

THE GRADUATE CENTER

CITY UNIVERSITY
OF NEW YORK

ROSS COLEBROOK

TEACHING PORTFOLIO

- I. EXAMPLE RAW STUDENT EVALUATION DATA**
- II. STUDENT EVALUATION SUMMARIES**
- III. FACULTY EVALUATIONS**
- IV. SAMPLE SYLLABI**

I. EXAMPLE RAW STUDENT EVALUATION DATA

Baruch College

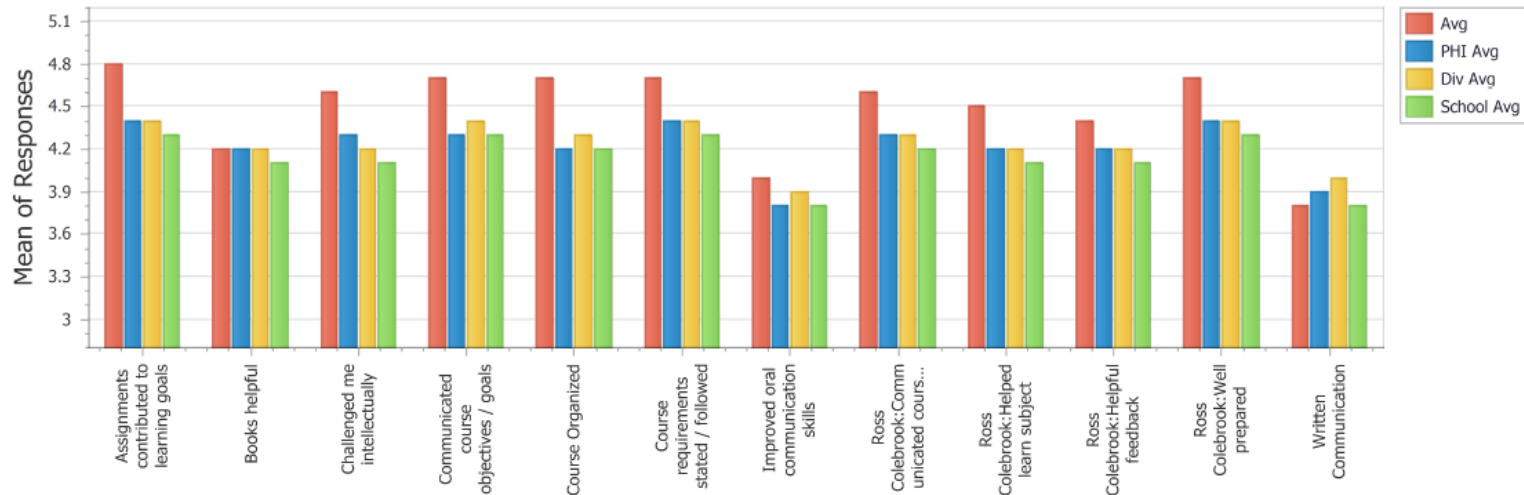
Ross Colebrook Teaching all types in all course levels in all course traits in the PHI department 2020 Spring



There were: 72 possible respondents.

	Question Text	N	Avg	Str Disagree	Disagree	Neutral	Agree	Str Agree	
1	The course was well organized.	58	4.7	0%	2%	2%	21%	76%	
2	The instructor communicated course objectives and learning goals.	58	4.7	0%	0%	2%	22%	76%	
3	Assignments contributed to meeting the course objectives and learning goals.	58	4.8	0%	0%	0%	21%	79%	
4	Course requirements were clearly stated and followed.	58	4.7	0%	0%	0%	26%	74%	
5	Required materials and books were helpful.	58	4.2	2%	2%	21%	29%	47%	
				Str Disagree	Disagree	Neutral	Agree	Str Agree	N/A
6	The course improved my oral communication skills.	58	4	0%	3%	21%	28%	26%	22%
7	The course improved my written communication skills.	58	3.8	2%	3%	22%	22%	22%	28%
8	The course challenged me intellectually.	58	4.6	0%	0%	5%	29%	66%	
9	The instructor came to class well prepared.	58	4.7	0%	0%	3%	22%	74%	
10	The instructor communicated course content clearly.	58	4.6	0%	2%	3%	28%	67%	
11	The instructor taught in a way that helped me learn the subject.	58	4.5	2%	3%	2%	31%	62%	
12	The instructor provided helpful feedback.	58	4.4	0%	2%	12%	31%	55%	
13	The instructor returned assignments and examinations in a timely manner.	58	4.8	0%	0%	3%	17%	79%	
14	The instructor was available outside of class (office hours, email, etc.).	58	4.4	0%	2%	14%	29%	55%	
15	The instructor established a class environment that fostered learning.	58	4.7	0%	2%	2%	24%	72%	
16	The instructor treated students and their contributions with respect.	58	4.8	0%	0%	0%	16%	84%	
17	The instructor generated enthusiasm for learning the subject matter.	58	4.7	0%	2%	2%	21%	76%	
18	The instructor clearly explained the grading system.	58	4.7	0%	2%	0%	24%	74%	

Question Averages



Text Responses

Comments to improve course

(PHI 1100) Professor Colebrook's affinity with the study of logic and philosophy in general is the main contributor to the quality of teaching he provided. Unrelenting in his quest to simplify what can be regarded as a challenging subject, professor Colebrook utilized a plethora of real-world examples/experiences in order for students to better understand the unfamiliar concepts of logic. Not only is he concise in his explanations, but takes the opportunity to debate the merits of said logical concepts with students in a professional and personable matter. Needless to say, if I ever need to take another Philosophy class, Professor Colebrook will be the one I would undoubtedly choose.

(PHI 1100) The class and its content was very interesting.

(PHI 1100) Such a great class to be in. Professor Colebrook made ethics and logic understandable. Even during this pandemic, Professor Colebrook has made transitioning to online class seamless and he was creative with his youtube lectures. I truly enjoyed his class and I wish I could take his class again!

(PHI 1100) Very Nice Class! Was fun and a great learning experience.

(PHI 1100) Thank you for teaching us professor. I loved the class environment much more because we get to ask questions much more freely, but your PowerPoint lectures were very cool and as informative too!

(PHI 1100) Thank you! I really enjoyed the class this semester it's unfortunate that this pandemic happened. I hope you and your family stay safe!

(PHI 1100) I really enjoyed this class! It brought a lot of insight into the way people think and how the mind work. i actually got super interested in philosophy like maybe i should major in that next, lol. i really enjoyed the narrated powerpoints, super effective way of teaching during this time.

(PHI 1100) I hope in the future, the time for quiz can be a little bit longer. I am not a native English speaker and it is hard for me to understand the question immediately and make a choice for answer.

(PHI 1100) they were always

(PHI 1100) Overall, the course challenged me to learn about theories and perceptions of logic reasoning. I think in this course, a textbook would have been especially helpful as the Powerpoints did not deliver much examples I think might have been helpful.

(PHI 1100) Prof Colebrook was such a qualified instructor! He made the material enjoyable, understandable and as involved as possible. This course was so fun!!

(PHI 1100) Professor Colebrook, I enjoyed your class (well the little bit of in person lectures we had). You actually taught the material in a way that helped me understand and made me challenge myself. I found your enthusiasm for your course to be one of the best aspects of how you teach the course. The course is also very well organized! Thank you and stay safe!!

(PHI 1100) I would have liked a few more Zoom classes just to clarify the material. I did like the YouTube lectures vs it just being audio like my other classes. This class was interesting and challenging and made me slow down and really look at the material.

(PHI 1100) Interesting class ! Thank you :)

(PHI 1100) The class quizzes were quite hard to find and keep track of on Quizziz. After we switched to online learning, it was difficult to know when quizzes were available. I think it would be easier for students to have all materials via BlackBoard in order to help stay organized and on top of everything, instead of having coursework spread across multiple platforms. Overall, I learned a lot of interesting information in this class and you did a phenomenal job of relaying the material in a way that was easy to understand the concepts and examples. Thank you!

(PHI 1100) Thank you, I had a great time learning in your class!

(PHI 1100) It was a well-organized class that got the the students very engaged as well as interested. He was a pleasure to have as a professor.

(PHI 1100) Great and funny professor!

(PHI 1100) Professor Colebrook did a great job in stating the course expectations and all of my questions were answered in his syllabus which really helped so we would not be going back and forth with Q & A's. This subject was really hard for me as I am not a native English speaker but with the material given to me, I felt like he did a good job of giving us the work we needed in order to understand the material. I do have to say I wish I the powerpoints were more detailed. When it came down to the homework I did had a doubt with some questions on the material. But Professor Colebrook did answer my emails in a timely manner so I appreciated that.

(PHI 1100) This class was great! It was a 3-hour class but time went by fast because the topics were interesting and the professor was well knowledgeable about what he was teaching. Loved his teaching style. I actually like the quizzes and homework because it made me work harder to remember the material so by the time exam comes I felt prepared.

(PHI 1100) Professor Ross, This classes actually was very interesting. Sadly it had to go online because it's not the same being explained in material. This class was actually a good class and professor.

(PHI 1100) Thank you!

II. STUDENT EVALUATION SUMMARIES

Baruch College Student Evaluation Summaries

Student evaluations from Baruch College below include mean scores for the following statements, as well as some student comments about the course(s) taught in that semester. Raw data (such as above) is available upon request.

Q1: The instructor came to class well prepared.

(5 = Strongly Agree, 1 = Strongly Disagree).

Q2: The instructor established a class environment that fostered learning.

(5 = Strongly Agree, 1 = Strongly Disagree).

Q3: The instructor communicated course content clearly.

(5 = Strongly Agree, 1 = Strongly Disagree).

Q4: The instructor generated enthusiasm for learning the subject matter.

(5 = Strongly Agree, 1 = Strongly Disagree).

PHI 3150 – Philosophy in the Twentieth Century, Spring 2021	Q1	Q2	Q3	Q4	Overall
	4.2	4.1	4.1	4.4	4.2
<ul style="list-style-type: none"> • Thanks for the class! You're a great professor. Appreciate the balance of holistic classroom discussion + deep-dive lecturing & close-reading. You break complex concepts down very well and present them in a very down-to-earth and digestible manner. In an in-person classroom context, you probably shine even more. Wish you all the best! • Thanks professor Colebrook for an amazing semester! I learned a lot. • The class really helped me gain interest in reading material that I normally wouldn't read. While the content was hard at times (it is a 3150 class!) I felt like I could follow along. As I am an older adult, I did feel a little intimidated by the younger students intellectually but never by the professor. 					

PHI 1100 – Ethics and Critical Thinking, Spring 2021 (2 sections)	Q1	Q2	Q3	Q4	Overall
	4.4	4.2	4.3	4.3	4.3
<ul style="list-style-type: none"> • I was dreading taking this class because I had already taken a Philosophy class but I'm glad that I took it. This professor is pretty cool and I love taking him virtually, please keep him virtual!!! And professor Colebrook stop picking on Herbert for your examples!!!! I'll get a lawyer to represent him for defamation!!! LOL. • Professor Colebrook did a great job in providing the YouTube lesson videos along with the homework and that made it helpful. He was always available for office hours if students had a question. • One of the best classes I've ever had, my only regret is that I allowed for my personal problems to intervene with my grades and participation. Overall a class I would 100% take again. • I liked this class and how I could learn on my own with the lecture videos. I also enjoyed your teaching style/energy. And pls say hi to your dog for me! 					
PHI 1100 – Ethics and Critical Thinking, Fall 2020 (2 sections)	Q1	Q2	Q3	Q4	Overall
	4.4	4.1	4.3	4.4	4.3
<ul style="list-style-type: none"> • I loved his class and thought the way he organized the remote learning was great...it made it so easy and I always felt I had information I needed to succeed. • Despite being completely remote professor Colebrook's lectures followed by weekly homework assignments allowed me to get interested in the course topic. Using examples from our everyday life helped understand the concepts more clearly. • Professor Colebrook's style of teaching this course was the most straight forward of all my online classes, and i think all online classes in the future should be modeled in this format. 					
PHI 1100 – Ethics and Critical Thinking, Spring 2020 (3 sections)	Q1	Q2	Q3	Q4	Overall
	4.7	4.7	4.6	4.7	4.7
<ul style="list-style-type: none"> • Professor Colebrook's affinity with the study of logic and philosophy in general is the main contributor to the quality of teaching he provided. Unrelenting in his quest to simplify what can be regarded as a challenging subject, professor Colebrook utilized a plethora of real-world examples/experiences in order for students to better understand the unfamiliar concepts of logic. Not only is he concise in his explanations, but takes the opportunity to debate the merits of said logical concepts with students in a professional and personable matter. Needless to say, if I ever need to take another Philosophy class, Professor Colebrook will be the one I would undoubtedly choose. 					

- Such a great class to be in. Professor Colebrook made ethics and logic understandable. Even during this pandemic, Professor Colebrook has made transitioning to online class seamless and he was creative with his youtube lectures. I truly enjoyed his class and I wish I could take his class again!
- I really enjoyed this class! It brought a lot of insight into the way people think and how the mind work. i actually got super interested in philosophy like maybe i should major in that next, lol. i really enjoyed the narrated powerpoints, super effective way of teaching during this time.

PHI 1100 – Ethics and Critical Thinking, Fall 2019 (3 sections)	Q1	Q2	Q3	Q4	Overall
	4.4	4.6	4.4	4.6	4.5

- Professor Colebrook is a very kind professor who teaches at a good pace. If the class doesn't get a concept, he takes the time to explain better, so that we all understand. His assignments are challenging, but not impossible, which is a good balance. I would take his class again!
- Took what felt like complicated material and made it easier to digest - 5/5!
- Prof. Ross is an amazing professor. Philosophy is usually a boring subject in my opinion but prof. Ross makes it interesting. He makes sure to engage everyone in class discussions and creates an environment in which we feel comfortable to ask questions. He is also a very down to earth person and wants his students to understand the material and do well.
- Amazing professor and his lectures not only taught me information that can be helpful in school, but also just in life in general.
- Prof Colebrook was very knowledgeable and challenging. One of my favorite things about this class and his way of teaching is that he heard out our concerns, our questions and guided us with a lot of patience.

New York University Student Evaluation Summaries

Student evaluations from New York University below include mean scores for the following statements, as well as some student comments about the course(s) taught in that semester. Raw scores are available upon request.

Q1: Overall, the recitation instructor was effective at helping me learn.

(5 = Strongly Agree, 1 = Strongly Disagree).

Q2: The recitation was useful for achieving the goals of the course.

(5 = Strongly Agree, 1 = Strongly Disagree).

Q3: The recitation instructor provided helpful feedback on assignments (e.g., exams, papers, homework, lab reports, etc.).

(5 = Strongly Agree, 1 = Strongly Disagree).

Q4: The recitation instructor was accessible to students (e.g., via e-mail and office hours).

(5 = Strongly Agree, 1 = Strongly Disagree).

Q5: The recitation instructor created an environment that promoted the success of students with diverse backgrounds and experiences.

(5 = Strongly Agree, 1 = Strongly Disagree).

PHIL-UA 6-001 – Great Works of Philosophy, Spring 2021 (2 sections)	Q1	Q2	Q3	Q4	Q5	Overall
	4.8	4.9	4.8	4.8	4.6	4.8

- Always positive and open to helping students understand the complex material. Very welcoming to new perspectives and constantly offering up classroom space for all-inclusive discussions. I always felt comfortable working through the material and even failing at times, knowing Ross would be kind in reinforcing the ideas meant to be taken away from the texts. Will miss his positive presence.
- Ross was great to talk with. Every recitation was a stimulating conversation.
- He is really nice and helps students understand the books we read. He is informative and I do not see any problem in his class.
- Prof. Colebrook always facilitated helpful discussions during recitation, I have no suggestions for him!
- The best thing about Professor Colebrook for this course was his genuine interest in helping the students during recitations. Professor Colebrook always seemed to want to help the students grasp the concepts of the texts and perform as well as possible on the papers.
- I found the pseudo-Socratic method he used to be really helpful, and it helped show me what my weak spots were in an comfortable, non-threatening way.
- Our conversation during the recitation was always stimulating, and Prof. Colebrook was extremely accessible throughout the semester. I have no suggestions for him!

PHIL-UA 6-001 – Global Ethics, Fall 2020 (2 sections)	Q1	Q2	Q3	Q4	Q5	Overall
	4.6	4.6	4.5	4.3	4.5	4.5
<ul style="list-style-type: none"> • Recitation section was very effective in holding class discussions, which helped me learn a lot. • I appreciated the notes and the way that Ross laid out his discussion for the recitation section. • We had amazing discussions in recitation. • He always came prepared to class, as in he had his notes ready and knows how to start up a discussion. I think our discussions are really good, there's nothing I could suggest. • Overall a great instructor. 						
PHIL-UA 6-001 – Global Ethics, Spring 2020 (2 sections)	Q1	Q2	Q3	Q4	Q5	Overall
	4.6	4.6	4.5	4.3	4.5	4.5
<ul style="list-style-type: none"> • Ross was an amazing TA that always made sure everyone was on the same page in terms of discussion and was always open to new viewpoints. • Recitation section was very effective in holding class discussions, which helped me learn a lot. • I appreciated the notes and the way that Ross laid out his discussion for the recitation section. • We had amazing discussions in recitation. • He always came prepared to class, as in he had his notes ready and knows how to start up a discussion. I think our discussions are really good, there's nothing I could suggest. • Overall a great instructor. 						
CORE-UA 400-040 – Texts & Ideas, Fall 2019 (2 sections)	Q1	Q2	Q3	Q4	Q5	Overall
	4.5	4.5	4.5	4.3	4.5	4.5
<ul style="list-style-type: none"> • Thank you Ross - good humor, great stories, very smart and helpful when needed. • Effective at further dissecting the readings discussed in lecture and making it understandable to students. • Professor Colebrook focused on student's interpretations of the content and was great at facilitating class discussions. • I liked how the recitation instructor delved really deeply into topics that were just touched upon in class. It allowed me to analyze our readings more. Nothing for improvement. 						

St. Francis College (Brooklyn) Student Evaluation Summaries

Student evaluations from St. Francis College below include mean scores for the following statements, as well as some student comments about the course(s) taught in that semester. Raw scores are available upon request.

Q1: The instructor was well prepared.

(4 = Strongly Agree, 1 = Strongly Disagree).

Q2: I was encouraged and given the opportunity to participate in class.

(4 = Strongly Agree, 1 = Strongly Disagree).

Q3: The instructor's method of evaluation was fair.

(4 = Strongly Agree, 1 = Strongly Disagree).

Q4: The instructor's method of evaluations of student performance was clear and published in the course outline.

(4 = Strongly Agree, 1 = Strongly Disagree).

PHI1114 Logic & Argumentation, Spring 2019 (1 section)	Q1	Q2	Q3	Q4	Overall
	3.8	3.7	3.8	3.8	3.8
<ul style="list-style-type: none"> • Professor Colebrook always made the lessons easy to understand and would not continue with new material unless we fully understood the prior material. • Really well structured, content that was expected to be known was made clear in syllabus. • The professor was excellent- he taught the course work profoundly and if a student had questions then he would go over it with them • Being able to apply what I learned in class into my daily life and being able to practice it while talking to others daily. The jeopardy style game to reinforce what we've learned was also enjoyable. • Bringing in your personal life into your pedagogy was nice. Helped to break the monotony of the subject. 					

Medgar Evers College Student Evaluation Summaries

Student evaluations from Medgar Evers College below include mean scores for the following statements, as well as some student comments about the course(s) taught in that semester. Raw scores are available upon request.

Q1: Provides an atmosphere which encourages student participation.

(5 = Always, 1 = Never).

Q2: Satisfactorily communicates and teaches the subject matter.

(5 = Always, 1 = Never).

Q3: Encourages students to think (e.g. to apply their knowledge to solve non-routine problems, critical thinking, lab reports).

(5 = Always, 1 = Never).

Q4: I would recommend this teacher to other students.

(Percentage Yes, No, Unsure.)

Phil 101 – Introduction to Logic, Spring 2019, (3 sections)	Q1	Q2	Q3	Overall	Q4
	5	5	4.9	5	100% Yes
<ul style="list-style-type: none"> • Even though I took the class as a requirement, with having you as a professor I probably would've wanted to take it anyway. It was an enjoyable experience. All the material given in the class and the lectures were completely understandable, and the grades given were absolutely fair. • The class was exceptionally great, lectures were well presented and you made the topics easy to understand. I have recommended you to other students who wish to take introduction to logic. 					
Phil 101 – Introduction to Logic, Fall 2018 (3 sections)	Q1	Q2	Q3	Overall	Q4
	4.8	4.8	5	4.9	91.1% Yes, 8.9% Unsure
<ul style="list-style-type: none"> • He uses examples that clarify the subject and goes over homework answers to further understanding. • He clearly explains the materials and provides an exciting work environment. • He's very helpful and if you don't understand something, he'll go over it until you understand 100%. • He has a fun personality and creates a learning atmosphere for students. 					

Phil 101 – Introduction to Logic, Spring 2018 (3 sections)	Q1	Q2	Q3	Overall	Q4
	5	4.8	4.9	4.9	96.3% Yes, 3.7% Unsure
<ul style="list-style-type: none"> • Professor Colebrook is awesome and I recommend him to other students. • He is very thorough with his lessons and is very enthusiastic about the subject. I have also been told by other students that he is a wonderful professor, and he has not proven them wrong! • Mr. Colebrook invest in every student and would go above and beyond to make sure his students understand the course material. • Professor Colebrook is an easy-going guy, he have a great sense of humor and makes learning the material fun. • He goes over the course work very thoroughly. He is also very humorous. 					
Phil 101 – Introduction to Logic, Fall 2017 (3 sections)	Q1	Q2	Q3	Overall	Q4
	4.9	4.9	4.9	4.9	94.1% Yes, 5.9% Unsure
<ul style="list-style-type: none"> • He is clear about what information he is trying to teach, students are able to clearly understand him and he is a very understanding professor. • Insightful and easy to understand. Lays things out very plainly, and also creatively to allow students to see different sides. • Great teacher. 					
Phil 101 – Introduction to Logic, Spring 2017 (2 sections)	Q1	Q2	Q3	Overall	Q4
	4.8	4.8	4.9	4.8	95.7% Yes, 4.3% Unsure
<ul style="list-style-type: none"> • He makes sure that every student clearly understands the topics. • He gives good explanations of the material. • He’s clear about what he wants. He’s understanding, fun, and responds to emails in a timely manner. He makes the course enjoyable. • He is extremely understanding, he teaches very efficiently, gives opportunities for students to redeem their mistakes, and makes this subject interesting. • He teaches like he cares and wants the students to understand. 					
Phil 101 – Introduction to Logic, Fall 2016 (1 section)	Q1	Q2	Q3	Overall	Q4
	4.8	4.9	4.8	4.8	68.8% Yes, 25% Unsure, 6.3% No

- He's awesome!
- He takes the time to explain the subject matter.
- He goes into detail, makes students understand the material and course work precisely.
- He really cares to see his students do well, at the same time he goes the extra mile to make sure students get it.
- Professor Colebrook really creates an environment that is encouraging, and he has a way of pulling out a student's full potential.
- He interacts with us and is funny.

Phil 201 – Introduction to Ethics and Social Philosophy, Spring 2016 (1 section)	Q1	Q2	Q3	Overall	Q4
	5	4.7	4.9	4.9	86.6% Yes, 13.4% Unsure

- Mr. Colebrook is very patient and understanding. He is a very good professor. He tries hard to help the students.
- He takes his time to explain & the class is interesting.
- He's very knowledgeable on every topic he teaches every week.
- He is an excellent teacher. He is also friendly.
- Gives examples on the subject matter to clarify it.
- He is an amazing professor and very passionate about the subject of philosophy.
- This professor is eager to teach this class, in my opinion. He is always on time, sticks to the subject, encourages class participation. He knows his philosophy stuff!

Hunter College Student Evaluation Summaries

Student evaluations from Hunter College below include mean scores for the following statements, as well as some student comments about the course(s) taught in that semester. Raw scores are available upon request.

Q1: Effectively communicates his/her knowledge of the subject to students.

(7 = Outstanding, 1 = Poor).

Q2: Challenges me intellectually.

(7 = Outstanding, 1 = Poor).

Q3: My overall evaluation of this instructor's teaching.

(7 = Outstanding, 1 = Poor).

Q4: As much as possible, did the instructor encourage student participation?

(3= Very Much, 1 = Very Little).

Q5: How helpful to you were instructor's responses to questions that you asked?

(3= Very Much, 1 = Very Little).

Phil 104 – Introduction to Ethics, Spring 2017 (1 section)	Q1	Q2	Q3	Q4	Q5
	6.3	6	6.4	2.9	2.9
<ul style="list-style-type: none"> • Excellent job teaching the material. Great environment. Wonderful overall. Thankful for the opportunity to have had a seat in your class. • Great professor and interesting class. He was very helpful and met with me to talk about the first paper which was very nice. I would recommend his class to other students. • Overall, very good teacher. Makes each topic interesting and encourages lots of student participation by basing the conversation on opinions/questions of the students. Fair grader and no surprises for exams or papers. 					
Phil 104 – Introduction to Ethics, Summer 2017 (1 section)	Q1	Q2	Q3	Q4	Q5
	6.3	6	6.2	2.8	3
<ul style="list-style-type: none"> • As a visiting student, I was very hesitant to take a Philosophy course because I had a bad experience taking a Philosophy course @ my current University but I needed it as a Humanities requirement. Professor Colebrook made difficult concepts easier to understand and gave us 					

intriguing conversations and arguments to debate over as a class. If the readings were difficult to understand he broke down the material and always gave us background information on the author or the topic we were covering. 70% of the readings were interesting and I even got to share a few readings with my friends since some of them related to my own personal life. Readings were readable and I actually didn't mind reading them. The midterm and final exam were straight forward - but I found the final to be more difficult but that is understandable as it was a final. The study guides were very helpful which is always a plus. He is a good grader, and is very helpful when you need assistance building off of your argument or just need to strengthen your paper. He was funny and always found a way to relate philosophical topics to real life which I thought was super helpful. If I could take another course with Professor Colebrook I definitely would. Thanks to him, philosophy isn't all that scary anymore. I wish him the best of luck in all his future endeavors and I loved hearing about his dog (I forgot the dogs name haha).

- Professor, this course has increased my interest in philosophy. You are magnificent. Thank you for being such a remarkable instructor!

Phil 104 – Introduction to Ethics, Fall 2016 (1 section)	Q1	Q2	Q3	Q4	Q5
	5.9	5.9	5.8	2.6	2.6

- First time ever taking a philosophy class, and I'm very glad it was taught by Colebrook, he conveyed all the philosopher's arguments in an easy way to understand. Not to mention a relatable way.
- One of my favorite courses this semester.
- Professor Colebrook is a great guy. He's pretty funny and his examples were interesting and extremely helpful. Sometimes the class was a little boring, but overall, I thought it was a good class. It got me to question the things around me more and got me more interested in philosophy.

Brooklyn College Student Evaluation Summaries

Student evaluations from Brooklyn College below include mean scores for the following statements, as well as some student comments about the course(s) taught in that semester. Raw data is available upon request.

Q1: The instructor's openness to students' comments, questions and viewpoints concerning class topics.

(5 = Excellent, 1 = Unacceptable).

Q2: The instructor's knowledge of the subject matter of the class.

(5 = Excellent, 1 = Unacceptable).

Q3: The instructor's ability to generate effective class discussion.

(5 = Excellent, 1 = Unacceptable).

Q4: How likely are you to recommend this instructor to a friend?

(5 = Very likely, 1 = Very unlikely).

Phil 3314 – Business Ethics, Fall 2014 (2 sections)	Q1	Q2	Q3	Q4	Overall
	4.6	4.7	4.3	4.5	4.5
<ul style="list-style-type: none"> • Interesting course on ethics in the business world. • It was a pretty good course. Professor Colebrook made that class fun and laid back. He knew a lot about the topic and student were encouraged to excel. • I consider prof Colebrook a really good professor. He’s actually my first class in the morning, and I’ve never missed a class. He keeps the topics interesting, encourages the class to participate, and focuses on topics that could be useful for our career development. • Professor Colebrook is a good professor to have, not just for this course but for other courses he teaches. He's very much to the point and very cool with us in the class. The discussions and article/chapters in the book we read are interesting, and apply well to what we are studying at hand. It is overall a very solid course, with a very solid professor. 					
Phil 2101 – Introduction to Philosophy, Spring 2014 (2 sections)	Q1	Q2	Q3	Q4	Overall
	4.6	4.5	4.5	4.5	4.5

- Interesting and fun. Professor is great! If you do the homework and attend the class, you will love it. As much as philosophy can be boring, Professor Colebrook manages to make it really interesting and helpful. Take the class, you will not regret.
- Interesting course. You learn about the popular moral theories and dilemmas associated with each. You learn to apply these theories to conflicts in the real world.

Phil 3314 – Business Ethics, Spring 2014 (2 sections)	Q1	Q2	Q3	Q4	Overall
	4.4	4.4	4.2	4.4	4.4

- Good course to take. I found the readings to be helpful and interesting.
- This is a very informative class. Lessons learned can be applied to everyday life and work problems.
- Do your daily readings and you will be fine, very interesting class. Enjoyed this course as well as the professor.

Phil 2101 – Introduction to Philosophy, Spring 2014 (2 sections)	Q1	Q2	Q3	Q4	Overall
	4.6	4.5	4.5	4.5	4.5

- Take this course!!!!
- Great class, really gets you thinking and interesting subjects are always discussed
- We all need to take a philosophy course so by all means take Mr. Colebrook. He is a young teacher and is very interesting and knowledgeable. He made the time in class fly by. He's in touch with today's world and the age gap isn't much so there's plenty of common interest to relate to his views.

Phil 3314 – Business Ethics, Fall 2013 (2 sections)	Q1	Q2	Q3	Q4	Overall
	4.4	4.5	4.4	4.3	4.4

- Amazing professor. Must take him! Super awesome! What more can I say?
- Sweetest, fairest professor ever! I highly recommend taking him for this class. Discussions are always interesting!
- Professor was great, truly cared about his students passing and understanding the knowledge of the class. Great at relating it to real world events.
- The professor makes students feel comfortable in class.

Phil 2101 – Introduction to Philosophy, Spring 2013 (2 sections)	Q1	Q2	Q3	Q4	Overall
	4.5	4.5	4.4	4.4	4.5
<ul style="list-style-type: none"> • Great course, challenging but very interesting. • It's a very cerebral course, but very interesting. The professor is excellent. He encourages stimulating class discussions. • Even though going into this class I thought it was going to be extremely boring, I ended up loving it. Surprisingly it was very interesting to learn about. • Get ready to have your perspective of the world turned upside down. • Take it with Colebrook, he's the best! • Opens your mind to a new way of thinking. 					

III. FACULTY EVALUATIONS

Below I have included the most recent, unedited faculty evaluations from Baruch College, St. Francis College, Medgar Evers College, and Hunter College. (Note that NYU does not conduct written faculty evaluations of preceptors).

Baruch College, Spring 2021
Evaluated by Jonathan Gilmore



THE GRADUATE CENTER
Office of Human Resources
Observation For Instructional Staff
Graduate Assistants

Employee Name: Ross Colebrook Title: Instructor
College: Baruch College Program/Academic Discipline: Philosophy
Course: Ethics and Critique Section: _____ Semester: Spring 2021 Date of Observation: 4/10/21

A. Observation

1. Based on this observation, comment on the graduate assistant's general effectiveness:

This observation was unusual as it occurred during CUNY's period of solely online teaching. However, I'm confident that Ross Colebrook is a highly effective teacher not only online but in the classroom as well. As Colebrook taught asynchronously this semester, I consulted a substantial pre-recorded lecture that he posted to YouTube (he also offers an attendance-optional Zoom meeting once a week to go over homework, which he also posts online for students who are unable to attend).

2. Within the framework of the graduate assistant's general effectiveness discussed above, comment on his/her classroom effectiveness, handling of scholarly material, teaching techniques and classroom atmosphere.

In the class I observed Colebrook discussed informal fallacies, with particular attention in the first half to fallacies of failed induction and fallacies of presumption. The lecture was wonderfully clear and well-organized. With well-produced slides and a range of often funny illustrations, Colebrook succeeded in explaining the structure of such fallacies and the common place they have in ordinary discourse and thinking. He seemed approachable as a teacher, very comfortable with the material, and committed to offering a polished presentation.

3. Please rank on the following scale:

Excellent Very Good Good Satisfactory Unsatisfactory

B. Summary of Evaluation

Observer Name: Jonathan Gilmore Title: Associate Professor of Philosophy
Observer Signature: Date: 4/11/21
Department: Philosophy



THE GRADUATE CENTER
Office of Human Resources
Instructional Staff – Graduate Assistants
Post-Observation Conference Memorandum

Post-Observation Conference

Observation Date: 4/10

Course and Section: Ethics and Critica

Jonathan Gilmore
Name of Observer

Associate Professor of Philosophy
Title

Employee Name: Ross Colebrook Department: Philosophy

Date of Discussion: 4/10/2021

(Attach Additional pages if necessary).

Observer Signature: _____ Date: _____

I understand that my signature means only that I read the observation and that I may attach any comments I wish.

Employee Signature: Ross Colebrook Date: 5/10/2021

St. Francis College, Spring 2019

Evaluated by Clayton Shoppa

ST. FRANCIS COLLEGE

Adjunct Faculty Classroom Observation and Pedagogical Review Report

Name: Dr. Ross Colebrook

Course & Section: PHI 1114-02 Logic and Argumentation

Dept: Philosophy

Observer: Dr. Clayton Shoppa

Date: April 12, 2019

Title: Assistant Professor of Philosophy

Rank: Adjunct Instructor

The following guidelines are employed in determination of rating:

Excellent : Outstanding performance

Good : Highly acceptable performance

Satisfactory : Minimally acceptable performance

Unsatisfactory : Unsatisfactory performance; remediation needed

NA : Section not applicable to specified rating

Note: It is recommended that specific instances should be cited in the narrative at the end of each section.

Please submit this copy with the course syllabus and related materials attached to the Provost's Office.

Please submit a copy of this report to the Office of Human Resources if there is an overall rating of Unsatisfactory.

I. CONTENT

Knowledge of subject.

E	G	S	U	NA
✓				

Comments:

II. METHODOLOGY

- a) Preparation for lesson.
- b) Clarity of presentation.
- c) Announcement of goals.
- d) Ability to stimulate and focus discussion.
- e) Ability to respond to questions.

E	G	S	U	NA
✓				
✓				
	✓			
✓				
✓				

Comments:

III. ORGANIZATION

- a) Logical sequence of instructions.
- b) Development of cogent design.
- c) Provision for summary or evaluation.

E	G	S	U	NA
✓				
✓				
	✓			

Comments: Excellent lesson organization. Dr. Colebrook draws from prior lectures to address the high stakes of today's focus.

IV. STUDENT DYNAMICS

- a) Existence of learning climate in the classroom.
- b) Evidence of student learning.
- c) Ability to stimulate students to interact.
- d) Respect for students.
- e) Responsiveness to students' needs.

E	G	S	U	NA
	✓			
✓				
✓				
✓				
✓				

Comments: Even when the fallacies under discussion become more technical, Dr. Colebrook has ready examples and an approachable presentation tone. Commendably, he is not bothered by late arrivals.

V. COMMUNICATION

- a) Appropriate vocabulary.
- b) Ability to explain concepts.
- c) Quality of voice.
- d) Speech pattern.

E	G	S	U	NA
✓				
✓				
✓				
✓				

Comments: Dr. Colebrook is an excellent communicator with an easy humor and deep knowledge of logic and reasoning.

GENERAL PERCEPTIONS CONCERNING THE OBSERVATION:

Dr. Colebrook is clearly a gifted philosophy teacher. St. Francis is lucky to have him.

OBSERVER'S OVERALL RATING IN ACCORDANCE WITH ARTICLE VIII OF THE ADJUNCT FACULTY COLLECTIVE BARGAINING AGREEMENT:

E	G	S	U*
✓			

*Remediation Plan: _____

Christa Spivey

Signature of observer:

Date: April 16, 2019

I certify that I have received and reviewed this classroom observation report.

I will _____ / will not be submitting a written response.

Signature of faculty member observed: *Ron Colbro* _____

Date: 4/16/2019 _____

Medgar Evers College, Fall 2018
 Evaluated by Vivaldi Jean-Marie

MEDGAR EVERS COLLEGE
 OF THE
 CITY UNIVERSITY OF NEW YORK

Faculty Observation Form—Peer Observation

Instructor: Russ Colebrook
 Rank: Adjunct Instructor
 Division of Program: Philosophy & Religion Studies
 Course: Phil 101-004
 Date of Observation: 09-20-18
 Observer: Vivaldi Jean-Marie

Instructions: This form is to be completed by a peer assigned by the Division Chairperson. The faculty member being evaluated is to be notified at least 48 hours prior to the observation. The faculty member being evaluated should submit to the evaluator 24 hours prior to the observation a copy of the course objectives, lesson plan for the day, and copies of any quizzes or examinations.

General Explanations for Ratings

<i>Rating</i>	<i>Quality</i>	<i>Explanation</i>
1	Poor	The faculty member's performance is generally unsatisfactory or inadequate in this area
2	Fair (Unsatisfactory, needs improvement)	The faculty member's performance in this area is not entirely satisfactory and needs to be improved.
3	Good (Satisfactory)	This rating means the faculty member's performance in this area is generally adequate and definitely acceptable. It should be given when a faculty member performs at a level that corresponds with expectations for most faculty members.
4	Very Good	This rating should be given if the faculty member is above average with respect to the trait or standard. It should be given when a faculty member demonstrates above average talent and/or better performance than most other faculty members.
5	Outstanding	This rating should be given only in exceptional cases. It should be given only when a faculty member demonstrates rare talent and performance with respect to the area or category. A rating of superior should be supported with a statement documenting the basis for the rating, giving concrete examples or evidence, especially if more than 2 or 3 categories are assigned this rating.

Please check the rating that best describes, given the above explanations, the faculty member's performance.

Part I: Teaching Effectiveness

A. Clarity and Appropriateness of Objectives. (Examine written statements of course objectives and other statements portraying objectives of specific lectures, materials, etc.)

1 <input type="checkbox"/>	1.5 <input type="checkbox"/>	2 <input type="checkbox"/>	2.5 <input type="checkbox"/>	3 <input type="checkbox"/>	3.5 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	4.5 <input type="checkbox"/>	5 <input type="checkbox"/>
Objectives lacking or vague, confusing or inappropriate: rationale for lessons cannot be inferred.			Objectives reasonably clear, appropriate, and well organized.			Objectives clearly specified, well-organized, related to basic goals of the course, appropriate to curriculum and the level of students		

B. Presentation of Subject Matter. (Examine instructional materials prepared by the instructor.)

1 <input type="checkbox"/>	1.5 <input type="checkbox"/>	2 <input type="checkbox"/>	2.5 <input type="checkbox"/>	3 <input type="checkbox"/>	3.5 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	4.5 <input type="checkbox"/>	5 <input type="checkbox"/>
Limited command of subject matter (e.g. out-of-date); in narrow, unorganized, inaccurate, incomplete, and/or vague manner.			Adequate command of subject matter; acceptable organization, completeness, accuracy. Related to course objectives, appropriately related to level of student.			Thorough and up-to-date mastery of subject matter, presented in comprehensive, well organized, accurate, and clear manner. Related to course objectives and appropriate to level of students.		

C. Communication and Motivation.

1 <input type="checkbox"/>	1.5 <input type="checkbox"/>	2 <input type="checkbox"/>	2.5 <input type="checkbox"/>	3 <input type="checkbox"/>	3.5 <input type="checkbox"/>	4 <input type="checkbox"/>	4.5 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
Language and speech nearly incomprehensible, dull, and/or ineffective; little challenge or stimulus to independent thinking			Language and speech comprehensible; explanations moderately stimulating.			Uniformly clear, comprehensible speech and language; explanations and motivations techniques effectively arouse interest and stimulate original thinking.		

D. Assignments and Materials. (Examine and/or discuss with instructor any assignments and/or materials developed by the instructor.)

1 <input type="checkbox"/>	1.5 <input type="checkbox"/>	2 <input type="checkbox"/>	2.5 <input type="checkbox"/>	3 <input type="checkbox"/>	3.5 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	4.5 <input type="checkbox"/>	5 <input type="checkbox"/>
Supporting media, materials, and/or assignments poor, inappropriate, or entirely lacking.			Moderately effective, adequate variety, appropriate.			Excellent variety of media, materials, and assignments used imaginatively and effectively to enhance learning.		

E. Evaluations Techniques. (Examine methods of evaluation, e.g. quizzes, written exams and assignments etc., and grading system.)

1 1.5 2 2.5 3 3.5 4 4.5 5

Neither methods of evaluation nor grading are appropriately related to course objectives. Both methods of evaluation and grading are related to course objectives. Both methods of evaluation and grading are maximally related to course objectives.

F. Other individual characteristics relating to overall teaching effectiveness. (Consider special or unique strong points and/or weak points which were not reflected in the above categories and which influence teaching effectiveness positively or negatively.)

1 1.5 2 2.5 3 3.5 4 4.5 5

Ineffective teaching; weak points are dominant. Adequate effectiveness. Unusual effectiveness and talent as a teacher; strong points are outstanding.

G. Overall Rating. (Select the option which best describes the instructor's overall performance. See page 1 of this form for explanations of these terms.)

1 1.5 2 2.5 3 3.5 4 4.5 5

Poor Fair (Unsatisfactory, Needs Improvement) Good (Satisfactory) Very Good Outstanding

Candidate's Comments:

Third Party's Comments (if present):

Overall Rating Following Discussion:

1 1.5 2 2.5 3 3.5 4 4.5 5

Poor Fair Good Very Good Outstanding

(Unsatisfactory, Needs Improvement) (Satisfactory)

Additional Comments:

Observer's Signature and Title:  Chair Date: 09-25-18

Third Party's Signature and Title: _____ Date: _____

I understand that my signature means only that I have read this memorandum and that I may add, and/or attach additional comments.

Candidate's Signature and Title/Rank: Russ Colbrunn adjunct assistant professor Date: 9/25/18

Candidate's Additional Comments: Please indicate if additional sheets are required.

MEDGAR EVERS COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
Department of Social & Behavioral Sciences

POST-EVALUATION CONFERENCE MEMORANDUM

Instructions: The purpose of this form is to provide a record of the post-evaluation conference. The conference shall be held within three weeks of the observation and shall be scheduled by the appropriate supervisor within two weeks of receipt of the observation report. At the conference, the observer must present all sources of data considered and allow time for discussion of the results of the peer and student evaluation with the observed faculty person. Either party, if he or she desires, may request that a third person be present during the conference.

During the conference, the observer should record and discuss responses to categories A-G of the Peer Observation, summarize the results of each category on the Student Evaluation and record the discussion of the conference on this form. Upon completion of this form, submit this memorandum, the peer observation form, and the student evaluations to the appropriate supervisor.

Candidate's name: Ross Colebrook Department: Philosophy & Religion
 Observation Date: 09-20-18
 Course and Section: Phil 101-804
 Name of Observer: Vivian Jean-Mante
 Third Party Present (Optional): _____ At whose request? _____
 Post-Observation Conference Date: 09-25-18
 Date Observation Report Filed with Chairperson: 09-25-18

Summary of Peer Observation and Students' Ratings of Faculty Member:

Category	Peer Ratings	Ave. of Student Ratings
A. Course Objectives	<u>4</u>	_____
B. Presentation	<u>4</u>	_____
C. Communication & Motivation	<u>4.5</u>	_____
D. Instructional Media	<u>4</u>	_____
E. Evaluation Techniques	<u>4</u>	_____
F. Other	_____	_____
G. Overall Ratings	<u>4</u>	_____
Average of Ratings:	_____	_____

Typical Student Comments:

"He knows the material that he teaches. He's great at explaining the subject until students understand what they have to do or study."
 "He uses examples that clarify the subject and goes over some answers to further understanding."

Observer Comments:

During my observation of Dr. Colebrook's lecture on 09-20-18, I observed his discussion of the correspondence theory of truth specifically beliefs, truth, and evidential support. The students were involved. They participated enthusiastically.

Hunter College, Spring 2017
Evaluated by Justin Garson

HUNTER COLLEGE OF THE CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF PHILOSOPHY

___ Spring ___ Semester

Observation Report to the Department P&B Committee:

Instructor Observed: ___ Ross Colebrook ___ Adjunct Professor
Name Title
Observer: Justin Garson Associate Professor
Name Title

Notice was given to Instructor on (Date) 3/15/16

Date of Observation: 3/21/16

Course Title: Introduction to Ethics

Subject of Class Meeting: Kant's Categorical Imperative (Universal Law)

Number of Students in Attendance: 30-35

Comments and Evaluation

After giving a brief review of some material from an early class, Mr. Colebrook discussed the universal law version of the categorical imperative, and applied it to the cases of making false promises and stealing. He also began laying out some criticisms of the theory. I thought this was a very nice lecture, delivered in a comfortable and lively way, and with occasional humor thrown in. His lecture was clear, and he answered all of the students' questions well. As a constructive suggestion, I'd recommend that Mr. Colebrook think about giving some more time for open discussion. There was plenty of Q&A, but the students might also benefit from having 5-10 minutes occasionally for a somewhat fuller discussion (e.g., "do you think that Kant's theory can get past the murderer at the door?")

General evaluation (Check One):

_____ Excellent _____ Needs Improvement
_X_____ Good _____ Unsatisfactory
_____ Satisfactory

Observer's Signature and Date [Signature] 3/24/17
Observee's Signature and Date X [Signature] 3/28/17

HUNTER COLLEGE OF THE CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF PHILOSOPHY

___Spring___ Semester

Post-Observation Conference Memorandum

___Ross Colebrook___

Faculty Member

___3/22/17___

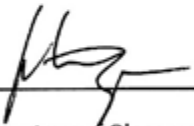
Date of Observation

___Justin Garson___

Observer

Date of Conference

Mr. Colebrook and I agreed that no meeting was necessary.



Signature of Observer

3/24/17

Date

X Ross Colebrook

Signature of Faculty Member

3/28/17

Date

Signature of Third Party

Date

At least 24 hours notice of this observation was given ___X___ was not given _____

X Ross Colebrook

Signature of Faculty Member

IV. SAMPLE SYLLABI

Moral Psychology (PHI-4900)

Prof. Ross Colebrook

Email: ross.colebrook@baruch.cuny.edu

Meeting time: Zoom on Wednesdays at 5:50PM EST

Credits: 3.0

Office: N/A

Semester: Fall 2020

Classroom: Online

Section: PMWA

Class #: 53540

Office Hours: Online via Zoom

Course Description

Why do you have the moral beliefs you have? What constitutes a moral judgment? What does the source of our moral beliefs imply about their legitimacy? This course is designed to familiarize students with the major debates in moral psychology, including moral development, moral rationalism, moral intuitionism, dual-process accounts of morality, the psychology of metaethics, the effects of moral identity, moralization in politics, and the metaethical and normative implications of moral psychology.

Course Objectives

By the end of this class, students will be able to:

- Demonstrate a familiarity with the major debates in moral psychology.
- Debate with one another about difficult issues in moral psychology in a respectful manner.
- Demonstrate the ability to think empirically about issues in moral psychology.
- Demonstrate the ability to defend theoretical positions in moral psychology through writing.
- Present their ideas in a coherent way to the rest of the class.

Course Requirements and Grading

Your assignments are due on the dates listed on the course schedule below. Your final grade will be worth 1000 points, composed of the following:

- Survey participation (two surveys, 50 points total).
- 10 short response quizzes (best 10, 200 points total).
- Literature review (100 points) (300 – 500 words).
- Outline of capstone paper (50 points).
- Capstone presentation (250 points).
- Capstone paper (350 points) (3000 – 3600 words).

Here is a short description of each of these assignments:

Survey Participation

At the start of the class I will distribute a survey about moral psychology. You must complete this survey in the first week of class. I will also distribute a survey at the end of class, which is due at the same time as your capstone paper. Each of these is worth 25 points.

15 Short Response Quizzes

These quizzes will be short assignments that I post on Blackboard at the start of each lecture day. These are mainly aimed at assessing your comprehension of the material – if you do not do the reading, you will usually not know the answers to these. (The answer will not be contained in the lecture). I will grade these out of 20 points, with 20/20 for a completely correct answer, 15/20 for a three-quarters right answer, 10/20 for a half-right answer, 5/20 for an answer that's vaguely related to a correct answer, and 0/20 for a completely wrong answer. I will only count your best ten short response quizzes at the end of the semester. (I will drop the lowest five).

Literature Review

This assignment will involve collecting at least four articles related to our reading assignments and providing a description of the argument contained in each article. These articles ought to be relevant to your capstone paper. They must be **new** articles and cannot be contained in our syllabus. I strongly suggest you look into *Moral Psychology* volumes 1-3, edited by Walter Sinnott-Armstrong for supplementary readings. This should be available through the library.

Capstone Outline

This involves submitting an outline of your capstone paper to me ahead of the actual capstone deadline. It should include a clear statement of your thesis, a breakdown of the major dialectical turns in your argument, and some indication of which sources you intend to use for what purposes.

Capstone Presentation

This must be recorded via Microsoft PowerPoint using a webcam, then exported as a video and submitted via Blackboard. (More detailed instructions on this will be provided). This presentation will showcase your capstone paper, situating it in the literature and providing the main points of your argument. Note that your webcam must be enabled for this presentation, but the Mac version of PowerPoint does not include this functionality. (If you are using a Mac, you will need to use Zoom to record your PowerPoint presentation).

Capstone Paper

This long-form paper assignment will build on your literature review to argue for a substantive thesis in moral psychology. The paper will be assessed on knowledge of our class's reading assignments, evidence of high-quality external research, and clarity of presentation. This paper

will be submitted via Turnitin (a link will be provided under “course documents” on Blackboard).

Conducting Our Course Online

As this is an online course, we will not be meeting in person for the entirety of the summer semester. Instead, each week I will post a link to lecture(s), as detailed in the course schedule, which will detail the major points in each reading. If you have questions about the material, need additional examples, need clarification on concepts, etc., you can ask questions in two different formats:

- (i) You may ask written questions on the discussion board post for each week.
- (ii) I will be hosting a weekly Zoom Q&A meeting at 5:50PM on Wednesdays.

Please refrain from asking questions about the material by email (use either of the above methods first), so that other students can benefit from the answer I give you. Feel free to email me about any other issues, however.

Late Policy

All assignments must be turned in on time. Each day an assignment is late will incur a one grade reduction from the paper’s final grade. (If the assignment is one day late, an “A” becomes a “B,” if two days late, an “A” becomes a “C,” etc.).

Extra Credit Policy

Minor extra credit (worth no more than 1% of your grade) may be offered at some point in the class.

Policy on Academic Integrity

Ensuring an environment free from cheating and plagiarism is a key part of my job, and I take this responsibility seriously. Furthermore, it is each student’s responsibility to be aware of what constitutes cheating and plagiarism, and to avoid both. If I suspect a violation of academic integrity and subsequently confirm that violation, it is my duty to report the violation—no exceptions. If you are unclear on whether something counts as plagiarism or not, please ask me before turning it in! Furthermore, when I suspect, and subsequently confirm plagiarism, I do not allow rewrites of the material. All papers will be assessed for plagiarism with Turnitin or SafeAssign.

Policy on Disability Services

In order to receive disability-related academic accommodations, students must first be registered with the Center for Student Disability Services. Students who have a documented disability or suspect they may have a disability are invited to set up an appointment with the Director of the Center for Student Disability Services. If you have already registered with the Center for Student Disability Services, please provide me with the course accommodation form and discuss your

specific accommodation with me as soon as possible.

Course Schedule

All readings can be found in PDF form under “Course Documents” on Blackboard. Note that this is an upper level philosophy course, and as such, will often require a substantial reading investment (about 20 pages of very dense material each week). For each required reading below, I will post a short (15-20 minute) video to help guide you through the argument. Ensure that you have read each of the assigned readings by the date they are listed – watching the video will not be an adequate substitute for sustained, close reading of the material. Note also that I may include supplementary reading for a given lecture day – that reading is good to check out to get further information on these views, but is not strictly necessary to read.

Activity	Topic and Readings
August 26 Zoom Meeting	Course Overview
Module A	Is moral judgment the product of reasoning or intuition?
August 31 Lecture 1	Lawrence Kohlberg, “The cognitive-developmental approach to moral education.”
September 2 Zoom Meeting	No Zoom Meeting This Week. (I’m moving across the country). Essay Quiz 1 Due 5:50PM.
September 7 Lecture 2	Judith Smetana, “Preschool Children's Conceptions of Moral and Social Rules”
September 9 Zoom Meeting	Discuss Rationalist theories of moral judgment. Essay Quiz 2 Due 5:50PM.
September 14 Lecture 3	Jonathan Haidt, Excerpt: “The emotional dog and its rational tail: A social intuitionist approach to moral judgment.”
September 16 Zoom Meeting	Discuss Haidt’s intuitionist theory of moral judgment. Essay Quiz 3 Due 5:50PM.
September 21 Lecture 4	Joshua Greene, Excerpt: “The Secret Joke of Kant’s Soul.”
September 23 Zoom Meeting	Discuss Greene’s dual process theory of moral judgment. Essay Quiz 4 Due 5:50PM.
Module B	How is emotion related to morality?
September 28 Lecture 5	Simone Schnall et al., “Disgust as embodied moral judgment.”
September 30	Discuss disgust’s role in moral judgment.

Zoom Meeting	Essay Quiz 5 Due 5:50PM.
October 5 Lecture 6	Jonathan Haidt, “Affect, culture, and morality, or is it wrong to eat your dog?”
October 7 Zoom Meeting	Discuss Haidt’s social intuitionist theory, including moral dumbfounding. Essay Quiz 6 Due 5:50PM.
October 12 Lecture 7	Jesse Prinz, “The emotional basis of moral judgments.”
October 14 Zoom Meeting	Discuss Prinz’s claim that moral judgments are constituted by emotions. Essay Quiz 7 Due 5:50PM.
October 19 Lecture 8	Thomas Pözlner, Excerpt: “Moral judgments and emotions: A less intimate relationship than recently claimed.”
October 21 Zoom Meeting	Discuss Pözlner’s claim that emotions are not always causally sufficient for moral judgments. Essay Quiz 8 Due 5:50PM.
Module C	Is morality learned or innate?
October 26 Lecture 9	Chandra Sripada, “Nativism and moral psychology: Three models of the innate structure that shapes the contents of moral norms.”
October 28 Zoom Meeting	Discuss Sripada’s division of innateness claims. Essay Quiz 9 Due 5:50PM.
November 2 Lecture 10	Marc Hauser et al., Excerpt: “Reviving Rawls’ linguistic analogy: Principles and the causal structure of moral actions.”
November 4 Zoom Meeting	Discuss Hauser et al.’s claims about the innateness of morality. Essay Quiz 10 Due 5:50PM.
November 9 Lecture 11	Jesse Graham et al., “Liberals and conservatives rely on different sets of moral foundations.”
November 11 Zoom Meeting	Discuss moral foundations theory. Essay Quiz 11 Due 5:50PM.
November 16 Lecture 12	Chelsea Schein & Kurt Gray, “The unifying moral dyad: Liberals and conservatives share the same harm-based moral template.”
November 18 Zoom Meeting	Discuss the dyadic theory of morality. Essay Quiz 12 Due 5:50PM. Literature Review Due 11:59PM.

Module D	What is an ordinary person's conception of their morality, and why does it matter?
November 23 Lecture 13	Hagop Sarkissian et al., Excerpt: "Folk Moral Relativism."
November 25 Zoom Meeting	Discuss Sarkissian et al.'s experiment. Essay Quiz 13 Due 5:50PM. Outline of Capstone Paper Due 11:59PM.
November 30 Lecture 14	Nicholas Aramovich et al., "Opposing torture: Moral conviction and resistance to majority influence."
December 2 Zoom Meeting	Discuss Aramovich et al.'s experiment. Essay Quiz 14 Due 5:50PM.
December 7 Lecture 15	Ross Colebrook, Excerpt of "The Irrationality of Folk Metaethics."
December 9 Zoom Meeting	Discuss folk metaethics and its implications. Essay Quiz 15 Due 5:50PM.
December 14	Final Survey Due at 11:59PM. Capstone Presentation Due 11:59PM. Capstone Paper Due at 11:59PM.

Experimental Philosophy (PHI-3220/PSY-3220)

Prof. Ross Colebrook

Email: ross.colebrook@baruch.cuny.edu

Meeting time: 7:30PM – 8:45PM EST

Credits: 3.0

Office: Online

Semester: Fall 2021

Classroom: Online Synchronous

Section: QTRA

Class #: 34345 (PHI) or 34368 (PSY)

Office Hours: Tu-Thurs 3:30PM–4PM

Course Description

This course is an introduction to experimental philosophy, an approach that aims to disrupt the millennia-old method of doing philosophy. In the traditional method, philosophers construct theories about various phenomena through imaginative thought experiments, aimed at testing the criteria for concepts. Philosophers then consult their intuitions in response to these thought experiments and use these intuitions to build philosophical theories. In recent years, many philosophers have begun to doubt this method: the intuitions revealed by these thought experiments are too often the narrow product of biases caused by upbringing, education, gender, class, or racialization. In response, these philosophers developed experimental philosophy: a new method that tests philosophically relevant concepts and phenomena in controlled settings and examines the intuitions and behavior of broader subsets of the global population. This course will examine this approach to philosophy, and the controversies surrounding it, through the lens of many time-honored philosophical problems.

Course Objectives

By the end of this class, students will be able to:

- Demonstrate a familiarity with the major debates in experimental philosophy.
- Demonstrate the ability to think empirically about philosophical problems.
- Demonstrate the ability to design experiments that test traditional philosophical problems.
- Demonstrate the ability to defend theoretical positions in experimental philosophy through writing.

Course Requirements and Grading

Your final grade will be composed of the following:

Pop Quizzes (30%) (each worth 3%)

Over the course of the semester, I will give about one pop quiz per week at the start of class. These quizzes are aimed at motivating a close reading of the texts; if you have not read the material, you will almost certainly fail the quizzes. Students who arrive late will not get the chance to submit the

quiz that day. At the end of the semester, I will take your best ten quizzes and drop grades for any remaining quizzes.

Participation (30%)

Students are expected to attend each Zoom meeting on Tuesdays and Thursdays, turn their cameras on (unless you must turn them off momentarily for privacy), ask questions, and respond to my questions. Students who routinely fail to do any of these things can expect to have their grade docked substantially.

Final Paper (40%)

By the end of the course, I expect students to submit a substantial essay concerning at least one of the topics on our syllabus. This paper ought to be about 2500 to 3000 words. I will suggest topics for this paper over the course of the semester.

Conducting Our Course Online

As this is an online course, we will not be meeting in person for the entirety of the summer semester. Instead, we will meet during our normal class times, synchronously, via Zoom. I expect you to attend these Zoom meetings, and strongly urge you to turn your camera on and treat the class as though it is taking place in real life. I will record these meetings in case any students must miss them. (The link to a YouTube playlist of all the recorded meetings will be posted under “course documents” on Blackboard).

Late Policy

All assignments must be turned in on time. Each day a paper or outline is late will incur a one grade reduction from the assignment’s final grade. (If the assignment is one day late, an “A” becomes a “B,” if two days late, an “A” becomes a “C,” etc.). You may not make up the fourteen short response quizzes, as I am planning to reveal the answers to these short response quizzes during class.

Extra Credit Policy

Minor extra credit (worth no more than 1% of your grade) may be offered at some point in the class.

Policy on Disability Services

Baruch has a continuing commitment to providing reasonable accommodations for students with disabilities. Like so many things this fall, the need for accommodations and the process for arranging them have been altered by COVID-19 and the safety protocols currently in place. Students with disabilities who may need some accommodation in order to fully participate in this class should contact Student Disability Services as soon as possible at disability.services@baruch.cuny.edu or call 646/312-4590.

Academic Honesty

The Department of Philosophy fully support(s) Baruch College's policy on Academic Honesty, which states, in part:

"Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism, and collusion in dishonest acts undermine the college's educational mission and the students' personal and intellectual growth. Baruch students are expected to bear individual responsibility for their work, to learn the rules and definitions that underlie the practice of academic integrity, and to uphold its ideals. Ignorance of the rules is not an acceptable excuse for disobeying them. Any student who attempts to compromise or devalue the academic process will be sanctioned."

Additional information and definitions can be found at http://www.baruch.cuny.edu/academic/academic_honesty.html

If I learn of a violation of academic integrity, it is my professional obligation to fail the offending student(s) and submit a report of suspected academic dishonesty to the Office of the Dean of Students.

Course Schedule

All readings can be found in PDF form under "Course Documents" on Blackboard. Note that this is an upper-level philosophy course, and as such, will often require a substantial reading investment (sometimes over twenty pages of very dense material each week). Ensure that you have read each of the assigned readings by the date they are listed – merely attending class will not be an adequate substitute for sustained, close reading of the material.

	Topic and Readings
August 26	Introduction to the class
	What is Experimental Philosophy?
August 31	Knobe & Nichols – An Experimental Philosophy Manifesto
September 2	Prinz – Empirical Philosophy and Experimental Philosophy
	Intentions
September 7	Labor Day – NO CLASS SCHEDULED
September 9	Knobe – The Concept of Intentional Action
September 14	Nadelhoffer – Bad Acts, Blameworthy Agents, and Intentional Actions
September 16	NO CLASS SCHEDULED
September 21	Cushman & Mele – Intentional Action: Two-and-a-Half Folk Concepts?
September 23	Uttich & Lombrozo – Norms Inform Mental State Ascriptions: A Rational Explanation for the Side-Effect Effect

	Semantics
September 28	Machery et al. – Semantics, Cross-Cultural Style
September 30	Devitt – Experimental Semantics
	Moral Psychology
October 5	Haidt – The Emotional Dog and its Rational Tail
October 7	Discuss Haidt’s “The Emotional Dog and its Rational Tail”
October 12	Greene – The Secret Joke of Kant’s Soul
October 14	Discuss Greene’s “The Secret Joke of Kant’s Soul”
	Metaethics
October 19	Sarkissian et al. – Folk Moral Relativism
October 21	Discuss Sarkissian et al.’s “Folk Moral Relativism.”
October 26	Goodwin & Darley – The Psychology of Metaethics: Exploring Objectivism
	Ethics
October 28	Schwitzgebel & Cushman – Expertise in Moral Reasoning
November 2	Doris – Persons, Situations, and Virtue Ethics
November 4	Norbert & Polzler – X-Phi and Impartiality Thought Experiments
	Free Will
November 9	Woolfolk et al. – Identification, Social Constraint, and Social Cognition
November 11	Nahmias et al. – Is Incompatibilism Intuitive?
November 16	Nichols and Knobe – Moral Responsibility and Determinism: The Cognitive Science of Folk Intuitions
	Consciousness
November 18	Knobe & Prinz – Intuitions About Consciousness- Experimental Studies
November 23	Sytsma & Machery – Two Conceptions of Subjective Experience
November 25	College Closed – NO CLASS SCHEDULED
	Epistemology
November 30	Weinberg et al. – Normativity and Epistemic Intuitions
December 2	Feltz & Zarpentine – Do you know more when it matters less?
	Gender Differences
December 7	Buckwalter & Stich – Gender and Philosophical Intuition

December 9	Adleberg et al. – Do Men and Women Have Different Philosophical Intuitions
December 13	Reading day – NO CLASS SCHEDULED
December 20	Final Paper Due 5PM

Introduction to Philosophy (PHIL-101)

What is it then between us?

*What is the count of the scores or hundreds of years between us?
Whatever it is, it avails not—distance avails not, and place avails not,
I too lived...I too felt the curious abrupt questionings stir within me,
In the day among crowds of people sometimes they came upon me,
In my walks home late at night or as I lay in my bed they came upon me,
I too had been struck from the float forever held in solution.*

-Walt Whitman, "Crossing Brooklyn Ferry"

Professor: Ross Colebrook
Email: TBA
Meeting time: TBA
Credits: 3.0
Office: TBA

Semester: TBA
Classroom: TBA
Section: TBA
Class #: TBA
Office Hours: TBA

Course Description

Some day you will die. This is a fact about you. But what should this fact mean for you? Should you fear it? Do you only have this one life, or will you get another chance? What is the right way to spend your life, and what is the right way to treat others along the way? How would we even know any of these things? What are you, anyway? Thoughtful people in every culture, in every corner of history, have wondered about these questions, constructed stories and theories about them, and argued over them. Though some of these thinkers lived thousands of years ago, the perennial questions they raised are all the same, and we can learn from the wisdom they uncovered. This course will explore these sources of wisdom, both ancient and contemporary. Philosophy concerns fundamental questions about human existence, and you are a human who exists—you ought to demand some answers!

Course Aims

The first goal of this course is to give you a glimpse into the study of philosophical texts and show how this study can inform and enrich your life. You will be asked to think about your own life and take ownership of your own beliefs. You will be asked to consider these beliefs from many different perspectives, and to critically evaluate them. You will analyze arguments and be expected to give reasons for your beliefs. You will also engage in thought experiments, exercises of imagination, and introspection.

The second goal of this course is to develop your skills as a reasoner, writer, and speaker. Writing and speaking in a clear and well-structured manner isn't just important for expressing your thoughts, it's important for *thinking* your thoughts. As we proceed through the course, I will help you to

structure your reasoning, to pay close attention to argumentative detail, and encourage you to take up an attitude of open-mindedness and intellectual humility.

Course Requirements and Grading

Your final grade will be composed of the following:

- 10 short writing assignments, given in class (15%).
- Midterm exam (20%).
- Response paper 1(4-5 pages) (20%).
- Response paper 2 (5-6 pages) (20%).
- Final exam (25%).

Please note the dates of each of these assignments on the course schedule below. Students will be expected to complete the assignments on the dates listed and will not be excused simply because travel plans might conflict with these dates.

The ten short writing assignments will be paragraph-length responses to questions I pose at various points throughout the class. These assignments will serve as discussion points during class and can be built on to complete your second paper assignment.

Paper prompts for both your first and second response paper will be handed out at least three weeks ahead of the due date. These are argumentative papers, where I expect you to develop a thesis that relates to themes of the course and defend that thesis with textual evidence from the sources we read.

Your midterm and final exam will both consist of twenty multiple choice questions and a page-long essay question, intended to test your comprehension of the main themes, arguments, and ideas present in the course reading. To succeed on these tests, you must read the assigned readings, attend every class, take careful notes, and participate in class discussion. Failure to do any of these will cause you to miss important material and could compromise your grade.

Course Expectations

Basic Expectations: Students will be required to attend class, participate respectfully, complete readings before the day they are due, and turn in all listed assignments on time.

Participation Policy: Philosophy in our class will involve both solitary investigation (reading the assignments carefully and thoroughly) and spirited group discussion. You will be expected to participate in each class by engaging critically with the material, responding to myself and other students, thinking through whether you agree with the views presented, and/or attending office hours to discuss the material with me. Students who do not participate may have their grades docked. Habitual lateness (especially if it interferes with the class), or repeatedly attending class unprepared may also adversely affect your grade.

Required Materials: Students should come to class with the required reading in-hand. Both hard-

copy and electronic versions are acceptable. I recommend you take notes long-hand, both as you read, and as we go through our discussions of the material in class.

Disallowed Materials: Laptop computers will not be allowed unless you require them for disability accommodations. Cell phone use (calling, texting, web browsing, etc.) is prohibited in class. You must also take headphones out during class time.

Food/Drink Policy: Eating and drinking is acceptable if it does not interfere with the class.

Make-up Policy: Weekly in-class short essay responses cannot be made up, though I will give the class extra opportunities to complete more essays, should it become necessary. The midterm and final exams may be made up *only* with a doctor's note or in the event of serious family illness or death.

Late Policy: The two required papers must be turned in on time. Each day an assignment is late will incur a one grade reduction from the paper's final grade. (If the paper is one day late, an "A" becomes a "B," if two days late, an "A" becomes a "C," etc.). Extra credit will not be offered.

Policy on Academic Integrity

Ensuring an environment free from cheating and plagiarism is a key part of my job, and I take this responsibility seriously. Furthermore, it is each student's responsibility to be aware of what constitutes cheating and plagiarism, and to avoid both. If I suspect a violation of academic integrity and subsequently confirm that violation, it is my duty to report the violation—no exceptions. If you are unclear on whether something counts as plagiarism or not, please ask me! Furthermore, when I suspect, and subsequently confirm plagiarism, I do not allow rewrites of the material.

Policy on Disability Services

In order to receive disability-related academic accommodations, students must first be registered with the Center for Student Disability Services. Students who have a documented disability or suspect they may have a disability are invited to set up an appointment with the Director of the Center for Student Disability Services. If you have already registered with the Center for Student Disability Services, please provide me with the course accommodation form and discuss your specific accommodation with me immediately.

Required Reading

All reading will be posted on Blackboard in PDF format. Students are responsible for bringing the reading to class.

Reading Schedule

Week 1	Introduction to the methods of philosophy.
2	Do we live on after death? Plato: "Yes!" Plato. <i>Phaedo</i> .

3	Should we fear death? Lucretius: “No!” Lucretius. <i>On the Nature of Things</i> .
4	How should we deal with loss? Epictetus: “Don’t get attached.” Epictetus. <i>Enchiridion</i> .
5	What is the self? Upanishads: “Everything!” <i>Katha Upanishad</i> .
6	What is the self? Pali Canon: “Nothing!” Selections from the <i>Pali Canon</i> .
6	What can we know? Descartes: “Nothing...without God!” René Descartes. <i>Meditations I and II</i> . Correspondence between Princess Elisabeth of Bohemia and Descartes Response Paper #1 Due
7	What can we know? Hume: “Nothing...but we can pretend!” David Hume. <i>An Enquiry Concerning Human Understanding</i> , Sections 3-5 & 7.
8	What is knowledge? Gettier: “Not true, justified belief!” Edmund Gettier. “Is True Justified Belief Knowledge?” In-Class Midterm Test
9	What is right? Mill: “Maximizing pleasure.” John Stuart Mill. <i>Utilitarianism</i> . Chapter 2.
10	What is right? Kant: “Not making an exception of yourself.” Immanuel Kant. <i>Groundwork for the Metaphysics of Morals</i> . Chapter 1.
11	What is right? Aristotle: “Developing the correct character.” Excerpt: Aristotle. <i>Nicomachean Ethics</i> . Book 1 Chapters 1-7.
12	What is right? Confucius: “Benevolence and proper rituals.” Selections from <i>the Analects of Confucius</i> .
13	Who should define you? De Beauvoir: “You!” Simone de Beauvoir. Excerpt from <i>The Second Sex</i> .
14	What can we be held responsible for? Nagel: “Maybe very little!” Thomas Nagel. “Moral Luck.” Response Paper #2 Due
TBA	In-Class Final Exam

Social & Political Philosophy (PHIL-201)

Prof. Ross Colebrook

Email: rcolebrook@gmail.com

Meeting time: TBA

Credits: 3.0

Office: TBA

Semester: TBA

Classroom: TBA

Section: TBA

Class #: TBA

Office Hours: TBA

Course Description

Imagine there is a military coup tomorrow. Voting is suspended, free speech outlawed, and one mandatory state religion is imposed. How would you react? Demonstrate in the streets? Take up arms? How do we know what our rights are, where they come from, and what kind of action they justify? Though we often take it for granted, our understanding of the basic rights and duties as citizens of a democratic nation comes from a rich intellectual tradition. This tradition is rife with theories and arguments about the best way to understand what constitutes a legitimate government, a free society, and a just economic order. This course is designed to give you an introduction to these major debates in western philosophy. We will consider some of the foundations of political philosophy: political legitimacy, individual freedom, and the role of government in the economy.

The concept of political legitimacy concerns how and why a government can claim morally legitimate authority over its citizens or subjects, and we will explore this concept through classic writings from Plato, Thomas Hobbes, John Locke, and the more recent writings of John Rawls. The debate about individual freedom and collective morality centers on delineating the morally legitimate claim of a society over the private lives of its citizens. We will examine this debate through the lens of John Stuart Mill, Martha Nussbaum, and Michael Walzer. Finally, the disagreement over the proper role of government in the economy lies at the heart of contemporary political disputes in our own society over the extent of the social safety net and the proper level of taxation. We will look at the philosophical underpinnings of these disagreements from socialist, anarchist, libertarian, and liberal perspectives, as exemplified in the writings of Karl Marx, Noam Chomsky, Pierre-Joseph Proudhon, Robert Nozick, and John Rawls.

Course Requirements and Grading

Your final grade will be composed of the following:

- 10 short writing assignments, given in class (15%).
- Midterm exam (20%).
- Response paper 1(4-5 pages) (20%).
- Response paper 2 (5-6 pages) (20%).
- Final exam (25%).

Please note the dates of each of these assignments on the course schedule below. Students will be expected to complete the assignments on the dates listed and will not be excused simply because travel plans might conflict with these dates.

The ten short writing assignments will be paragraph-length responses to questions I pose at various points throughout the class. These assignments will serve as discussion points during class and can be built on to complete your second paper assignment.

Paper prompts for both your first and second response paper will be handed out at least three weeks ahead of the due date. These are argumentative papers, where I expect you to develop a thesis that relates to themes of the course and defend that thesis with textual evidence from the sources we read.

Your midterm and final exam will both consist of twenty multiple choice questions and a page-long essay question, intended to test your comprehension of the main themes, arguments, and ideas present in the course reading. To succeed on these tests, you must read the assigned readings, attend every class, take careful notes, and participate in class discussion. Failure to do any of these will cause you to miss important material and could compromise your grade.

Course Expectations

Basic Expectations: Students will be required to attend class, participate respectfully, complete readings before the day they are due, and turn in all listed assignments on time.

Participation Policy: Philosophy in our class will involve both solitary investigation (reading the assignments carefully and thoroughly) and spirited group discussion. You will be expected to participate in each class by engaging critically with the material, responding to myself and other students, thinking through whether you agree with the views presented, and/or attending office hours to discuss the material with me. Students who do not participate may have their grades docked. Habitual lateness (especially if it interferes with the class), or repeatedly attending class unprepared may also adversely affect your grade.

Required Materials: Students should come to class with the required reading in-hand. Both hard-copy and electronic versions are acceptable. I recommend you take notes long-hand, both as you read, and as we go through our discussions of the material in class.

Disallowed Materials: Laptop computers will not be allowed unless you require them for disability accommodations. Cell phone use (calling, texting, web browsing, etc.) is prohibited in class. You must also take headphones out during class time.

Food/Drink Policy: Eating and drinking is acceptable if it does not interfere with the class.

Make-up Policy: Weekly in-class short essay responses cannot be made up, though I will give the class extra opportunities to complete more essays, should it become necessary. The midterm and final exams may be made up *only* with a doctor's note or in the event of serious family illness or death.

Late Policy: The two required papers must be turned in on time. Each day the assignment is late will incur a one grade reduction from the paper’s final grade. (If the paper is one day late, an “A” becomes a “B,” if two days late, an “A” becomes a “C,” etc.). Extra credit will not be offered.

Policy on Academic Integrity

Ensuring an environment free from cheating and plagiarism is a key part of my job, and I take this responsibility seriously. Furthermore, it is each student’s responsibility to be aware of what constitutes cheating and plagiarism, and to avoid both. If I suspect a violation of academic integrity and subsequently confirm that violation, it is my duty to report the violation—no exceptions. If you are unclear on whether something counts as plagiarism or not, please ask me before turning it in! Furthermore, when I suspect, and subsequently confirm plagiarism, I do not allow rewrites of the material.

Policy on Disability Services

In order to receive disability-related academic accommodations, students must first be registered with the Center for Student Disability Services. Students who have a documented disability or suspect they may have a disability are invited to set up an appointment with the Director of the Center for Student Disability Services. If you have already registered with the Center for Student Disability Services, please provide me with the course accommodation form and discuss your specific accommodation with me immediately.

Required Reading

All reading will be posted on Blackboard in PDF format. Students are responsible for bringing the reading to class.

Class Schedule

Political Legitimacy	
Week 1	Introduction to Social and Political Philosophy
2	Plato. <i>The Republic.</i> Excerpts.
3	Thomas Hobbes <i>Leviathan.</i> Excerpts.
4	John Locke. <i>Second Treatise of Government.</i> Excerpts.
5	John Rawls. <i>A Theory of Justice.</i> Excerpts.
Individual Freedom vs. Collective Morality	
6	John Stuart Mill. <i>On Liberty</i> Chapters 1 & 2.
7	John Stuart Mill. <i>On Liberty</i> Chapters 3 – 5.
8	Martha Nussbaum. <i>Frontiers of Justice.</i> Excerpts.
9	Michael Walzer. <i>The Communitarian Critique of Liberalism.</i>
The Role of Government in the Economy	
10	Karl Marx & Friedrich Engels. <i>The Communist Manifesto.</i> Excerpts.

11	Pierre-Joseph Proudhon. <i>What is Property?</i> Excerpts.
12	Noam Chomsky. <i>Notes on Anarchism.</i>
13	Robert Nozick. <i>Anarchy, State, and Utopia.</i> Excerpts.
14	John Rawls. <i>Justice as Fairness: A Restatement.</i> Excerpts.
Final	Final Exam