Colored Rythym, Sonia Delaunay-Terk (1953)

PHIL 281: Graduate Seminar in the Pedagogy of Philosophy

Fall Quarter, 2021

Instructor:

Jordan Dopkins

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Office hours: Wednesday 9am-11am or by appointment

Meetings:

There are **five** meetings. They will take start at 3:15pm PST and end by about 5pm PST. Here are the dates: October 5th, October 12th, October 19th, October 26th, and November 9th. We will meet via **Zoom**. You can click on the logo below for a link.

You can request internet equipment, microphones, webcams and more for our meetings by clicking here. You can find more campus computing resources by clicking here.

Course Description:

This course provides training for graduate students in university-level pedagogy in general and in the pedagogy of philosophy specially, under the supervision of a faculty member or PhD Candidate. Enrollment is restricted to graduate students. May be repeated for credit.

Learning Outcomes:

The principle learning outcome for this course is for graduate students to **develop** their 'tool-kit' of resources, discussion templates, assignment templates, design principles, and pedagogical strategies that they can use to **lead** discussion sections that **support** the learning and skill development necessary to succeed in a course.

Toward this end, the class is designed to provide opportunities to practice the **necessary skills** for **development** of your tool-kit. These skills include: clearly explaining learning expectations, assessing prior knowledge, identifying and explaining important threshold concepts, scaffolding complex tasks, organizing small-group work, and providing meaningful feedback.

These skills are **transferable** to building your own philosophy course, building courses in other disciplines, and to careers outside of academia.

Course Components:

Attendance and Participation

The majority of our meeting time will be dedicated to small group work, class discussions, in-class projects, and Q&A sessions. Please arrive on time and prepared so that you can participate.

Classroom Observation

Each graduate student is responsible for observing one discussion section of an advanced (year 3+) philosophy graduate student. You will not need to submit anything, but you should be prepared to discuss your observations with classmates.

You can find the Fall 2021 philosophy course schedule [here](). You should email the advanced philosophy graduate student whose discussion section you plan to attend and (1) introduce yourself, (2) ask if it is okay for you to 'sit in' or observe their discussion section, (3) find out whether the discussion section is remote, in-person, synchronous/asychnronous and all that stuff. Don't forget to get the Zoom link if the section is remote.

Discussion Section Demo

Each graduate student is responsible for designing a discussion section activity or assignment (presentation of it should take five-ten minutes) that is centered on a **threshold concept** for some subfield in philosophy. A threshold concept is a concept that one **must** understand in order to advance in that subfield. You might think of them as necessary conditions for learning more or advancing in a field of study.

> For instance, 'multiple realizibility' is a threshold concept in the philosophy of mind. If a student does not understand what 'multilple realizability' is and what counts as evidence for it, then that student will not be able to understand *other* ideas in the philosophy of

mind that depend on this threshold concept. For instance, they will not understand a key problem for Mind-Brain Identity Theory (that mental states are not identical with brain states if they can be realized by multiple, distinct systems) or a key feature of functionalism about mental states (that mental states are functional states from inputs to outputs and so they can be realized by multiple, distinct systems).

We will learn more about threshold concepts in week two. To read more about threshold concepts click here.

In the discussion section demo, you should (1) **briefly** explain the threshold concept in two or three sentences (2) **briefly** explain what is at stake with the threshold concept in two to three sentences (here is a guiding question for this: "what do you anticipate students will fail to understand if they do not understand this threshold concept?"). (3) explain a learning outcome associated with this threshold concept, and (4) explain the instructions for assignment or activity.

We will talk more about the demo during our second meeting. You will be afforded class time to work on the demo. Of course, you are welcome to work on this outside of class as well.

<u>Meeting Schedule:</u>

Meeting 1 (10.5): Understanding Discussion Sections at UCSC // Templates for Discussion Sections

- Short Lecture on Different Teaching Roles at UCSC (~20 minutes)
- Two Templates for Discussion Sections (~10 minutes) [Socratic Circle and Hotseat]
- Build a Discussion Section Lesson Plan (~10 minutes)
  Remix! Swap and Rebuild the Discussion Section Lesson Plan (~10 minutes)
- Short Lecture on Web-Based Pedagogy Resource: Padlet.com (~10 minutes)
- UAW Union Presentation (~30 minutes)

Meeting 2 (10.12): Threshold Concepts // Small Group Work

- Short Lecture on Threshold Concepts (~10 minutes)
- Reflect and List Threshold Concepts for Major Teaching Areas of Philosophy at UCSC like Ethics, Logic, Aesthetics, Continental Philosophy, and etc. (~20 minutes)
- Two Templates for Small Group Work (~10 minutes) [Problem Based Group Work and Snowball/Avalanche Group Work]
- *Think, Pair, Share* Activity on Threshold Concepts (~20 minutes)

- Instructions for Discussion Section Demo and Class Time to Work on it. (~30 minutes)
  Short Lecture on Web-Based Pedagogy Resource: Canva.com (~10 minutes)

Meeting 3 (10.26): Meaningful Learning Experiences

- Short Lecture on Meaningful Learning Experiences (~10 minutes)
- Short Lecture on Web-Based Pedagogy Resource: OER Commons (~10 minutes)
- Guest Panel of Advanced Graduate Students and Graduate Student Alumni: (~70 minutes)
    - Alea Grundler (Auburn), PhD in Philosophy from UCSC
    - Alyssa Maples, PhD Student in Philosophy at UCSC
    - Mariana Imaz-Sheinbaum (UNAM), PhD in Philosophy from UCSC
    - Philip Groth, PhD Student in Philosophy at UCSC

Meeting 4 (11.9): Teaching for Equity // Teaching Students to Write Philosophy

- Short Lecture on Teaching for Equity (~20 minutes)
- Reflect and List Hurdles to Educational Opportunities that are Specific to Philosophy (~20 minutes)
- Small Group Work: redesign an assignment so that it removes hurdles (~15 minutes)
- Two Templates for Teaching Writing in Discussion Sections (~10 Minutes) [Writing Intros and Peer Review Workshops]
  Short Lecture on Web-Based Pedagogy Resource: UNC Writing Center, philosophy specific resources (~10 minutes)
- Class Time for Discussion Section Demo

Meeting 5 (11.30): Teaching Demos

This meeting will be dedicated to presentation of your teaching demos.

Land Acknowledgment:
The land on which we gather is the unceded territory of the Awaswas-speaking Uypi Tribe. The Amah Mutsun Tribal Band, comprised of the descendants of indigenous people taken to missions Santa Cruz and San Juan Bautista during Spanish colonization of the Central Coast, is today working hard to restore traditional stewardship practices on these lands and heal from historical trauma.

Course Policies and Campus Resources:

Please notify the instructor in advance of your need for an exception to course deadlines and attendance requirements.

Please direct any questions you may have regarding assignments, evaluative feedback, or administrative concerns to the instructor. Note regarding all email correspondence: Please be kind and considerate. Because substantive philosophical questions about readings, arguments, or ideas often require back and forth discussion, they are best answered in person—during office hours, or class discussion. When sending an email include "PHIL 281" in the subject line.

Academic Integrity
All members of the UCSC community benefit from an environment of trust, honesty, fairness, respect, and responsibility. You are expected to present your own work and acknowledge the work of others in order to preserve the integrity of scholarship.
Academic integrity includes:
- Following exam rules
- Using only permitted materials during an exam
- Viewing exam materials only when permitted by your instructor
- Keeping what you know about an exam to yourself
- Incorporating proper citation of all sources of information
- Submitting your own original work

Academic misconduct includes, but is not limited to, the following:
- Disclosing exam content during or after you have taken an exam
- Accessing exam materials without permission
- Copying/purchasing any material from another student, or from another source, that is submitted for grading as your own
- Plagiarism, including use of Internet material without proper citation
- Using cell phones or other electronics to obtain outside information during an exam without explicit permission from the instructor
- Submitting your own work in one class that was completed for another class (self-plagiarism) without prior permission from the instructor.
- Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript. For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the Academic Misconduct page at the Division of Undergraduate Education.

Accesibility
UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me privately during my office hours or by email, preferably within the first two weeks of the quarter. At this time, I would like us to discuss ways we can ensure your full participation in the course. I encourage all students who may benefit from

learning more about DRC services to contact the DRC by phone at 831-459-2089 or by email at drc@ucsc.edu.

Intellectual Property

The materials in this course are the intellectual property of their creators. As a student, you have access to many of the materials in the course for the purpose of learning, engaging with your peers in the course, completing assignments, and so on. You have a moral and legal obligation to respect the rights of others by only using course materials for purposes associated with the course. For instance, you are not permitted to share, upload, stream, sell, republish, share the login information for, or otherwise disseminate any of the course materials, such as: video and audio files, assignment prompts, slides, notes, syllabus, simulations, datasets, discussion threads. Conversely, any materials created solely by you (for example, your videos, essays, images, audio files, annotations, notes) are your intellectual property and you may use them as you wish.

Religious Accomodation

UC Santa Cruz welcomes diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic requirement conflicts with religious observances and practices. If that happens, students may request the reasonable accommodation for religious practices. The instructor will review the situation in an effort to provide a reasonable accommodation without penalty. You should first discuss the conflict and your requested accommodation with your instructor early in the term. You or your instructor may also seek assistance from the Dean of Students office.

Principles of Community

The University of California, Santa Cruz expressly prohibits students from engaging in conduct constituting unlawful discrimination, harassment or bias... More here. I am committed to providing an atmosphere for learning that respects diversity and supports inclusivity. We need to work together to build this community of learning. I ask all members of this class to:

- be open to and interested in the views of others
- consider the possibility that your views may change over the course of the term
- be aware that this course asks you to reconsider some "common sense" notions you may hold
- honor the unique life experiences of your colleagues
- appreciate the opportunity that we have to learn from each other
- listen to each other's opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature
- ground your comments in the texts we are studying. Refer frequently to the texts and make them the focus of your questions, comments, and arguments. This is the single most effective way to ensure respectful discussion and to create a space where we are all learning together.

Title Ix/ CARE
UC Santa Cruz is committed to providing a safe learning environment that is free of all forms of gender discrimination and sexual harassment, which are explicitly prohibited under Title IX. If you have experienced any form of sexual harassment, sexual assault, domestic violence, dating violence, or stalking, know that you are not alone. The Title IX Office, the Campus Advocacy, Resources & Education (CARE) office, and Counseling & Psychological Services (CAPS) are all resources that you can rely on for support.

Please be aware that if you tell me about a situation involving Title IX misconduct, I am required to share this information with the Title IX Coordinator. This reporting responsibility also applies to course TAs and tutors (as well to all UCSC employees who are not designated as "confidential" employees, which is a special designation granted to counselors and CARE advocates). Although I have to make that notification, you will control how your case will be handled, including whether or not you wish to pursue a formal complaint. The goal is to make sure that you are aware of the range of options available to you and that you have access to the resources you need.

Confidential resources are available through CARE. Confidentiality means CARE advocates will not share any information with Title IX, the police, parents, or anyone else without explicit permission. CARE advocates are trained to support you in understanding your rights and options, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. You can contact CARE at (831) 502-2273 or care@ucsc.edu.

In addition to CARE, these resources are available to you:
- If you need help figuring out what resources you or someone else might need, visit the Sexual Violence Prevention & Response (SAFE) website, which provides information and resources for different situations.
- Counseling & Psychological Services (CAPS) can provide confidential counseling support. Call them at (831) 459-2628.
- You can also report gender discrimination and sexual harassment and violence directly to the University's Title IX Office, by calling (831) 459-2462 or by using their online reporting tool.
- Reports to law enforcement can be made to the UC Police Department, (831) 459-2231 ext. 1.
- For emergencies, call 911.

Difficult Conversations
In our in-class and online discussions and dialogues, we will have the opportunity to explore challenging, high-stakes issues and increase our understanding of different perspectives. Our conversations may not always be easy. We sometimes will make mistakes in our speaking and our listening. Sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences.

We will always need respect for others. Thus, an important aim of our classroom interactions will be for us to increase our facility with difficult conversations that arise inside issues of social justice, politics, economics, morality, religion, and other issues where reasonable people often hold diverse perspectives. This effort will ultimately deepen our understanding and allow us to make the most of being in a community with people of many backgrounds, experiences, and positions.

Report an Incident of Hate or Bias
The University of California, Santa Cruz is committed to maintaining an objective, civil, diverse and supportive community, free of coercion, bias, hate, intimidation, dehumanization or exploitation. The Hate/Bias Response Team is a group of administrators who support and guide students seeking assistance in determining how to handle a bias incident involving another student, a staff member, or a faculty member. To report an incident of hate or bias, please use the following form: Hate/Bias Report Form.

Student Services
Counseling and Psychological Services
Many students at UCSC face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

Student Success and Engagement Hub
The Division of Student Success provides campus-wide coordination and leadership for student success programs and activities across departments, divisions, the colleges, and administrative units.

Tutoring and Learning Support
At Learning Support Services (LSS), undergraduate students build a strong foundation for success and cultivate a sense of belonging in our Community of Learners. LSS partners with faculty and staff to advance educational equity by designing inclusive learning environments in Modified Supplemental Instruction, Small Group Tutoring, and Writing Support. When students fully engage in our programs, they gain transformative experiences that empower them at the university and beyond.

Slug Support Program
College can be a challenging time for students and during times of stress it is not always easy to find the help you need. Slug Support can give help with everything from basic needs (housing, food, or financial insecurity) to getting the technology you need during remote instruction.

To get started with SLUG Support, please contact the [Dean of Students](#) Office at 831-459-4446 or you may send us an email at deanofstudents@ucsc.edu.

Slug Help/[Technology](#)
The ITS Support Center is your single point of contact for all issues, problems or questions related to technology services and computing at UC Santa Cruz. To get technological help, simply email help@ucsc.edu.

On-Campus Emergency Contacts
Slug Help/[Emergency Services](#). For all other help and support, including the health center and emergency services, start [here](#). Always dial 9-1-1 in the case of an emergency.

Basic Needs
https://basicneeds.ucsc.edu
If you are experiencing challenges related to basic needs, such as food, housing, health & wellness, or financial security, visit the Basic Needs hub for information about food pantries, accessible housing, mental health support, and financial aid options.