They should engage with the text, rather than merely summarize the reading. I will provide more thorough feedback on earlier entries to indicate the quality of these entries.

Journal: Course Reflections

These reflection papers are an opportunity for you to reflect your own views. The initial paper is an opportunity for you to think about what ontological pluralism and metametaphysics is, what you hope to learn, or what views you might already have. The last paper is an opportunity for you to reflect on how your thinking has been shaped, if at all, by the course.

Reading Presentations

As part of their research, philosophers summarize and provide criticism of others' work. With essay presentations, we will practice doing this in a way that jumpstarts our class discussions.

You will be assigned a reading to present on. You will be responsible for summarizing the main moves in the reading, offering some criticism, and providing questions for the class to discuss. The presentation should last between 20–30 minutes. If you choose to let others engage during your presentation, it will stretch a bit longer (but this is entirely optional).

A draft or outline of the presentation will be uploaded to the course website 2 days before class. This will allow me to incorporate your insights and questions into the class discussion after you present.

Essay: Peer Review, Presentation, & Revision

Much of the dialogue in philosophy today is done through presenting and publishing papers. I want you to be able to contribute to the philosophical dialogue by writing and presenting your own papers. Like the presentation and revision process in academic publishing, we will have a presentation and revision process with the paper you write for this course.

You will upload a draft of your paper to the course website midway through the semester. I will assign you another student's draft to review and provide feedback on. Additionally, I will give you feedback on your drafts.

You will then give a 20 minute presentation on your paper to the class. Your peers will provide feedback on your argument and presentation. This will give you multiple sources of feedback to improve your paper for its final draft.

Office Hours

Office hours tend to be an underutilized resource (unless something is due soon). You are welcome to come and chat about anything related to the course or even philosophy in general. Office hours can be a good way to clear up misconceptions and better understand how you are doing in the course. I will make an effort to find a time to meet if you cannot make it to the scheduled times.

Policies

[I aim to keep policies consistent across courses. See the syllabi for previously taught courses for a list of my policies.]

7.3.2 Topics in Philosophy of Religion: Philosophical Theology

Topics in Philosophy of Religion:
Philosophical Theology

Place: TBD   **Time:** TBD

Instructor: Eric de Araujo   **Office:** TBD

Email: dearaujo.3@osu.edu   **Office Hours:** TBD

Texts & Materials

Readings in Philosophical Theology, Volumes I & II, Edited by Michael Rea

Course Description

In this course we explore the application of philosophy to theological issues in Christianity. Our investigation includes whether particular theological commitments can be better articulated and understood using philosophical tools and methods. We also examine whether philosophical considerations bear in favor of certain theological views. Theological topics include: the Trinity, the Incarnation, Atonement, and either Divine Providence or Resurrection.

Course Goals & Objectives

A. You will be able to articulate philosophical debates about theology by:

> Distinguishing distinguishing the philosophical and theological features of views, articulating the main positions in particular debates, restating objections to particular views.

B. You will be able to comprehend and critique others' views by:

> Identifying the main conclusion of others' arguments, identifying the support given for a conclusion, evaluating the arguments of others, representing the logical structure of arguments, and determining what evidence is relevant to a conclusion.

C. You will be able to present the views of others:

> Identifying the main conclusions of others' arguments, identifying the support given for a conclusion, evaluating the arguments of others, representing the logical structure of arguments, and summarizing arguments for others.

D. You will be able to contribute to philosophical debates about theology by:

Identifying the main conclusion of others' arguments, identifying the support given for a conclusion, evaluating the arguments of others, summarizing arguments for others, constructing an original argument, and anticipating and defending views from objections.

Schedule

Here is the schedule we hope to follow. The first table lists the topics and associated readings.. You should read the material before the first day of discussion. Journal entries are due at the beginning of class. The second table lists when major assignments are due. The schedule is subject to change as the course progresses. We will decide as a class whether the final topic will be Divine Providence or the Resurrection.

Schedule of Readings

Topic	Reading	Day
Trinity	*The Trinity*, J. P. Moreland and William Lane Craig	2
	Divine Fission: A New Way of Moderating Social Trinitarianism, Peter Forrest	
	Three Persons in One Being, Peter van Inwagen	3
	A Latin Trinity, Brian Leftow	
	Two Models of the Trinity, Richard Cross	4
	Material Constitution and the Trinity, Jeffery E. Bower and Michael C. Rea	
Incarnation	*Jesus' Self-Designation: 'The Son of Man,'* Craig A. Evans	5
	Was Jesus Mad, Bad, or God?, Stephen T. Davis	
	Was Jesus Mad, Bad, or God? … or Merely Mistaken?, Daniel Howard-Snyder	6
	The Metaphysics of God Incarnate, Thomas V. Morris	
	The Incarnation: A Philosophical Case for Kenosis, Peter Forrest	7
	Christ as God-Man, Metaphysically Construed, Marilyn McCord Adams	
	Atonement According to Aquinas, Eleonore Stump	8
	The Christian Scheme of Salvation, Richard Swinburne	
	Do We Believe in Penal Substitution?, David Lewis	

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Atonement	*Swinburnian Atonement and the Doctrine of Penal Substitution*, Steven L. Porter	9
	Atonement Without Satisfaction, Richard Cross	10
	Abelard on Atonement: 'Nothing, Unintelligible, Arbitrary, Illogical, or Immoral About It,' Philip L. Quinn	
Presentations (No Readings)		11
		12
Either: • Divine Providence • Resurrection	TBD	13
	TBD	
	TBD	14
	TBD	

Schedule of Assignments

Day	Major Assignment Due	Goals
Throughout	Presentation on Reading	C
2	Pre-Course Reflection Paper	D
10	Essay Draft	B, D
11–12	Essay Presentations	C, D
12	Peer Review	B
14	Post-Course Reflection Paper	D
Exam Week	Essay Revision	B, D

Grading

	Journal	20%
Course Reflections		5%
Reading Entries		15%
	Participation	35%
Presentation on Reading		15%
Essay Presentation		15%
Class Participation		5%

	Essays	45%
Draft of Essay		5%
Peer Review of Paper		5%
Revision of Essay		35%

Course Mechanics

The course turns to the reading and examination of philosophical texts about theology right away. We will read and reflect on arguments throughout the course with journal entries and presentations on the readings. Participation in our class discussion will prepare you to develop your own views for the essay. We will prepare a draft, present our papers to the class, provide feedback on the paper and presentation, and revise our drafts in light of the feedback.

Discussion

Doing philosophy is like having a conversation on a topic with a lot of people. This makes in class discussion a great way to practice doing philosophy. Discussion is an opportunity for you to ask questions about the reading, offer your own views and criticisms, and respond to the views of your peers. My job is to make the views we are looking at clear to the class and to facilitate a dialogue between you, your peers, and the philosophers we are reading.

I want everyone to grow more comfortable contributing to our in-class discussions. Trying out your ideas with your peers helps improve them. I will offer several ways for you to participate. These will range from large discussions with the whole class to conversations with a partner. In an effort to give everyone an opportunity to participate, I am open to trying different things so that everyone can make a contribution. Again, please contact me if there are any concerns about your contributions to the class.

Journal: Reading Entries

To help you prepare for our discussions, we will be writing short entries in a journal for each reading. The goal of this habit is to help you 1) complete the readings for our discussion, 2) react to what we read, and 3) begin formulating your views.

Reading entries are 1 page, submitted online, and due before class starts. They should engage with the text, rather than merely summarize the reading. I will provide more thorough feedback on earlier entries to indicate the quality of these entries.

Journal: Course Reflections

These reflection papers are an opportunity for you to reflect your own views. The initial paper is an opportunity for you to think about the relationship between philosophy and theology, what you hope to learn, or what views you might already have. The last paper is an opportunity for you to reflect on how your thinking has been shaped, if at all, by the course.

Reading Presentations

As part of their research, philosophers summarize and provide criticism of others' work. With essay presentations, we will practice doing this in a way that jumpstarts our class discussions.

You will be assigned a reading to present on. You will be responsible for summarizing the main moves in the reading, offering some criticism, and providing questions for the class to discuss. The presentation should last between 20–30 minutes. If you choose to let others engage during your presentation, it will stretch a bit longer (but this is entirely optional).

A draft or outline of the presentation will be uploaded to the course website 2 days before class. This will allow me to incorporate your insights and questions into the class discussion after you present.

Essay: Peer Review, Presentation, & Revision

Much of the dialogue in philosophy today is done through presenting and publishing papers. I want you to be able to contribute to the philosophical dialogue by writing and presenting your own papers. Like the presentation and revision process in academic publishing, we will have a presentation and revision process with the paper you write for this course.

You will upload a draft of your paper to the course website midway through the semester. I will assign you another student's draft to review and provide feedback on. Additionally, I will give you feedback on your drafts.

You will then give a 20 minute presentation on your paper to the class. Your peers will provide feedback on your argument and presentation. This will give you multiple sources of feedback to improve your paper for its final draft.

Office Hours

Office hours tend to be an underutilized resource (unless something is due soon). You are welcome to come and chat about anything related to the course or even philosophy in general. Office

hours can be a good way to clear up misconceptions and better understand how you are doing in the course. I will make an effort to find a time to meet if you cannot make it to the scheduled times.

Policies

[I aim to keep policies consistent across courses. See the syllabi for previously taught courses for a list of my policies.]

7.3.3 Metalogic

Metalogic

Place: TBD   **Time:** TBD

Instructor: Eric de Araujo   **Office:** TBD

Email: dearaujo.3@osu.edu   **Office Hours:** TBD

Texts & Materials

Required Textbooks:

- *An Introduction to Metalogic,* Aladdin M. Yaqub

    Any additional materials will be made available on Carmen.

Course Description

This course is an introduction reasoning about logic. It relies on familiarity with first-order predicate logic, though we will spend some time reviewing it at the beginning. We then introduce the technical tools we will use to reason about logic. We will apply these tools to prove metatheoretical results like Soundness, Completeness, Compactness, the Löwenheim-Skolem Theorem, and Incompleteness of Arithmetic.

Course Goals & Objectives

By completing this course, students will be able to:

A. Reason about the syntactic and semantic features of a formal system by

1. distinguishing between syntactic and semantic properties of a formal system,

2. proving relationships between syntactic and semantic features, and

3. discussing relationships between syntax and semantics in natural language.

B. Use technical tools to prove metatheoretical results by

4. distinguishing between the object language and metalanguage,

5. reasoning about about sets and their cardinality, and

6. using mathematical induction in proofs.

C. Begin reasoning about logic by

      3.   discussing relationships between syntax and semantics in natural language.

      7.   discussing the philosophical import of metatheoretical results.

Schedule

Here is the schedule we hope to follow. The first table lists the topics and associated readings. You should read the material before the first day of discussion. Reading quizzes are due the day of the assigned reading. The second table lists when major assignments are due and when exams will occur. The schedule is subject to change as the course progresses.

Topic Structure

We will progress through each topic using the same structure. Each topic begins with the reading and an entry quiz, has a mid-point quiz, and ends with an exit quiz. These are explained in **Course Mechanics** below. Here is what that will look like for each topic:

Component	Due Date	Venue	Includes Discussion
Reading	First Day of Topic		No
Entry Quiz		Online	
Mid-Point Quiz	Third Day of Topic	Online	Yes
Exit Quiz	1 class after End of Topic	In-Class	Yes

Schedule of Topics

Chapter	Topic	Reading	Day Start	Day End	Goals
1	PL	1.1–1.4	2	5	A
2	Metatheory	2.1–2.4	6	9	B
3	Soundness and Completeness	3.1–3.6	10	17	B, C
4	Computability	4.1–4.4	19	22	B, C
5	Incompleteness Theorems	5.1–5.7	24	28	B, C

Schedule of Assignments and Exams

Day	Topic	Quiz
2		Entry Quiz
4	1. PL	Mid Quiz
6		Exit Quiz
		Entry Quiz
7	2. Metatheory	Mid Quiz
10		Exit Quiz
		Entry Quiz
12	3. Soundness & Completeness	Mid Quiz
19		Exit Quiz
18	**Exam 1 (Chapters 1–2)**	
19		Entry Quiz
20	4. Computability	Mid Quiz
24		Exit Quiz
23	**Exam 2 (Chapter 3)**	
24		Entry Quiz
26	5. Incompleteness Theorems	Mid Quiz
28		Exit Quiz
Exam Week	**Exam 3 (Chapter 4–5)**	

Grading

Quizzes	*45%*		*Exams*	*45%*	
Entry Quizzes	*10%*		*Exam 1*	*15%*	
Mid Quizzes	*15%*		*Exam 2*	*15%*	
Exit Quizzes	*20%*		*Exam 3*	*15%*	
Participation	*10%*				

Course Mechanics

Here is how I plan to accomplish the goals of the course:

Quizzes

Each topic has an entry, mid, and exit quiz. These quizzes are designed to give you progressively more practice with the content we are covering in each topic. Here is an explanation of each type of quiz:

- Entry Quiz
These quizzes are intended to test your comprehension of our reading and give you an indication of what you will be able to do by the end of each topic. These quizzes are mostly graded on completion and completed online:

  - Completion = $^2/_3$

  - Accuracy = $^1/_3$

- Mid Quiz
These quizzes are intended to prepare you to perform well on the exit quiz. These quizzes are mostly graded on accuracy, completed online, and have an accompanying discussion forum:

  - Completion = $^1/_3$

  - Accuracy = $^2/_3$

- Exit Quiz
By the end of each topic, you should be able to perform well on the exit quiz. These quizzes are representative of what you will be tested on in the exams. They are done on paper and turned in class. They have an accompanying discussion forum.

Discussions

We will have two forums to discuss what we are learning: during class and online.

Classes will be used to review what we are learning, clarify misconceptions, ask questions, model skills, and practice. Coming to class having tried the entry and mid quizzes will position you to take advantage of class discussions. You will know what to ask questions about and how to get help from myself and your peers.

We will have online discussion forums where you will talk about the mid and exit quizzes with your classmates. I will assign you a group to discuss each topic with. Individual group members will be assigned questions from the quiz to discuss in the forum. You are expected to state your answer and how you arrived at it. Then you will reply to your group members with a discussion of their answers. You are allowed to utilize the answers and rationales your group comes up with as long as you are contributing to the discussion yourself.

Exams

There will be three exams throughout the course. Exam 1 will cover chapters 1–2. Exam 2 will cover chapter 3. Exam 3 will cover chapters 4–5.

The exit quizzes will be a good guide for what to expect on the exams. I will also provide you with a study guide that states what concepts and skills you should know for each exam.

Office Hours

Office hours tend to be an underutilized resource (unless something is due soon). You are welcome to come and chat about anything related to the course or even philosophy in general. Office hours can be a good way to clear up misconceptions and better understand how you are doing in the course. I will make an effort to find a time to meet if you cannot make it to the scheduled times.

Policies

[I aim to keep policies consistent across courses. See the syllabi for previously taught courses for a list of my policies.]

7.3.4 Topics in Philosophical Logic: Using Logic to do Philosophy

Topics in Philosophical Logic:
Using Logic to do Philosophy

Place: TBD   **Time:** TBD

Instructor: Eric de Araujo   **Office:** TBD

Email: dearaujo.3@osu.edu   **Office Hours:** TBD

Texts & Materials

Required Textbooks:

- *Logic for Philosophy,* Theodore Sider

- *Philosophical Logic*, John P. Burgess

    Any additional materials will be made available on the course website.

Course Description

This course is survey of logical systems for the purpose of doing philosophy. The jump from propositional to predicate logic is sometimes framed as a jump in expressive or inferential power. That is, we are told we can say or do more things with the resources of predicate logic than we could with the resources of propositional logic. This course makes a similar move into other logical systems. Not only will we learn to work with these different systems, but we will discuss the motivations for adopting these systems and how we can use them as technical resources for doing philosophical work. Although this involves some metatheoretical work, we will be less concerned with proving such results.

Course Goals & Objectives

By completing this course, students will be able to:

A. Use a variety of formal systems by

1. learning the syntactic and semantic features of different logical systems,

2. reasoning within formal systems, and

3. reasoning about formal systems

B. Do philosophy by using the technical resources of various formal systems by

3. reasoning about formal systems,

4. articulating the philosophical motivations for developing particular formal systems,

5. applying a formal system to a philosophical debate.

Schedule

Here is the schedule we hope to follow. The first table lists the topics and associated readings. *Logic for Philosophy* is referred to as *Sider*, and *Philosophical Logic* is referred to as *Burgess*. You should read the material before the first day of discussion. Reading quizzes are due the day of the assigned reading. The second table lists when major assignments are due and when the essay. The schedule is subject to change as the course progresses.

Topic Structure

We will progress through each topic using the same structure. Each topic begins with the reading and an entry quiz, has a mid-point quiz, and ends with an exit quiz. These are explained in **Course Mechanics** below. Here is what that will look like for each topic:

Component	Due Date	Venue	Includes Discussion
Reading	First Day of Topic		No
Entry Quiz		Online	
Mid-Point Quiz	Third Day of Topic	Online	Yes
Exit Quiz	1 class after End of Topic	In-Class	Yes

Schedule of Topics

Topic	Reading	Day Start	Day End	Goals
Propositional Logic	Chapter 1–2 of *Sider*	2	5	A, B
	Chapter 1 of *Burgess*			
Non-Classical Logics	Chapter 3 of *Sider*	6	9	A, B
	Chapter 6 of *Burgess*			
Predicate Logic	Chapters 4–5 of *Sider*	10	13	A, B
Modal Logic	Chapter 6 of *Sider*	14	17	A, B
	Chapter 3 of *Burgess*			
Non-Standard Modal Logic	Chapter 7 of *Sider*	18	21	A, B
	Chapter 2 of *Burgess*			
Counterfactual and Conditional Logic	Chapter 8 of *Sider*	22	26	A, B
	Chapter 4 of *Burgess*			

Schedule of Assignments and Exams

Day	Topic	Quiz
2		Entry Quiz
4	Propositional Logic	Mid Quiz
6		Exit Quiz
		Entry Quiz
8	Non-Classical Logics	Mid Quiz
10		Exit Quiz
		Entry Quiz
12	Predicate Logic	Mid Quiz
14		Exit Quiz
		Entry Quiz
16	Modal Logic	Mid Quiz
18		Exit Quiz
		Entry Quiz
20	Non-Standard Modal Logic	Mid Quiz
22		Exit Quiz
		Entry Quiz
24	Counterfactual and Conditional Logic	Mid Quiz
26		Exit Quiz
27	Essay Draft	
	Essay Peer Review	
Exam Week	Essay Revision	

Grading

	Quizzes	45%
Entry Quizzes		10%
Mid Quizzes		15%
Exit Quizzes		20%
	Participation	10%

	Essay	45%
Essay Draft		5%
Essay Peer Review		5%
Essay Revision		35%

Course Mechanics

Here is how I plan to accomplish the goals of the course:

Quizzes

Each topic has an entry, mid, and exit quiz. These quizzes are designed to give you progressively more practice with the content we are covering in each topic. Here is an explanation of each type of quiz:

- Entry Quiz
  These quizzes are intended to test your comprehension of our reading and give you an indication of what you will be able to do by the end of each topic. These quizzes are mostly graded on completion and completed online:

  - Completion = $^2/_3$

  - Accuracy = $^1/_3$

- Mid Quiz
  These quizzes are intended to prepare you to perform well on the exit quiz. These quizzes are mostly graded on accuracy, completed online, and have an accompanying discussion forum:

  - Completion = $^1/_3$

  - Accuracy = $^2/_3$

- Exit Quiz
  By the end of each topic, you should be able to perform well on the exit quiz. They are done on paper and turned in class. They have an accompanying discussion forum.

Essay: Peer Review, Presentation, & Revision

Much of the dialogue in philosophy today is done through presenting and publishing papers. I want you to be able to contribute to the philosophical dialogue by writing your own papers. Like the revision process in academic publishing, we will have a revision process with the paper you write for this course.

The paper you write will be an application of the technical resources you have learned to a philosophical topic. This can involve something like formalizing an argument using a logical systems we learned, an argument for adopting a particular system within a certain debate, or taking a position in some debate about using a logical system.

You will upload a draft of your paper to the course website at the end of the semester. I will assign you another student's draft to review and provide feedback on. Additionally, I will give you feedback on your drafts. Revisions are due during finals week.

Discussions

We will have two forums to discuss what we are learning: during class and online.

Classes will be used to review what we are learning, clarify misconceptions, ask questions, model skills, and practice. Coming to class having tried the entry and mid quizzes will position you to take advantage of class discussions. You will know what to ask questions about and how to get help from myself and your peers.

We will have online discussion forums where you will talk about the mid and exit quizzes with your classmates. I will assign you a group to discuss each topic with. Individual group members will be assigned questions from the quiz to discuss in the forum. You are expected to state your answer and how you arrived at it. Then you will reply to your group members with a discussion of their answers. You are allowed to utilize the answers and rationales your group comes up with as long as you are contributing to the discussion yourself.

Office Hours

Office hours tend to be an underutilized resource (unless something is due soon). You are welcome to come and chat about anything related to the course or even philosophy in general. Office hours can be a good way to clear up misconceptions and better understand how you are doing in the course. I will make an effort to find a time to meet if you cannot make it to the scheduled times.

Policies

[I aim to keep policies consistent across courses. See the syllabi for previously taught courses for a list of my policies.]