

PHIL 8001  
SEMINAR IN PHILOSOPHICAL EDUCATION  
SPRING 2011  
THURSDAY, 9:30 – 11:30 AM  
PHILOSOPHY CONFERENCE ROOM

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JOHN J. DRUMMOND  
103 COLLINS HALL  
718-817-3332  
drummond@fordham.edu  
<http://www.fordham.edu/philosophy/drummond>

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OFFICE HOURS  
Wednesday and Thursday, 1:00 – 2:30 pm  
And By Appointment

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### *Introduction*

This seminar is *required* for all graduate students who will teach core courses in the Philosophy Department. This means that it is required for all students receiving financial aid and for those students who wish to teach (as Teaching Associates) in subsequent years. The course does **not** count toward the course requirement for the Ph.D. program. For students not receiving financial aid, taking this course does not guarantee that you will be offered sections to teach; the availability of course sections is determined from semester to semester.

### *Objectives*

The seminar will contribute to the development of both the theory and practice of teaching philosophy to undergraduates, especially—but not exclusively—in required, core courses. Topics to be covered include:

1. Philosophy in the Jesuit context: the role of a core curriculum in a college curriculum; the role of philosophy in a core curriculum; the significance of the Jesuit context.
2. Defining course goals and objectives, and organizing a course and syllabus.
3. Teaching styles: the nature of good lecturing and good discussion.
4. Practicalities: examinations, writing assignments, grading, handouts, blackboard (the old-fashioned kind—with chalk), Blackboard (the new kind) and other electronic resources, cheating, and plagiarism.

The seminar will also involve some more immediately practical results, most notably:

1. The preparation of actual syllabuses for our two core courses (Philosophy of Human Nature and Philosophical Ethics).
2. Discussions of teaching particular core texts.

### *Texts*

Brinkley, Alan *et al.* 1999. *The Chicago Handbook for Teachers: A Practical Guide to the Classroom*. Chicago: The University of Chicago Press. ISBN: 0226075125. Abbreviated *CHT* in the syllabus.  
McKeachie, Wilbert J. *et al.* 2006. *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers*, 12<sup>th</sup> ed. (Boston: Houghton Mifflin, 2005). ISBN: 0618515569. Abbreviated *TT* in the syllabus.

### *Syllabus*

January 20: Organization and Introduction

January 27: Philosophy in the Jesuit University

*Reading:* Fordham University Mission Statement

[http://www.fordham.edu/discover\\_fordham/mission\\_26603.asp](http://www.fordham.edu/discover_fordham/mission_26603.asp)

Fordham's Jesuit Tradition

[http://www.fordham.edu/discover\\_fordham/fordhams\\_jesuit\\_trad/](http://www.fordham.edu/discover_fordham/fordhams_jesuit_trad/)

Ignatian Heritage

[http://www.fordham.edu/mission/mission\\_and\\_ministry/ignatian\\_heritage/index.asp](http://www.fordham.edu/mission/mission_and_ministry/ignatian_heritage/index.asp)

"Our Mission Today," Decree 4 of the 32<sup>nd</sup> General Congregation of the Society of Jesus (selections) (handout)

Service Learning

<http://69.7.74.46/section8/section87/section95/>

Fordham at a Glance, including all subpages (website)

[http://www.fordham.edu/discover\\_fordham/facts\\_26604.asp](http://www.fordham.edu/discover_fordham/facts_26604.asp)

<http://69.7.74.46/section3/index.html>

Academic Programs, Policies and Procedures: Core Curriculum, 2013 and beyond

<http://69.7.74.46/section8/section85/index.html>

<http://69.7.74.46/section8/section85/section1696/index.html>

Student Attendance

<http://69.7.74.46/section8/section97/section109/index.html>

Preparation of the Syllabus (handout)

February 3: The Virtues of the Teacher

*Reading:* *TT*, pp. 300–341; *CHT*, 117–42

February 10: An Old-Hands Discussion (guest panel of current and former teaching fellows).

*Reading:* *TT*, pp. 344–59.

- February 17: Before You Start: Defining Objectives and Constructing a Syllabus  
*Reading: TT, pp. 9–20; CHT, pp. 1–16.*  
**Assignment:** Prepare a statement of objectives for “Philosophy of Human Nature” and one for “Philosophical Ethics”
- February 24: Starting: The First Day and Weeks of Class  
*Reading: TT, pp. 21–28; CHT, pp. 17–31.*
- March 3: Teaching Styles: Discussion  
*Reading: TT, pp. 30–56, 213–28, 300–324 (review); CHT, pp. 33–49.*
- March 10: Teaching Styles: Lecture  
*Reading: TT, pp. 57–73, 172–90, CHT; pp. 51–64.*
- March 17: SPRING BREAK; no class. Happy St. Patrick’s Day! Don’t drink green beer; it’s not eco-friendly!
- March 24: Technology  
*Reading: TT, pp. 229–52; CHT, pp. 143–67; Blackboard Support (handout).*  
**Assignment:** Reaction paper: focus on either some claim(s) or some example(s) found in the readings to date and write a 1200 to 1500 word paper detailing your (reasoned!) agreement or disagreement with the point of the claim(s) or example(s) in relation to the teaching of philosophy.
- March 31: Examinations and Papers  
*Reading: TT, pp. 192–212; CHT, pp. 65–84.*
- April 7: Testing and Evaluation  
*Reading: TT, pp. 74–112, 123–38; CHT, pp. 85–99, 101–16.*  
**Assignment:** Draft of syllabuses presented online to all members of the class.
- April 14: Teaching Texts  
**Assignment:** Comments on individual syllabuses online to each member of the class (except yourself, of course) and on all syllabuses to instructor.
- April 21: EASTER BREAK; no class
- April 28: Cheating and Plagiarism (with Professor Grontkowski)  
*Reading: Fordham Arts and Sciences Policy on Academic Integrity (handout).*
- May 5: Teaching Texts
- May 12: Teaching Texts  
**Assignment:** Final syllabuses and one set of writing-assignment directions for each syllabus.

### ***Requirements***

1. Class participation and discussion; the class will be a discussion-oriented, collaborative thinking about teaching. Class participation is essential; 40% of grade.
2. Statements of objectives for both “Philosophy of Human Nature” and “Philosophical Ethics”; due

February 17; 5% of grade

3. Reaction paper due March 24. See assignment for that day for details; 10% of grade.
4. Draft syllabuses for both “Philosophy of Human Nature” and “Philosophical Ethics”; they should be submitted to the Blackboard site as a Microsoft Word or PDF attachment and filed in the discussion forum with your name. These are due April 7.
5. Comments on each class member’s syllabuses; these comments should include remarks about what you take to be both the positives and negatives of the syllabus and can be from the perspective of either a fellow instructor or a student in the class. They should be filed as a simple forum message or as a Word or PDF attachment in the forum bearing the name of the student on whose syllabus you are commenting. They are due on April 14; 5% of grade.
6. “Teaching texts” presentation; You will choose a passage to teach to the rest of the class (or to discuss how you would teach it), and you should preface your treatment of the passage with a discussion of how you would locate this passage in the larger context of the work and the course; 20% of grade.
7. Final syllabuses accompanied (either as part of the syllabus or on a separate sheet) by one detailed writing assignment sheet for each syllabus. They should be submitted to your Blackboard forum as Word or PDF documents no later than May 12; 20% of grade.