Course Description:
This course is the second quarter of a year-long practicum in the teaching of philosophy. The fall quarter emphasized pedagogical techniques and practical issues relevant to the role of Graduate Teaching Fellows. The Winter and Spring quarters focus on broader issues of course development and the philosophy of education, especially as this relates to higher education and the goals of the philosophy classroom. Topics of discussion in Winter term include defenses and critiques of the idea of a “Western canon,” avoiding bias in curriculum design, and evaluating epistemic privilege. Each student will design an Introduction to Philosophy syllabus, in light of these considerations, for evaluation by the class.

Required Texts:
All required readings will be posted on Blackboard.

Course Requirements
Attendance is mandatory. Short readings will be assigned for most class meetings. You are expected to participate actively in this class, which includes attending all classes, reading all assigned material prior to class, and engaging productively in class discussion. In addition to readings and class discussion, you will be expected to (a) bring to class an Introduction to Philosophy syllabus from another university for discussion; and (b) design your own Introduction to Philosophy syllabus for discussion by the class. This course is available only with a PASS/NO PASS grading option. If you have enrolled for a grade, please change your status to P/NP.

Course Schedule
Week 1 (1/10) Introduction, course overview
Allan Bloom, “Introduction: Our Virtue,” from Closing of the American Mind

Week 2 (1/17) Biases of the “canon”
Ward Churchill, “White Studies,” from Since Predator Came

Week 3 (1/24) Attend Ethics job candidate talk, 4:00 - 5:30

Week 4 (1/31) Attend Ethics job candidate talk, 4:00 - 5:30

Week 5 (2/7) Designing an Introduction to Philosophy course
ASSIGNMENT: Bring copies of an Introduction to Philosophy syllabus from another university to share with the class

Week 6 (2/14) Commonality and Fairness
E. D. Hirsch, “Why Do We Have a Knowledge Deficit?” and “Achieving Commonality and Fairness,” from The Knowledge Deficit: Closing the Shocking Education Gap for American Children

Week 7 (2/21) Epistemic Privilege
Amie Macdonald, “Feminist Pedagogy and the Appeal to Epistemic Privilege,” from Twenty-First Century Feminist Classrooms: Pedagogies of Identity and Difference

Week 8 (2/28) ASSIGNMENT: Design an Introduction to Philosophy syllabus for the quarter system. Include an overview of the course, specific topics and readings, and a description of course assignments and grading system. Bring copies to share with the class.

Week 9 (3/6) Introduction to Philosophy syllabi continued

Week 10 (3/13) Introduction to Philosophy syllabi continued