

		
<i>Dossier</i>	<b>Bob Sandmeyer</b>	<i><u><a href="#">Curriculum Vitae</a></u></i>

## DOSSIER

<https://www.uky.edu/~rsand11/dossier/>

### 0. [Curriculum Vitae](#)

#### 1. [Teaching Portfolio](#) (75% distribution of effort)

##### a. [All Narrative Outlines](#)

#### 2. [Service Materials](#) (15% distribution of effort)

#### 3. [Research](#) (10% distribution of effort)

#### 4. [DEI Statement](#)

#### 5. [COVID Impact Statement](#)

Consolidated PDFs: (click links to open files)

[Sandmeyer Tenure Dossier](#) (en toto)

[Teaching Portfolio section](#)

[Service Materials section](#)

[Research section](#)

ZIP Files: (click links to download files)

[Sandmeyer Tenure Dossier](#)

[Teaching Portfolio files](#)

[Service Materials files](#)

[Research files](#)

*Approved by Philosophy Department Faculty, 24 April 2017*

### Department of Philosophy

#### Statement of Promotion and Tenure Expectations:

#### [Special-Title Appointments](#)

Special-Title Series appointments are by their nature variable. Some may have an emphasis on teaching; others on service and administration. This variability will be reflected in the Distribution of Effort document (DOE), and promotion and tenure expectations for STS faculty members will depend upon the individual faculty member's DOE over the course of the probationary period or over the course of time since promotion to associate professor.

Evaluation of faculty for promotion and tenure will be based on a continuing record of high quality, effective, and committed teaching at multiple levels of instruction; high-quality and effective advising at the appropriate levels; service to the department, college and university; and a demonstrable commitment to creative and original philosophical research.

#### *Appointment/Promotion with Tenure to Associate Professor*

1. Because the DOE of STS faculty members will normally specify a high concentration of effort in teaching (usually on the order of 70-75% of total effort), the successful candidate will have a continuing record of high-quality, effective, and committed teaching. Although the department both welcomes and values effective, committed advising by its untenured faculty, its advising system is such that it requires of the successful candidate, not that he or she has provided high-quality advising, but only that he or she show at least some evidence of being in the future an effective and committed advisor at both the undergraduate and graduate levels. These achievements will be demonstrated primarily through the teaching portfolio. (The teaching portfolio shall contain the items required, and may also include items suggested, in AR II-1.0-5 pertaining to the teaching portfolio.) Committed and effective teaching can also be evidenced by such matters as participation in professional philosophy teaching forums, invited or contributed talks about the teaching of philosophy, teaching-related publications, and grants to promote instructional innovation or pedagogical research.
2. If the DOE specifies a significant concentration of effort in service, then the successful candidate will have demonstrated high quality service at the departmental, college, university and/or professional levels. The quality and nature of such service will be evaluated principally by the chair and other departmental officers, though at the time of promotion the views of all faculty will also be solicited. If, on the other hand, the DOE does not specify a high concentration of effort in service, then it is expected that the successful candidate will have demonstrated modest levels of quality service to the department and, if relevant, the college, university, and profession, establishing a record of effective collaboration in performance of service responsibilities. All faculty members are also expected to contribute to the collective growth and development of the department and, if called upon, college and university. Refereeing essays, manuscripts, proposals, and applications for journals, presses, and institutions falls under service to the profession.
3. The successful candidate with a DOE including administrative duties will have demonstrated creative and effective performance. This performance will be measured by documents provided by faculty, students, staff, or other administrators on the UK campus. If the administrative duties include off-campus activities, external letters may be solicited.
4. As the DOE of STS faculty will not normally emphasize research but rather teaching or service, the department does not expect that faculty member will have a publication record like that of a Regular-Title Series colleague going up for promotion. The expectations will be commensurate with the effort represented by the DOE over the course of the probationary period. The department does expect, however, that the Special-Title Series faculty member will be able to show a commitment to philosophical or pedagogical research in the form of conference and workshop presentations and publications in journals as well as books. This achievement will be primarily demonstrated by (1) external letters of assessment solicited by the unit from leading authorities in the relevant field(s) and (2) the quality, quantity and regularity of the candidate's presentations and publications (already appeared or accepted for publication). Faculty must demonstrate that they have established an independent research agenda and show evidence of a sustainable long-term commitment to scholarly research and publication. The department also expects successful candidates to have moved beyond the specific research they conducted in their Ph.D. dissertations (as evidenced by the contents of publications and presentations).

**BOB SANDMEYER**  
Assistant Professor  
Department of Philosophy  
University of Kentucky

Research Specialty: Phenomenology, esp. Husserl  
Philosophy of Ecology  
Pedagogy Specialty: Interdisciplinary Education  
Sustainability

## **I. EDUCATION**

Ph.D.	2007	University of Kentucky	Philosophy
M.A.	2005	University of Kentucky	Philosophy
	1995	Colorado State University	Philosophy
B.A.	1987	George Washington University	Philosophy/ Political Science

## **II. EMPLOYMENT HISTORY**

University of Kentucky	
Assistant Professor, Department of Philosophy	2014 – present
Environmental and Sustainability Studies Program	
Program Faculty	2013 – present
Director of Undergraduate Studies	2017-18
Senior Lecturer, University of Kentucky, Department of Philosophy	2012 – 2014
Lecturer	2007 – 2012
Mesa State College (Colorado Mesa College), Grand Junction & Montrose Campuses	
Adjunct Faculty, Philosophy	1995 – 1998

## **III. AWARDS**

"Workshop Series Grant," Cooperative for the Humanities and the Social Sciences, S2022 (\$1,500)  
"Environmental Humanities – Undergraduate Engagement," Gaines Center for the Humanities, 2021-22.  
(\$500)  
"Teaching Sustainability + Teaching Sustainably" University of Kentucky Sustainability Challenge  
Grant Recipient, with Helen Turner (College of Design), 2017-2018. (\$47,085)  
Faculty Teach in China Program. Qingdao University of Technology, Qingda, China. 2018. (\$1,750)  
Faculty Teach in China Program. Jilin University, Changung, China, 2017. (\$1,250)

## **IV. TEACHING**

### **University of Kentucky Courses Taught since fall 2017**

#### Graduate Coursework

PHI 680	Graduate Seminar: Time and Time-Consciousness	F17
PHI 755	Independent Study: Husserl	S21
PHI 755	Independent Study: Environmental Ethics	F19

#### Undergraduate Coursework

PHI 516	Phenomenological Directions	S22
ENS 400	ENS Senior Capstone	S18
HON 398	Capstone: Metaphysical Approach to Conservation	S19



PHI 395	Independent Study: Aldo Leopold's Conservation Philosophy	F18
ENS 395	Independent Study: Environmental Psychology	S20
PHI 336	Environmental Ethics	standard fall offering
PHI 300	History and Philosophy of Ecology (cross-listed ENS 300)	S14, S17, S21
PHI 205	Food Ethics (also UKC 180)	standard spring offering
UKC 110	Introduction to the Environmental Humanities	F22
PHI 100	Intro to Philosophy: Epistemology & Metaphysics	standard offering

### **University of Kentucky Courses Taught – fall 2007 to spring 2017**

#### Graduate Seminars

PHI 755	Environmental Philosophy (Independent Study)	S17
PHI 715	Husserl's <i>Logical Investigations</i>	F15

#### Undergraduate Coursework

PHI 561	Problems in Natural Sciences: Mechanism/Teleology	S15
PHI 531	Advance Ethics: Aldo Leopold's Land Ethic	F16
PHI 531	Advance Ethics: Questions Concerning Technology	S16
PHI 516	Phenomenological Directions	F08, S17
PHI 395	Independent Study: The Phenomenology of Nature	F12
PHI 380	Death, Dying, and the Quality-of-Life	F07, S12, S13, F13
PHI 361	Biology and Society	S08–12, S14
PHI 335	The Individual & Society	S07, F11
PHI 310	The Philosophy of Human Nature	F13
PHI 120	Introductory Logic (traditional)	> 10 semesters

#### Online Coursework

PHI120	Introductory Logic (Designer and Administrator)	6 summers
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### **International Teaching**

"Teaching Methods for Interdisciplinary Courses – A Course for Faculty." Summer 2018.

Qingdao University of Technology: Qingdao, China – in association with the UK Confucius Institute.

"American Conservation Philosophy & Its Critique – A Course for Undergraduates." Summer 2017.

Jilin University: Changchun, China – in association with the UK Confucius Institute.

### **Thesis Committee Work**

#### Undergraduate Level

Committee Chair. "Radical Environmentalism in the Age of the Anthropocene." Senior Thesis Project. Josh Ehl, University Gaines Center Scholar, 2020-21.

Committee Member. "Decolonizing Ayahuasca: An Examination of Western Interactions with Entheogenic Plants." Senior Thesis Project. Claire Hilbrecht, University Gaines Center Scholar, 2020-21.

Faculty Advisor. "Conservation: Philosophy and Policy." Senior Honors Capstone. Anne Howard, University of Kentucky, 2019

Committee Member. "Exploring Animal Sentience." Senior Thesis Project. Autumn Murphy, University of Kentucky Gaines Center Scholar, 2014-15.

Committee Chair. "Heaven on Earth: Ecotheologies and Environmentalism." Senior Thesis Project. Sam Beavin, University of Kentucky Gaines Center Scholar, 2013-14.

Committee Member. "The Impact of Aesthetic Design on Bus Shelter Usability." Senior Thesis Project. James Crouch, University of Kentucky Gaines Center Scholar, 2012-13.

### Graduate Level

#### Philosophy

Co-Chair. Ph.D. Dissertation Committee. Lila Wakeman. 2021-present.  
Co-Chair, Ph.D. Dissertation Committee. Steven Winterfeldt, 2021-present.  
Member, Ph.D. Dissertation Committee. Ryan McCoy. 2021-present.

#### Other

Member, M.S. Dissertation Committee, Wildlife Ecology and Conservation Biology, University of Kentucky. Kay Davis, 2021-present  
Expert Reader. M.A. Environmental Psychology, Naropa University. "Good Farming as an Ecopsychosocial Practice." Amy Preece. 2011.

## **V. SERVICE**

### **Academic**

Steering Committee Member, UK Sustainable Agriculture Program, 2011-present  
Faculty Sponsor. Philosophy Club, University of Kentucky (2012-Spring 2022)  
Faculty Sponsor. Philosophy Graduate Student Association, University of Kentucky (2012-2022)  
UK Faculty Sustainability Council, 2016-2020  
Teaching and Learning Advisory Committee, College of Arts and Sciences, UK (Fall 2014 to 2020)  
Graduate Applications Committee, UK Department of Philosophy (2018-Chair, 2019)  
Judge. Dimensions of Political Ecology Working Group Graduate Student Paper Contest (2013, 2019)  
UK Senate, A&S Humanities Representative, 2015-2018  
Academic Planning and Priorities Subcommittee, 2015-18  
Co-coordinator, Speakers Series. Environmental and Sustainability Studies Major. University of Kentucky (Fall 2013 to 2018)  
Committee to Form New A&S Interdisciplinary Graduate Certificate: Environmental Studies (2015-2017)  
Literary Group Leader. *The Stranger*. Henry Clay High School, Lexington, KY (Feb. 2013)  
Advisory Board, Environmental and Sustainability Studies (ENS) B.A. Degree. College of Arts and Sciences, University of Kentucky (2010 – 2013)  
Evaluator. GenEd Quantitative Foundations Outcomes. University of Kentucky (2012)  
Environmental Degree Programs Committee, Faculty of the Environment, College of Arts & Sciences, University of Kentucky (2009 – 2010)  
Education Committee, Tracy Farmer for Sustainability and the Environment, University of Kentucky (2008-2010)  
In-Service Instructor, "Teaching Environmental Ethics," UK Dept. of Philosophy (Fall 2009)

### **Professional Development**

#### Director

Environmental Humanities Initiative. College of Arts and Sciences, UK. (F2021 – present)  
Workshop Organizer. "Teaching Philosophy" by Melissa Jacquart. University of Kentucky Philosophy Graduate Student Association. (October 2020)  
"Sustain-able Pedagogies Workshop for UK Faculty." Co-director with Helen Turner, College of Design. (Summer-Fall 2018).  
Panel Organizer and Presenter. "Interdisciplinary Pedagogy Workshop," Kentucky Philosophical Association. (March 2019)

### Participant

Kentucky Campus Compact Service-Learning Educator Learning Community, 2021-22. (This ELC is designed to prepare individuals to teach with service learning, sessions online.)  
Colby Summer Institute in Environmental Humanities 2020. Colby College (postponed due to COVID-19, August 2021)  
"American Association of Philosophy Teacher's Workshop on Teaching and Learning" at UNC Chapel Hill (February 2019)  
Teaching Team Member, Philosophers for Sustainability. (Spring 2019 – *ongoing*)  
"Extending the Land Ethic: Current Humanities Voices and Sustainability," NEH Summer Institute for College and University Faculty. (June-July 2016)

### Mentoring

Sustainability Mentor. Mentee: Eric Hemphill, University of Central Oklahoma. Association for the Advancement of Sustainability in Higher Education. (2018-2019)

## **Professional Conferences**

### Organizer

Panel Organizer and Discussant, "Philosophy in an Interdisciplinary Key"  
Kentucky Philosophical Association Panel (March 2019)  
Session Organizer, International Association of Environmental Philosophy Panel. Dimensions of Political Philosophy Conference (February 2018)  
Organizer & Moderator, "International Association for Environmental Philosophy Panel, Dimensions of Political Ecology Conference (February 2018)

### Participant

Moderator, "Animal Phenomenology." International Association for Environmental Philosophy (October 2018)  
Moderator. "Husserl: Difference, Ecology, and Community." Society for Phenomenology and Existential Philosophy (October 2017)  
Invited Participant. "University of Kentucky Food Systems Summit." The University of Kentucky (April 2016)  
Invited Participant. "Education for Homecoming: A Sustainable Agriculture Program Convening." The Berry Center, New Castle, KY (May 2015)  
Moderator. "Time, Consciousness, and Self-Consciousness." Society for Phenomenology and Existential Philosophy (October 2014)  
Moderator. "Husserl on Fact, Intentionality, and Emotions." Society for Phenomenology and Existential Philosophy. (November 2012)  
Moderator, "Governing Nature." Dimensions of Political Ecology Conference on Nature/Society. (April 2012)  
Host. Kentucky Philosophical Association Meeting. (April 2011)  
Moderator. "Studies in Husserl's Phenomenology." 49<sup>th</sup> Annual Meeting of the Society for Phenomenology and Existential Philosophy. (November 2010)  
Moderator. "Heidegger and Psychoanalysis." 43rd Annual Meeting of the Heidegger Circle. (May 2009)

## **Professional Publications**

### Editorial Role

Editorial Board Member. *Phenomenological Investigations. Journal of the North American Society for Early Phenomenology.* (2021 – present)  
Secretary. North American Society for Early Phenomenology (Secretary: 2015-2018)

Editorial Board Member. *Cogent OA* (2014 – present)  
President. Kentucky Philosophical Association (AY 2012-2013)  
Vice President. Kentucky Philosophical Association, (AY 2010-2011)

#### Referee

*Environmental Philosophy*  
*Environmental Humanities*  
*Husserl Studies*  
*International Journal of Philosophical Studies*  
*Journal of the History of Philosophy*  
Columbia University Press  
MIT Press  
Ohio University Press  
Pearson Publishing  
Routledge  
*Studia Phaenomenologica*  
Wiley-Blackwell

#### **STEM**

Co-Principal Investigator. 2022 NSF Convergence Accelerator Proposal. Dr. Jawahir, Dr. Atwood, Dr. Hoyt, Dr. Sandmeyer. University of Kentucky.

#### **VI. RESEARCH**

##### **Current Projects**

Invited article: "Hans Jonas" (for Encyclopedia of Phenomenology, 2022)  
"[Developing and Establishing an Environmental Humanities in the University of Kentucky](#)" Draft  
Proposal 2021, UK.

##### **Books**

*Husserl's Constitutive Phenomenology: its Problem and Promise.* (Routledge, 2009).

##### **Articles**

"The Idea of an Existential Ecology" (*Phenomenology and Place*, Rowman & Littlefield International, 2017.  
"Life and Sprit in Max Scheler's Philosophy." *Philosophy Compass.* (Vol. 7, No. 1. Jan 2012)

##### **Book Reviews**

Adam Konopka. *Ecological Investigations: A Phenomenology of Habitats.* In *Husserl Studies* (2020)  
Andrea Staiti. *Husserl's Transcendental Phenomenology: Nature, Spirit, and Life.* In *Journal of the History of Philosophy* (2016)  
Leopold, Aldo. *A Sand County Almanac and Other Writings on Ecology and Conservation.* By Aldo Leopold. Edited by Curt Meine. – In *Environmental Philosophy* (Spring 2014)  
Mohanty, J.N. *The Philosophy of Edmund Husserl. The Freiburg Years (1916-1938).* In *Husserl Studies* (July 2013)  
Hickerson, Ryan. *The History of Intentionality.* – In *Philosophy in Review.* Volume XXIX, No. 2 (2009): 112-114.

Husserl, Edmund. *The Basic Problems of Phenomenology. From the Lectures, Winter Semester, 1910-11.* – In *Journal of the History of Philosophy* 45, no. 2 (2007): 338-339.

Tuttle, Howard N. *Human Life is Radical Reality: An Idea Developed from the Conceptions of Dilthey, Heidegger, and Ortega y Gasset.* – In *Journal of the History of Philosophy* 44 (2006): 128-29.

Welton, Donn, editor. *The New Husserl: A Critical Reader.* – In *Journal of the History of Philosophy* 43 (2005): 122-23.

## Web Publication

The Husserl Page (<http://www.husserlpage.com/>)

## Presentations

- "A Contemporaneous Critique of Husserl's 1928 Time Lectures." Society for Phenomenology and Existential Philosophy. *2020 meeting postponed*, October 2021.
- "Oskar Kraus' Criticism of Husserl's *Vorlesungen zur Phänomenologie des inneren Zeitbewußtseins*." North American Society for Early Phenomenology (May 2019)
- "Philosophy in an Interdisciplinary Key." Kentucky Philosophical Association (March 2019)
- "The Animal in the United Nations Sustainable Development Goals." Living with Animals (March 2019)
- "The UK Sustain-able Pedagogies Faculty Workshop – An Overview." Association for the Advancement of Sustainability in Higher Education (October 2018)
- "Sustainability & Philosophy." Invited Speaker, Symposium on Emerging Technologies and Sustainability: Interactions Between Science and Society. University of Kentucky. (Dec 2017)
- "An Ecological Understanding of Transcendental Subjectivity." International Association for Environmental Philosophy (October 2017)
- "What in the World Does Coexistence with the Animal Mean?" Living with Animals 3: Co-Existence (March 2017)
- "Aldo Leopold's Political Ecology." 7<sup>th</sup> Annual Dimensions of Political Ecology Conference (February 2017)
- "Aldo Leopold and Wendell Berry on the Farm." University of Kentucky Food Systems Forum (December 2016)
- "Jan Patočka's Conception of an Asubjective Phenomenology" Society for Phenomenology and Existential Philosophy (October 2016)
- "The Way of the Machine: Wendell Berry and Martin Heidegger on the Essence of Technology." Interdisciplinary Coalition of North American Phenomenologists (May 2016)
- "The Value of the Least in Aldo Leopold's Ethics." Kentucky Philosophical Association Meeting (April 2016)
- "Wendell Berry's Critique of Technology in Modern Agriculture." Dimensions of Political Ecology Conference (February 2016)
- "Is Hans Jonas an Ecological Thinker?" International Association for Environmental Philosophy (October 2015)
- "Philosophy as Rigorous Science? Scheler contra Husserl." North American Society for Early Phenomenology (June 2015)
- "Environment in Scheler and Heidegger." Interdisciplinary Coalition of North American Phenomenologists (May 2015)
- "The Value of a Varmint." Living with Animals Conference (March 2015)
- "An Existential Ecology: A Proposal." International Association for Environmental Philosophy (October 2014)

- "Aldo Leopold's Wilderness Idea." Presented as part of the Environmental & Sustainability Studies Program Speakers Series. Film Presentation and Discussion of *Green Fire: Aldo Leopold's a Land Ethic for our Time*. University of Kentucky (October 2014)
- "A Study of Life and Land and How this Relates to our Home." University of Kentucky (March 2014)
- "The Philosophy of Life: Hans Jonas and Max Scheler." Society for Phenomenology and Existential Philosophy (October 2013)
- "The Meaning of Ecology: A Study of Homer's *Odyssey* in Leopold and Berry." International Association for Environmental Philosophy (October 2013)
- "Ecology: Study of the Natural Household." Talk before the University of Kentucky EcoLab. (September 2013)
- "On the Possibility of Creating Non-Human Spaces." Living with Animals (March 2013)
- "The Importance of the Phenomenological Reduction to Max Scheler's Personalism." Society for Phenomenology and Existential Philosophy (November 2012)
- "The 1930 'System of Phenomenological Philosophy.'" Husserl Circle (April 2011)
- Précis of *Husserl's Constitutive Phenomenology*. Kentucky Philosophical Association. (April 2010)
- "An Existential Interpretation of Aldo Leopold's Concept of Land." International Society for Environmental Ethics. (March 2010)
- "Husserl's Zigzag Method and the Problem of a Phenomenological Language." Kentucky Philosophical Association. (May 2009)
- "Our Kinship with the World." International Association for Environmental Philosophy. (October 2008)
- "The Rediscovery of Life within Phenomenology: Hans Jonas and his Relation to Max Scheler." Institute for the Study of Nature at M.I.T. (June 2008)

## **Commentaries**

- "Commentary on James Hart's 'Some Moments of Wonder Emergent Within Transcendental Phenomenological Analyses.'" Husserl Circle (May/June 2022)
- "Commentary on Simon Gurofsky's 'Kant's Principle of Significance.'" Kentucky Philosophical Association (April 2018)
- "Commentary on Matt Pianalto's 'Why Patience is Always a Virtue.'" Kentucky Philosophical Association (April 2014)
- Participant. Kentucky Philosophical Association Two-Day Paper Workshop. (July 2013)
- "Commentary on Ben Dixon's 'A Decision Procedure for Sustainable Development.'" Kentucky Philosophical Association (April 2012)
- "Commentary on Ronald Bruzina's 'Points for a Phenomenology Antecedent to the Dichotomizing of Natur and Geist.'" Husserl Circle (April 2011)
- "Commentary on John Anders' 'An Aporetic Approach to Husserl's Reflections on Time.'" The Husserl Circle (June 2008)
- "Commentary on Sebastian Luft's paper, 'Abnormality and the Counter-Normal of the Phenomenological Reduction.'" The Husserl Circle (February 1999)

## **VII. LANGUAGES**

German: proficient reading level  
 Ancient Greek: basic reading level  
 Modern Hebrew: basic reading and writing level

## **VIII. MEMBERSHIPS**

American Association of Philosophy Teachers  
 Husserl Circle

International Association for Environmental Philosophy  
North American Society for Early Phenomenology  
Society for Phenomenology and Existential Philosophy





## DOSSIER: Teaching Portfolio (75% distribution of effort)

<https://www.uky.edu/~rsand1/dossier/portfolio>

### Statement of Promotion and Tenure Expectations: STS Appointments<sup>1</sup>

Because the DOE of STS faculty members will normally specify a high concentration of effort in teaching (usually on the order of 70-75% of total effort), the successful candidate will have a continuing record of high-quality, effective, and committed teaching. Although the department both welcomes and values effective, committed advising by its untenured faculty, its advising system is such that it requires of the successful candidate, not that he or she has provided high-quality advising, but only that he or she show at least some evidence of being in the future an effective and committed advisor at both the undergraduate and graduate levels.

These achievements will be demonstrated primarily through the teaching portfolio. (The teaching portfolio shall contain the items required, and may also include items suggested, in ~~AR 1-10-5~~ <rather, [AR 3-10](#)> pertaining to the teaching portfolio.) Committed and effective teaching can also be evidenced by such matters as participation in professional philosophy teaching forums, invited or contributed talks about the teaching of philosophy, teaching-related publications, and grants to promote instructional innovation or pedagogical research.

### Narrative Structure of Teaching Portfolio (how to use):

- Links open PDF documents.
- In each PDF, table of contents page and and section pages include explanations of pedagogy.
  - See "All Outlines" PDF for a compilation of all narrative outlines into single document.
- Each PDF is paginated uniquely.

#### 0. [All Outlines](#)

#### 1. [TEACHING STATEMENT](#)

#### 2. [COURSE LIST](#)

#### 3. COURSE MATERIALS

##### a. [PHI 100 Introduction to Philosophy: Knowledge & Reality](#)

- i. Syllabus & Daily Schedule
- ii. LMS – CANVAS Design (Principles of Universal Design)
- iii. A Philosophical Exercise (Outcome: The Art of Speaking Well)
- iv. Scaffolded Exercises (Outcome: The Art of Writing Well)
  1. Writing Assignments
  2. Lessons
- v. Guided Reading Exercises (Outcome: The Art of Reading Well)
- vi. Student Work (Scaffolded Writing)

##### b. [PHI 205 Food Ethics](#)

- i. Syllabus & Daily Schedule
- ii. Assessing Prior Knowledge
- iii. Projects
- iv. Student Work

##### c. [PHI 336 Environmental Ethics](#)

- i. Syllabus & Daily Schedule
- ii. COVID Class - Pre-Semester Notifications
- iii. Assessment
- iv. Student Work

##### d. [PHI/ENS 300 History & Philosophy of Ecology](#)

- i. Syllabus & Daily Schedule
- ii. Lessons – Generating Discussion (COVID Class)
- iii. Assessment
- iv. Student Work

##### e. [ENS 400 Senior Capstone Class: Sustainability in Action](#)

- i. Syllabus & Daily Schedule
- ii. Projects
- iii. Papers
- iv. Student Work

##### f. [PHI 516 Phenomenological Directions](#)

- i. Syllabus & Daily Schedule
- ii. Lesson Structure



- iii. Writing Assignments
- iv. Student Work
- g. [PHI 680 Special Topics: Time & Time-Consciousness](#)
  - i. Syllabus & Daily Schedule
  - ii. Lesson Structure
  - iii. Assignments
  - iv. Student Work
- h. [PHI755 Independent Study: Husserl](#)
- i. International Teaching (2018 China): [Teaching Methods for Interdisciplinary Courses: A Faculty Course](#)
- j. New Class Announcement: [2022F: UKC 110 Inquiry in the Humanities: Introduction to the Environmental Humanities](#)
- k. Other: [Templates & Rubrics](#)
  - i. UK Core
  - ii. AACU

#### 4. MENTORING & ADVISING INDIVIDUAL STUDENTS

- a. [Gaines Center for the Humanities Fellows](#)
  - i. Claire H
  - ii. Josh E
- b. [Honors Students](#)
- c. [Accomplishments of Former Students](#)
  - i. Benjamin Troupe
  - ii. Tiana Thé
- d. [Graduate Students](#)
  - i. Graduate Committees
    - 1. Philosophy
    - 2. Outside Philosophy
  - ii. Bluegrass Phenomenology Group

#### 5. TEACHING EVALUATIONS

- a. Peer Evaluations (*letters not included online*)
  - i. Stefan Bird-Pollan, Associate Professor of Philosophy, UK
  - ii. Eric Sanday, Associate Professor of Philosophy, UK
  - iii. Tim Sundell, Associate Professor of Philosophy, UK
  - iv. Meg Wallace, Associate Professor of Philosophy, UK
- b. [Student Evaluations](#)
  - i. Student Letters
  - ii. Quantitative (including qualitative comments)

#### 6. TEACHING RELATED ACTIVITY

- a. [Pedagogy Workshops – Organizer](#)
  - i. Workshop Organizer. "Teaching Philosophy" by Melissa Jacquart. University of Kentucky Philosophy Graduate Student Association, UK (October 2020)
  - ii. Organizer & Participant, Interdisciplinary Pedagogy Workshop, 2019 Kentucky Philosophical Association Annual Meeting
  - iii. Co-Applicant, "Teaching Sustainability + Teaching Sustainably," 2018 Sustainable Challenge Grant Award
    - 1. Co-Organizer, Sustain-able Pedagogies Faculty Workshop, 2018-19
- b. [Pedagogy Workshops – Participant](#)
  - i. KyCC Service-Learning Educator Learning Community, 2021-22 Program
  - ii. Colby Summer Institute in Environmental Humanities, 2021
    - 1. see also [Service Materials](#)
  - iii. American Association of Philosophy Teacher's Workshop on Teaching and Learning, 2019
- c. [Faculty and Professional Mentoring](#)
  - i. UK Philosophy Graduate Student Association. Online Education: Teaching During the COVID Emergency, Summer - Fall 2020
  - ii. Association for the Advancement of Sustainability in Higher Education. Sustainability Mentor: Eric Hemphill, University of Central Oklahoma, AY 2018-19

#### 7. INSTITUTIONAL ADVISING

- a. [Director of Undergraduate Studies](#), Environmental & Sustainability Studies, UK

#### 8. INSTITUTIONAL LETTERS OF SUPPORT (*letters not included online*)

- a. Trey Conatser, Acting Director, Center for the Enhancement of Learning and Teaching, UK
- b. Krista Jacobsen, Director of Undergraduate Studies, Sustainable Agriculture, UK
- c. Ernie Yanarella, Professor Emeritus, Political Science, Former Director of the Environmental and Sustainability Studies Program, UK

## Sandmeyer – 3.a. Course Materials – PHI100 Introduction to Philosophy: Knowledge & Reality

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### **PHI100: STATEMENT OF BASIC PEDAGOGY**

During my probationary period, I have devoted myself to teaching primarily lower-level coursework. PHI100 is a course that I have taught 6 times in the last 5 years. Unlike my typical coursework, this course is a disciplinary class. It fulfills the UK humanities Core requirement for all students.

As an exemplary philosophy course, this Introduction to Philosophy is designed around **three simple but fundamental outcomes**. At the conclusion of my class, students should be able to (i) write well at the basic college level, (ii) apply distinct techniques and skills for reading at the college level, and (iii) demonstrate an aptitude for speaking clearly, precisely, and elegantly on complex but fundamental topics.

The materials contained herein articulate the way I achieve these outcomes in this class. Additionally, the CANVAS documents show the design of my LMS, which is structured to achieve **DEI objectives** essential to my pedagogy.

## Sandmeyer – 3.a. Course Materials – PHI100 Introduction to Philosophy: Knowledge & Reality

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### PHI100: Syllabus & Daily Schedule

I created a simple thematic structure to this class as outlined in **the syllabus**. The diversity and number of assignments reflects evidence-based pedagogy. No individual graded work has greater weight than 10% of the total score. This model both reduces student anxiety and increases participation with the course. Further, the schedule of class assignments includes a number of exercises within the first 6-weeks of term, which is especially important for identifying students struggling in 100- and 200-level classes. As noted, PHI100 fulfills a Core Requirement for students, i.e., the Intellectual Inquiry in the Humanities requirement. Consequently, the outcomes defined in this syllabus are commensurate with the outcomes defined by the university for this requirement. (See the Rubrics and Templates section of this Teaching Portfolio for UK Template for this Core class.) Both class-specific and Core-specific outcomes are stated in the syllabus.

The **daily schedule** lays out both the thematic structure of the class and day-to-day schedule providing links to all lessons, readings, and home assignments. This page is, I tell my

students, a "one stop shop" for the class. This course is designed around two simple concepts: knowledge and reality (or epistemology and metaphysics). To introduce students to philosophy, particularly to the study of metaphysics and epistemology, my class has a simple structure. In unit one, we study the confrontation between the philosopher and the sophist in ancient Greece. This allows students to develop an understanding of what the philosopher is and why these two concepts, particularly, are so important to philosophical inquiry. Unit two and three concern metaphysics and epistemology, respectively. In brief, this class revolves around three fundamental philosophical disputes: the dispute between Socrates, or more precisely, Plato and the Sophists over the relativity of knowledge, the dispute between Plato and Aristotle on the nature of being, and the dispute between the rationalists and the empiricists, i.e., Descartes and Hume, over the nature of knowledge.

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### PHI100: LMS – Canvas Design

The unique design of the learning management system (LMS) used to interface with students has an important place in my pedagogy. All of my classes conform to the **Principles of Universal Design**. (See my DEI statement for a more detailed discussion of this.) Every page in my Canvas shell has an identical style, which is exemplified in the documents here. My LMS is designed around pages rather than modules. That is, every page which the student accesses has the same header, and this header includes the following: (i) information to reach tech support, (ii) a link to the daily schedule, (iii) my email address, which when clicked opens their email software and configures the email appropriately, (iv) a link back to the front page of the class, (v) class details such as course prefix, number, section, class title, and class location, and (vi) a link to the course syllabus. This intuitive structure is, indeed, shaped by the first three UI principles: equitable use, flexibility in use, and simple and intuitive use. As I write all the code to the pages in my course LMS, myself, all course content is accessible to the widest diversity of abilities and learning preferences.

The structure of every one of my classes includes **four basic pages**: (i) *a static front page* which includes course information, contact data, and frequently asked questions (FAQ), (ii) *a navigation page* which details the structure of the course CANVAS site and includes instructions for use, (iii) *a dynamic daily schedule*, i.e., the so-called "one stop shop" by which students can access everything they need to succeed in the class, and (iv) *the daily lesson*, every one of which includes a statement of lesson objectives, links to the readings and assignments relevant to that class, the content of the lesson, itself, and the homework for next class (or due soon). The simple functionality of my interface design has proven especially invaluable in light of the severe interruptions and chaos of online modalities imposed on students since the beginning of the COVID pandemic.

## Sandmeyer – 3.a. Course Materials – PHI100 Introduction to Philosophy: Knowledge & Reality

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### PHI100: Teaching the Skill of Speaking Well

A **fundamental outcome** students should be able to demonstrate after taking my classes is an aptitude for speaking clearly, precisely, and elegantly on complex but fundamental topics. The documents included in this section show one thing I do to teach this skill.

- Typically, I devote the first lesson of the semester to the problem of the one and the many. I find a square in the stonework of the classroom. Pre-figuring Socrates' exercise with the slave boy in Plato's dialogue, *Meno*, a basic text in PHI100, I then ask my students how to double this square
- I pose two questions to the class: (i) what is a square by definition and (ii) how many squares have we identified.
  - The technique I use here is "**Think Pair Share**." Students write out a brief answer to the question themselves. They discuss this question with a partner. Then we discuss the various answers together.

- We discuss their answers together in class. The aim of this exercise is twofold
  - First, the lesson prefigures a major philosophical conundrum at the heart of all three units.
  - Second and most relevant here, I am very careful in the class to explain **the criteria of well-formulated answers**. These criteria are three, listed here in order of importance:
    - clarity of expression,
    - succinctness of presentation,
    - and style of language.

The documents included here represent a single exercise, which takes place during the first week of the semester. The key to my technique is that the basic structure of this exercise is practiced week after week over the whole term. Eventually, the criteria become internalized as students develop the ability speak clearly and distinctly on any subject.



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### **PHI100: Teaching the Skill of Writing Well**

When the class I teach is writing intensive, as is PHI100, the kind of writing I teach is a thesis defense argumentation. PHI100 is subdivided into three units, and each unit culminates in a thesis defense paper. Hence, by the end of term students will practice writing 3 thesis papers. The documents included here represent how I teach writing and the design of my writing assignments.

A primary tool in the pedagogy of my writing classes, such as PHI100, is **scaffolded writing**. In essence, each *end of unit thesis paper* is a telos which unifies all the shorter writing exercises assigned along the way. Typically, for each thesis paper I assign between two or three subordinate writing exercises. I explicitly frame these subordinate exercises as elements of a larger end of unit writing project. Thus, the final writing assignment is really a kind of building exercise, where student construct their final thesis paper using materials already produced. This approach underscores **an explicit maxim** in my teaching pedagogy, i.e., that **good writing is re-writing**.

Further, these documents demonstrate the different modalities I employ in the classroom. Typically, if a lesson is devoted to a specific writing exercise, I will use **a flipped classroom model**. In other words, rather than use the time in class to read through and explain the writing exercise, I ask students to do that work at home before we meet in class. The day's lesson containing all that content is thus provided to them as homework at the end of the preceding class. As part of that lesson, students must produce a very rough draft of the writing exercise and bring that draft to class. This allows us during class time (i) to clarify questions about the writing exercise, itself, during the time of class and (ii) to analyze concrete writing examples produced by the students. This latter objective determines the majority of the work we do during class time. Hence, by means of the flipped classroom I can provide real-time in-person commentary to students about their writing.

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### PHI100: Teaching the Skill of Reading Well

A basic tool that I use to teach the skill of reading at the college level is **the reading quiz**. Rather than provide a copy of that quiz among these documents, note that the lesson, itself, includes all the questions from the pertinent reading quiz.

This is the technique I use when assigning a reading quiz to students:

- The reading quiz is a multiple-choice quiz. Individual questions are not interpretive. Rather, they are linked unambiguously and explicitly to passages in the reading. The entire quiz is designed to move the reader progressively from the beginning to the end of the reading.
- I provide the reading quiz to the students at the time I assign the reading. Students are instructed to create their own key in this document.
- Class **lessons are thus shaped around these reading quiz questions**. I do not simply read the questions and provide the answer. Rather, I will typically select only some questions to

address in class. Thus, just as the quiz, itself, is designed to move the reader progressively through the reading, the lessons tend to move progressively through a reading.

The example provided in these documents covers, perhaps, the hardest reading of the semester: Aristotle's *Categories* 5 (on substance). In this example, the lesson is divided into essentially two parts. The first and briefest part centers on the clarifying terms and concepts important to the theme. The second part is a table of the reading questions and the passages to which the question refers. We devote class time (over two days, actually) to answering these questions.

This technique has proved quite effective at developing students' aptitude at reading comprehension. The reading quiz questions are directly integrated into the lesson. Since we use these questions to discuss individual passages, this allows students to identify areas of confusion directly. So, while that which confusing to one may not be confusing to another, this technique creates the means to address confusions in their widest diversity. Significantly, this technique allows for **differential learning in the classroom**. That is to say, students with higher aptitudes and those with lower aptitudes tend to benefit equally by this method.

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### PHI100: Student Submission of Scaffolded Writing Exercises

The writing submissions included here (all from a single student) correlate to the writing exercises in Section iv of this packet. The order of submissions is as follows:

1. Writing Exercise 02: The Power of Language
2. Writing Exercise 03: Accusations against Socrates
3. Writing Exercise 04: Meno's Paradox
4. Thesis Paper: The Philosopher

Thesis Question: how does the philosopher differ fundamentally from the Sophist in regard to the search for knowledge?

## Sandmeyer – 3.b. Course Materials – PHI205 Food Ethics

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### PHI205: STATEMENT OF GENERAL PEDAGOGY

The current design of PHI205 reflected here articulates much of the way I originally organized the themes of the course. These documents included in this packet represent important innovations in the pedagogy of the course, though. The most significant redesign includes a significant **service-learning** component in the class, i.e., the Civic Engagement project. (See my TEACHING statement on service-learning education.) Additionally, the **discussion forums** have taken on an increased role in the class. I have designed this course around the **desideratum of inclusive participatory democracy**. Hence, all the elements of the course emphasize student engagement with their peers, experts in the field, or the community at large.

Given this emphasis, no course has been impacted more significantly by the **COVID pandemic** than PHI205.

## Sandmeyer – 3.b. Course Materials – PHI205 Food Ethics

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### PHI205: Syllabus & Daily Schedule

PHI205 Food Ethics is a course which I created here at UK. It fulfills the UK Core citizenship requirement. " Courses in this area lay the foundation for effective and responsible participation in a diverse society by preparing students to make informed choices in the complex or unpredictable cultural contexts that can arise in U.S. communities." It is one of the most popular classes our department offers.

As with all my syllabi, the PHI205 **syllabus** is rooted in **evidence-based teaching design**. The outcomes stated in the syllabus reflect the outcomes defined in the UK Citizenship template (see the templates and templates included in this portfolio). Importantly, all individual assessments are linked to measurable and specific outcomes, which are aligned to the broader course outcomes defined in the syllabus. The assessment design, itself, emphasizes **active learning methodologies** for by giving students multiple avenues to work through course content. Assessments are staged often and are always evaluated by grading rubrics. This design ensures that feedback is clearly articulated, frequent, and swift, which is important for correcting student misapprehensions of content. The diversity and frequency of assessment designed into the class aims to promote deep understanding of the course material. Additionally, the projects and discussions forums occurring throughout the semester generate personal connections among the students with the course content, and this in turn motivates greater student learning.

The **daily schedule** reflects an interdisciplinary emphasis. This class fulfills the social responsibility requirement for students majoring in Sustainable Agriculture and Community Food Systems. As such, the course focusses on issues related to food systems including food security and

hunger issues with courses in nutrition, global issues, policies and more. The structure of assignments encourages both personal reflection and hands-on experience. Significantly, the course seeks to enhance students' connection with Kentucky food systems, particularly, by studying and working in the University's own dining system. We study the writings and activism of local agrarian thinkers and invite local farmers, such as Wendell Berry, to teach our students about the Kentucky food system. By the end of the semester, students understand the socio-economic context which determine their individual food choices and can explain the moral, social, and, even, political issues involved in those food practices.



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### PHI205: Assessing Prior Knowledge

An important tool in my teaching of PHI205 is the prior-knowledge (PK) survey. In addition to using the survey to assess prior-knowledge, I have experimented with using concept maps to represent students' knowledge. PHI205 has a unique sub-population, i.e., sustainable agriculture majors who tend to have background knowledge in food systems. Over the years it has become apparent, however, that most students taking PHI205 not only have no understanding of food production, distribution, and consumption systems, they also typically have not reflected on the ethics of eating in any way whatsoever. Consequently, it is essential to gauge general understanding of the subject-matter at the start of the semester. This survey articulates the basic concepts and subject areas studied in the class. So, the PK provides a clear and detailed overview of the course content for students. Importantly, the PK survey is something I refer back to again and again throughout the semester. At the conclusion of the semester, students re-take the survey, which allows them to see and assess concretely what they have learned over the term.

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### PHI205: Inner-Oriented and Outer-Oriented Projects

I have implemented two distinct kinds of projects that have proved effective at accomplishing the citizenship outcomes defined in the syllabus. The first is the food-tracking assignment. The current design of this project, which in reality is two different projects, aims to encourage students to reflect on their own food choices and to provide the means by which to evaluate the ethics of their actions. The first food-tracking project simply develops **conscious eating** understanding. The second tracking project modulates the food choices toward behaviors that enhance individual well-being and the promotion of sustainable food systems. The food-tracking project is oriented primarily at **developing student understanding of the ethics of own choices and actions**.

The second kind of project is the civic engagement project. This project, more than any other, aims to build **inclusive participatory community engagement**. Not only do we study the concept and incidence of food insecurity here on campus, in the Commonwealth, and nationally, students act to redress food insecurity. The food-tracking project provides students the opportunity to assess the ethical significance of their own choices and actions. This civic engagement project provides students the opportunity to understand and see for themselves how local and global food systems condition these ethical choices.

Since the beginning of the pandemic, the engagement project has been redesigned. Great weight is given to the assessment of the impacts of the pandemic on individual activities and on food systems. But **the pandemic has had an enervating effect** on citizen engagement. While I have implemented a system of graduated outcomes and/or flexible deadlines to address these impacts, it would be disingenuous to assert that I have found fully adequate resolution of this issue.

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## PHI205: Encouraging Participation – Online and In-Class Modalities

PHI205 Food Ethics is a course designed around **active learning methodologies**. An important goal of the class is the community engagement. This begins in the classroom. Since the start of the pandemic, it can be argued that the greatest impact on teaching has been the dissolution of the classroom cohesion. Consequently, the discussions forums exercises built into this class seeks precisely to generates personal connections between students. Regular interaction with their peers builds a sense of community in the classroom.

Students are sorted into groups at the beginning of the term and remain with this group for the duration of the semester. For each forum exercise, students are asked to present their ideas in multiple media formats, typically first in video format and then in writing. Creativity of expression is explicitly encouraged. Additionally, students are typically tasked with identifying the best explanations or presentations as they review the work of their peers. Hence responding to their peers, students learn to discriminate what constitutes effective modes of communication.

In point of fact, however, these discussion forums occur in two different modalities. The most obvious of these is the online modality outlined above. But these online forums are really only half of this work. Every week in class some time in class is devoted to reinforcing the communal bonds of the online groups. On Fridays, usually, students meet in their groups in-person. First, this gives them an opportunity simply to get to know one another. Over time, however, these in-person activities build pods of conviviality in the classroom. The effect of this is enormous. Not only does class engagement increase dramatically over the term, but the depth of in-class discussion also intensifies. The integration of online and in-class discussion was something that I

developed in response to the isolating effects of the pandemic. However, it has since become an integral feature of my class design not only in Food Ethics but also in all my other 100- to 300-level classes.

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### PHI205: Student Work

These examples of student work are correlated to the projects and forums indicated above. The Food Tracking submission and the Civic Engagement paper have been produced by an individual students. The Discussion Forum document includes submissions by the entire class. Care has been taken to scrub these documents from all identifying marks.

### Sandmeyer – 3. Course Materials – PHI336 Environmental Ethics

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### PHI336: STATEMENT OF GENERAL PEDAGOGY

I wrote the original PHI336 syllabus approved by the UK Faculty Senate first in AY 2008-2009. Then, during the AY 2010, the Dean of A&S tasked a group of faculty, myself included, to design a new interdisciplinary A&S Environmental Studies program. The Environmental & Sustainability Studies B.A. was approved by the Faculty Senate in 2011 with PHI336 as one of the 5 major requirements for that degree. In 2015, the Faculty Senate approved a change to the Natural Resources and Environmental Sciences interdisciplinary B.S. program in the College of Agriculture making PHI336 a major requirement for their students. Hence, in its very DNA this class is an **interdisciplinary environmental studies** course offering at UK and stands at the heart of my work as an environmental philosopher.

I present Aldo Leopold's land ethic as a preeminent example of an environmental ethic. The study of this work includes critical analyses by traditionally excluded voices in environmental studies. Also, given the **service needs the class fulfills** there are substantive units on (i) the history and philosophy of conservation, (ii) the idea of sustainability, its history, and critical assessments of policies of its implementation, and (iii) the application of utilitarian theory, duty ethics, feminist ethics, metaethics, and virtue theory to animal life and ecological systems.

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### **PHI336: Syllabus & Daily Schedule**

**Fall 2020, UK returned to in-person classes** (if faculty assented) but with alternating attendance. Only a third of my classes attended on any one day, while the other two-thirds participated synchronously online. It is important to note that not all my classrooms had the infrastructure to accommodate this modality. Since all UK students receive an iPad upon entering UK, I created a system where everybody mic'd up via Zoom, regardless. This allowed all members of the class to participate in-time. To make this work, I set up a system of clear and continuous communications that began weeks before the actual first day of classes (for all my classes 202F, ultimately 6 sections of classes – including both PHI100 & PHI 336).

Ultimately all my classes **transitioned back to a fully online synchronous modality**. The reasons for this were multitudinous. Ultimately, though, this was due to the heavy stress students experienced trying to attend both hybrid courses and their fully online synchronous courses at UK. (The vast majority of students' coursework this semester was fully online.) Happily, I can attest that this transition went quite easily, as I had spent all summer working with our Center for Excellence in Learning and Teaching team to create an effective pedagogical model for hybrid teaching.

From August 1<sup>st</sup> until the beginning of classes, I also worked closely with our PHI graduate Teaching Assistants to help them design their own courses under these trying circumstances.

## Sandmeyer – 3. Course Materials – PHI336 Environmental Ethics

Jump to each section for a brief discussion of those materials.

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### PHI336: COVID - Communications & Class Modalities

There is no question that the pandemic has disrupted the work of the university and had a serious impact on student learning. Over the summer of 2020, I worked diligently with our Center for the Enhancement for Learning and Teaching to create systems to redress these impacts. The documents included here indicate the contour of those changes. Not only do these documents address the need for clear and frequent communications with students, but these announcements also speak to the **radical restructuring of teaching modalities** demanded by the pandemic. In fall 2020, I agreed to in-person teaching in my classes.

Unfortunately, the experiment to institute a **hybrid modality** failed after only a few weeks. I had to return to a fully online synchronous modality because the stress this system imposed on my students. All faculty at UK were encouraged this semester to return to in-person classes, but this was a decision left to the conscience of the instructor. Only a handful of professors actually returned in-person. Consequently, for nearly all my students my classes were the only in-person experience they had. The stress of accommodating one in-person class while remotely attending all their other classes turned out to be quite severe. I employed an alternating attendance policy, and no one was required to attend in-person if they felt uncomfortable doing so. Thus, by the end of the first month on average only two students actually came to the in-person class. Nevertheless, these documents reflect the nature of the modality changes introduced into the design of my classes this term.



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### PHI336: Assessment Styles

PHI336, a course representing the heart of my work as a teacher here at UK, has an enormous service impact on two of the three interdisciplinary sustainability programs at UK, i.e., the Environmental and Sustainability Studies program (a B.A. degree) and the Natural Resources and Environmental Science program (a B.S. degree). [For my impact on the sustainable agriculture B.S. degree, see my PHI205 teaching materials included in this packet and my SERVICE statement.]

This course, particularly, **has a unique and consciously developed interdisciplinary constituency**, which I have been cultivating since writing its syllabus for Senate approval. The majority of students are NRES or ENS students, as PHI336 fulfills a major requirement for those programs. PHI336 has also become a recruitment course for students who discover an interest in philosophy in it. Indeed, most philosophy majors I have taught here at UK are those that I have recruited to philosophy as double majors with ENS or – less typically – NRES.

Given the variety of students in this class, I employ a **diversity of assessment modalities**. All these assessments have their telos in the final cumulative paper, i.e., the so-called "conclusory" paper assignment. I announce this paper question on the first day of class and at the beginning of each unit. Hence all the variety of assessments employed herein related together comprehensively.

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### **PHI336: Student Work**

Tests are one element of my grading scheme. I use tests to evaluate student comprehension of class content. I administer most tests in-class with the exception of the conclusory assignment in PHI336.

In-class tests are built from the reading quizzes students take over the term (see for instance the Kant reading quiz above). The first document included here is the key for a midterm test, which was held in-class.

In PHI336, however, I also have students complete a take-home test. This is a conclusory essay, cumulative in scope. I announce this question on the first day of class and at the first and last day of every unit. Hence, by the time students sit down to write this essay, they have been reflecting on the question the whole semester. The second document included here is one such answer.

### Sandmeyer – 3. Course Materials – PHI/ENS300 History & Philosophy of Ecology (experimental)

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### PHI/ENS300: STATEMENT OF GENERAL PEDAGOGY

This course, The History and Philosophy of Ecology, has two unique characteristics. First, this is an experimental course **designed to service the explicit needs of two different interdisciplinary programs**. Second, this course took place during the height of the pandemic and so taught fully online synchronously.

As noted, this class services two departments. First, the Environmental and Sustainability Studies program lacks a core ecology class. This class fulfills that need. It further provides (or will provide, once it is approved by the UK Senate as a regular offering) a stable offering which can fulfill an ENS major requirement. Second, the Philosophy Department has recognized the need to revise its out-of-date list of course offerings. We need in Philosophy courses that better reflect the current strengths of our department, and this class fulfills this need.

All 2021S classes were **taught fully online** at UK. The pedagogy of this course meets the demands of this unique situation. The assignment structure was very simple: just four papers of all the same kind and length. Discussion forums were designed to provide a means for isolated students to collaborate on these papers. Built-in redundancies proved successful in achieving the define outcomes. Further, I designed daily lessons as either structured lectures (lessons 3-8 or 4-21) or structured in-class discussions (lessons 3-12 or 4-14).

It almost goes without saying, but this **semester was probably the hardest** I have ever experienced. While the redundancy designed into the discussion and paper assignments were successful pedagogically, engaging students in-time all while online proved a real difficulty. Students attended without videos turned on, which was by design. They only turned their videos on during break-out sessions, and only if they were comfortable doing so. Like so many others, my classes felt at times like seances: "Can you hear me? Are you there?" Nevertheless, I did see some genuine success engaging students and generating robust participation in discussions, which was due in large measure to the intuitive design and simple-to-accomplish assignment structure of the course.

## **Sandmeyer – Course Materials – PHI/ENS300 History & Philosophy of Ecology (experimental)**

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### **PHI/ENS300: Syllabus & Daily Schedule**

I created this class to **fulfill a basic need of the Environmental and Sustainability Studies program**. From the earliest days of this program we have, at once, recognized the fundamental importance of ecology to our students and lamented the paucity of such offerings at UK in this subject. This has become especially poignant with the retirement of the one biologist who taught ecology on a regular basis here at UK. This class was thus designed to meet this scientific need. Consequently, the course readings include a healthy selection of original articles fundamental to the development of ecology as a science.

Given the paucity of ecology education at UK and among the ENS students, particularly, it was essential to determine a baseline of knowledge coming into the class. Hence the prior- and post-knowledge assessments give students and the professor, alike, an indication of this baseline and the progress made moving that line forward.

## Sandmeyer – Course Materials – PHI/ENS300 History & Philosophy of Ecology (experimental)

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### PHI/ENS300: Lessons (COVID class)

Given the online modality employed, generating class discussion was a true challenge. In consultation with the Center for the Enhancement of Learning and Teaching, I created the following model:

- Structure in-class discussion. This lessons indicates the way I structured regular in-class discussions. As noted in the syllabus, class discussion was an essential and significant part of this class. On discussion days, students would typically break into groups of 5 or so. (On this day, only five students were in attendance.) Once in groups, a student was either elected or assigned an executive role in the group to ensure steady discussion; and another student was elected or assigned to be a scribe.
  - In conjunction with the lesson online, the scribe used a Google Sheet to outline or write out a transcript of the group discussion.
    - This Google sheet was available (via link provided in the lesson) to all members of the class and thus to all members of the group. This method allowed me to follow in real time the discussions in break out groups. Thus I could intervene when I saw group stall.
  - Exiting from break-out groups, we would compare the groups' work together.
  - When the course lesson was over, I would transcribe the details of the class's discussion to the lesson. This technique allowed those who were absent to follow the content and trajectory of the in-class discussions, which they missed.

As noted, this model of in-class discussion was suggested to me by our CELT staff during my summer workshopping. It has proved so successful that I now use it whenever I have in-class discussions – whether these discussions be online or in-person.

## **Sandmeyer – Course Materials – PHI/ENS300 History & Philosophy of Ecology (experimental)**

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### **PHI/ENS300: Assessing Online Discussion Forums**

Given the isolated nature of learning at the height of the pandemic, I created systems that would (i) bolster robust peer engagement in the classroom and (ii) build redundancies into the assessments that drew upon these engagement resources. Here is an example of such. When students would write a paper, they would be assigned a collaboration discussion forum at the same time. These discussion forums would allow students to identify others in the class writing on the same or similar themes. This would provide students the means by which to discuss their ideas with peers in the class. It also provided students the opportunity to produce part of their papers in a low-stakes environment. This model followed a maxim of mine regarding the teaching of writing, i.e., that good writing is re-writing (a motto which all my students got sick of hearing me repeat again and again).

## **Sandmeyer – Course Materials – PHI/ENS300 History & Philosophy of Ecology (experimental)**

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### **PHI/ENS300: Student Work**

The examples of student work included here are correlated to the assessments laid out in the previous section.

Included in these documents is the paper rubric which I used to grade paper submissions. While I did embed some comments in student papers, the primary means by which I commented on papers was via the paper rubric. The rubric was identical for all papers written over the course of the term. My comments to student's writing were progressive. That is, I would focus my comments on the weakest element of the paper as submitted, make recommendations to improve these deficiencies, and ask students to fulfill these recommendations in the next submission. Hence, whenever I received a new paper by a student, I would look back to my comments and recommendation to the previous paper (in the earlier submitted rubrics). I would then focus my evaluative regard in the newer paper on two areas: the redressing of areas of concern identified in earlier work and improvements needed still as exemplified in the newer paper.

### Sandmeyer – 3. Course Materials – ENS400 Senior Capstone Class: Sustainability in Action

Jump to each section for a brief discussion of those materials.

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#### ENS400: STATEMENT OF GENERAL PEDAGOGY

The ENS400 Senior Capstone: Sustainability in Action class was, at once, the most complicated and in some respects most difficult class which I have taught. Shane Tedder, the Sustainability Coordinator at UK who had to that date no curricular experience, and I were tasked to teach the class. We were notified of this duty just 10 days before the first day of the semester. Additionally, the ENS capstone class is **fulfills the University-wide major Graduation Composition and Communication Requirement (GCCR)**. Hence the course design had to accommodate a lot of different tasks, and we had precious little time to think through how to build it.

As the semester proceeded, a further unanticipated complication arose. The ENS degree was rather new at that time. Students in this capstone were the first to have completed the Senate-approved major requirements for the degree by the time they took the capstone. The ENS requirements are five, not including ENS400 and include: ENS201 & ENS202, ENS300, PHI336 Environmental Ethics (my class, see dossier documents), and ENG425. Of these five, only three expressly deal with the concept of sustainability: ENS201, ENS202, and PHI336. We knew that only a few students in the class had completed PHI336 by the time they would complete this capstone class. So, we **presumed that students had an introduction** to concepts fundamental to sustainability from their earlier work in ENS201 & ENS202. However, we later discovered that this presumption was false.

In short, ENS400 was not my most successful class. However, it is that class from which I have learned the most. The documents included herein indicate the design of the course as well as the **lessons learned** while teaching it.



## Sandmeyer – Course Materials – ENS400 Senior Capstone Class: Sustainability in Action

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### ENS400: Syllabus & Daily Schedule

Looking at the syllabus, one can see that our design of ENS400 was complicated. In fact, it was too complicated. It attempted in a single class for students to complete two service-learning projects, two writing projects including rewrites built into those assignments, and a career assessment and preparation project – all within a single semester. The idea underlying this complexity was motivated the subtitle of the class: Sustainability in Action. Indeed, as designers we were explicitly instructed to structure the class around the concept and practice of sustainability. Further, the class has the responsibility to fulfill the by the Graduation Composition and Communication Requirement (GCCR) set by the University.

The structure of the major in the ENS major was laid out in our original plan, which I helped draft. As I was the Director of Undergraduate Studies for ENS at the time, I understood that the capstone class was to be geared to having students apply what they had learned over their career in the major. 100 & 200-level classes introduce concepts, themes, and methods. The 300-level classes reinforce this learning and introduce new skills. The 400-level capstone class thus tasks students to apply this learning.

I have learned two important lessons from teaching this class. First, the complexity of design imposed a burden on the students. The best class design is, rather, structured around basic outcomes. Since teaching ENS400 I have consequently designed all my classes around achieving three fundamental outcomes: developing good writing skills, good speaking skills, and good reading skills. Second, in interdisciplinary classes having a wide-diversity of students having different disciplinary aptitudes, it is important to assess prior-knowledge of the subject matter at the start of the semester. Class design should emphasize simplicity, and the implementation of that design should account for student aptitudes as they exist in that course.

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### **ENS400: Projects**

With only 10 days to design the class, Shane Tedder and I decided that we would structure much of the class around the newly developed UK Strategic Sustainability Plan or UKSSP. While this plan had only recently been completed by the Office of Sustainability, it had yet to be approved by the President's Office. Nevertheless, we both agreed that there was no project better fitted to the needs of the class than the UKSSP. Additionally, including the UKSSP into the curricular design would integrate Shane Tedder's work into the class, which was a basic desideratum motivating its design.

ENS400 was my first class that contained a service-learning component in its design. I have since integrated service-learning as a central element of my Food Ethics class. The service-learning projects in ENS400 were designed around needs defined by the Office of Sustainability, particularly the need to implement a public relations campaign around the UKSSP. Having now studied service-learning pedagogy (see my TEACHING statement), I have since altered my view of the structure and importance of service-learning pedagogy. More than providing important service experience in an academic setting, critical service-learning pedagogy defines these sorts of projects as tools for connecting students to the community outside the university and cultivating in them an understanding of the social good and the value of social responsibility.

The SLO projects as I designed them included some of the most sophisticated evaluative rubrics which I have used to date. There is a fundamental problem when assigning and evaluating group work, which is the inequality of effort that typifies the production process within any one group. To address this issue, self and the group evaluation rubrics were designed into the projects from the very start. Students not only evaluated their own work but also the work of each member of the group, and they understood this to be an essential component of the group project. The transparency of this evaluative framework incentivized all students to work at similar levels. While

this evaluative framework did not eradicate the problem of unequal effort, it did succeed at mitigating the problem.

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### **ENS400: The GCCR Writing Requirement - Papers**

The two papers in this class were put into the syllabus to meet the Composition and Communication Requirement. An assumption underlying the ENS400 course design was that students had already been introduced to the concept, history, and policies of sustainability. Hence, these writing projects were designed to reinforce and extend their understanding of this concept and of the metrics of assessment. While students in ENS400 gained substantive understanding both of the idea of sustainability and the regime of sustainability assessment in these writing exercises, the lack of prior work studying the concept of sustainability or its history had a profound impact. Remedial education had to be introduced and these extra lessons proved burdensome for many students.

The lessons I learned in this class, particularly regarding the teaching exercises, came to alter my understanding of interdisciplinary pedagogy. I have since integrated knowledge assessments into the earliest stage of a class. I structure these assessments around fundamental concepts and terms which we study over the term. Whenever we turn to a new subject matter in the course, I return to reconsider the assessment questions. Not only does this technique help students identify central concepts and terms, but also it provides a sense of progress and enlightenment as they gain mastery of previously unknown or little understood concepts and terminology.

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### **ENS400: Student Work**

The work provided here represent both group and individual work by the students of ENS400. The project presentation was a group effort, and the rubric thus evaluates the work of the group as a whole making this presentation. The two papers were produced by two different individuals in the class.

### Sandmeyer – 3. Course Materials – PHI516 Phenomenological Directions (Undergrad & Grad)

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#### **PHI516: STATEMENT OF GENERAL PEDAGOGY**

PHI516, Phenomenological Directions, is an **advanced undergraduate / graduate** level course. The class fulfills one of a cluster of required 500-level courses for the major, and it satisfies a content area highly sought after by our graduate students.

As is usual for me, the course is designed around three **outcomes**: developing good reading skills, expanding students' abilities to present their ideas orally, and refining students' skill at writing. The lessons are designed to present content in a structure but flexible format that encourages discussion during class. As this is an advanced-level class, special attention is given to **student writing**. Short papers are designed to provide clarification of a core idea central to a longer analysis. Hence while there appear to be many writing assignments, this is misleading. In essence, students write and rewrite four 7-page papers over the course of the term.

See the description of the writing exercises under WRITING ASSIGNMENTS in this packet for further clarification.

## Sandmeyer – Course Materials – PHI516 Phenomenological Directions (Undergrad & Grad)

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### PHI516: Syllabus and Daily Schedule

PHI516 is an advanced requirement for philosophy majors. Typical of my pedagogical approach, this course is **outcomes-based**. These outcomes are not essentially different from those of my lower-level classes. Rather, the achievement of these outcomes is assessed at higher expectations. Working at a higher level of sophistication, students are asked to apply their abstract understanding concretely. In short, like all my courses, this course reinforces three outcomes, i.e., the ability to write, speak, and read well, to my pedagogical approach.

1. Every end of unit paper is a rewrite and expansion upon an earlier analysis paper.
2. Lessons are constructed with flexibility built into them to maximize class discussion.
3. The inclusion of extensive passages from the texts allows for guided reading practice in class.

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### PHI516: Lesson Structure

The document included here demonstrate my **outcomes-based pedagogy**. First, it is important to note that PHI516 is a class that includes both advanced undergraduate and graduate students. My pedagogical approach accentuates differential learning. This is especially important toward achieving the primary outcome of developing students' ability to present their ideas clearly and concisely analyze a work verbally. The 02-lesson demonstrates the construction of my lesson plans, which facilitates this objective. I do not read a prepared lecture. Rather, I sketch out a lecture in bullet points. At the top of the lesson are the primary outcomes I want students to be able to accomplish from that discussion. The bullet-point structure of the lesson, which I provide to students before class and from which we work during the class, achieves two goals, at once. First, the outline structure of the presentation – correlated to the outcomes detailed at the top of the document – provide a clear frame for students to follow the logic of that lesson. Second, the bullet-point structure promotes discussion during class, as it inherently subdivides the lecture into parts. I aim in my lesson less to work through a prescribed amount of material and more around the goal of promoting students' skills at extemporaneous analysis. Note the inclusion of earlier outcomes in this lesson. The inclusion of these outcomes promotes the integration of previously achieved accomplishments into the current lesson. This approach allows students consciously to develop the skill at synthesis and analysis in verbal form.



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### PHI516: Scaffolded Writing

The structure of the writing assignments in this class reflects a fundamental principle at work in my pedagogy of paper writing. Good writing is the product of rewriting. However, one cannot assume that students understand how to rewrite their work or that they have the techniques to accomplish this. Consequently, the pedagogy of writing in my advanced classes aims to provide the skills and experience of doing just this.

The writing assignments in this class fall into two general categories. For simplicity's sake, class content is organized around particular philosophers. For each philosopher studied then, students write one 3-page analysis paper and one 7-page thesis defense paper. The 3-page analysis paper assignment is framed as a subordinate element of the longer 7-page paper. This scaffolded approach to writing encourages students (i) to identify a central theme in the readings, (ii) to analyze concepts or ideas fundamental to this theme, and (iii) to elaborate and critically assess this theme. Individual paper meetings are held whenever the analysis paper is complete but before the student begins the longer paper. Further, lessons are devoted at important intervals in the semester to developing paper ideas, introducing techniques of paper evaluation and improvement, and studying examples of clear, concise, and elegant writing.

Graduate students must complete a longer, comprehensive paper at the end of term. As per the structure of the other assignments, the shorter 7-page papers may be incorporated into this more comprehensive paper. Hence, all students gain good experience producing concise, precise, and elegant short pieces. Every student practices rewriting and refines the skill of rewriting. And graduate students develop the skill of building sustained arguments out of shorter pieces.

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### **PHI516: Student Work**

The paper submissions included here are correlated to the assignments in section 2 of this packet. What is absent in these documents is the personal interaction between professor and student on their paper submissions, which occurs at a higher frequency and with greater intensity than in my other classes. In advanced classes, paper evaluation is conducted primarily in person. Nevertheless, the model of paper evaluation employed in my advanced classes follows that laid out in my lower-level classes. That is, I create a single rubric for each paper type. As students submit numerous papers of the same type, this allows me to focus my evaluative comments and recommendations on improving the individual skills of the writer for that type of assignment. Evaluation occurs progressively over the course of the semester. Students are tasked with making improvements based on previous work, and thus the evaluation of each new assignment proceeds from the evaluation of earlier submissions.

### Sandmeyer – 3. Course Materials – PHI680 Special Topics: Time & Time-Consciousness

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<b>3. ASSIGNMENTS</b> .....	<b>19</b>
a. Collaboration: Weekly Questions .....	21
b. Paper – Question Clarification .....	22
c. Paper – Final .....	24
<b>4. STUDENT WORK</b> .....	<b>25</b>
a. Collaboration – Aristotle Questions .....	28
b. Paper – Question Clarification (Aristotle) .....	33
c. Paper – Final (Duration) .....	42

#### **PHI680: STATEMENT OF GENERAL PEDAGOGY**

PHI680 is a special topics **graduate seminar** typically strictly designated for graduate students in the Department of Philosophy, though I did allow one advanced undergraduate to take the class for credit. I designed this course around the idea of Time and Time-Consciousness, which is a theme central to the major figures within the phenomenological movement. I design my seminars using many of the same principles at work in my lower-level classes. This is apparent here in the frequency of collaborations required of my students. Class participation is essential to the success of these seminars for two reasons. First, class participation is founded on the close and **critical reading** of a text. In preparation for class, all students are required to **formulate a substantive question**, outline the resources available necessary to answering that question, and sketching out a possible answer. These **participation** exercises, i.e., these question collaborations, then form the basis for class discuss of the reading. These questions then form the basis for short "**question clarification**" **papers**. Finally, these question clarification papers outline the basic problem to be addressed in the **final long paper**. Hence the entire course is articulated into a series of **scaffolded assignments** culminating in a final paper.

## Sandmeyer – Course Materials – PHI680 Special Topics: Time & Time-Consciousness

	Page
<b>1. SYLLABUS &amp; DAILY SCHEDULE.....</b>	<b>3</b>
a. PHI680_2017F – syllabus .....	5
b. PHI680_2017F – schedule .....	9
<b>2. LESSON STRUCTURE .....</b>	<b>10</b>
a. Sep 12 – Aristotle .....	12
<b>3. ASSIGNMENTS .....</b>	<b>19</b>
a. Collaboration: Weekly Questions .....	21
b. Paper – Question Clarification .....	22
c. Paper – Final .....	24
<b>4. STUDENT WORK .....</b>	<b>25</b>
a. Collaboration – Aristotle Questions .....	28
b. Paper – Question Clarification (Aristotle) .....	33
c. Paper – Final (Duration) .....	42

### **PHI680: Syllabus & Daily Schedule**

**Class participation** was foundationally important to this class. Class lessons were divided typically into two sections. First, I would present an outline of the reading or, more often, an important aspect of that reading. Second, a student in the class would use the remaining time, typically an hour or so, to lead discussion.

The documents included here offer a view of the week-by-week assignment requirements as well as the content of one of my early lessons in the semester.

As is typically for all my classes, the pedagogy of this course revolves around achieving specific learning outcomes, i.e., developing sophisticated skills at reading, writing, and speaking.

## Sandmeyer – Course Materials – PHI680 Special Topics: Time & Time-Consciousness

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<b>1. SYLLABUS &amp; DAILY SCHEDULE.....</b>	<b>3</b>
a. PHI680_2017F – syllabus .....	5
b. PHI680_2017F – schedule .....	9
<b>2. LESSON STRUCTURE .....</b>	<b>10</b>
a. Sep 12 – Aristotle .....	12
<b>3. ASSIGNMENTS .....</b>	<b>19</b>
a. Collaboration: Weekly Questions .....	21
b. Paper – Question Clarification .....	22
c. Paper – Final .....	24
<b>4. STUDENT WORK .....</b>	<b>25</b>
a. Collaboration – Aristotle Questions .....	28
b. Paper – Question Clarification (Aristotle) .....	33
c. Paper – Final (Duration) .....	42

### **PHI680: Lesson Structure**

**Class participation** was foundationally important to this class. Class lessons were divided typically into two sections, which is the case in the lesson included here. First, I would present an outline of the reading or, more often, an important aspect of that reading. Second, a student in the class would use the remaining time, typically an hour or so, to lead discussion. This discussion was based on the collaborative document created during the week by the whole class. The discussion leader would choose one or more questions to address. A primary objective of these discussion sessions was to demonstrate the ability to remain focused and to keep a substantive discussion going.

As is typically for all my classes, the pedagogy of this course revolves around achieving specific learning outcomes, i.e., developing sophisticated skills at reading, writing, and speaking.

## Sandmeyer – Course Materials – PHI680 Special Topics: Time & Time-Consciousness

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<b>1. SYLLABUS &amp; DAILY SCHEDULE.....</b>	<b>3</b>
a. PHI680_2017F – syllabus .....	5
b. PHI680_2017F – schedule .....	9
<b>2. LESSON STRUCTURE .....</b>	<b>10</b>
a. Sep 12 – Aristotle .....	12
<b>3. ASSIGNMENTS .....</b>	<b>19</b>
a. Collaboration: Weekly Questions .....	21
b. Paper – Question Clarification .....	22
c. Paper – Final .....	24
<b>4. STUDENT WORK .....</b>	<b>25</b>
a. Collaboration – Aristotle Questions .....	28
b. Paper – Question Clarification (Aristotle) .....	33
c. Paper – Final (Duration) .....	42

### **PHI680: Scaffolded Writing Assignments**

The primary assignments in this class were two. First, students were to collaborate together to produce a series of substantive questions about the readings. See the student questions in the next section for an example of this task. This weekly project produced quite profound discussion of the texts and constituted the bulk of the students' workload over the semester. Second, students had to produce two distinct sorts of papers. The first was a short clarification of an important question. The structure of this assignment was closely aligned to the weekly collaboration assignment. The second was a long (15-20) page thematic paper which addressed a question posed in the clarification assignment.

The class concluded with a seminar conference in which student volunteered to present their papers to the class as a whole.

## Sandmeyer – Course Materials – PHI680 Special Topics: Time & Time-Consciousness

	Page
<b>1. SYLLABUS &amp; DAILY SCHEDULE.....</b>	<b>3</b>
a. PHI680_2017F – syllabus .....	5
b. PHI680_2017F – schedule .....	9
<b>2. LESSON STRUCTURE .....</b>	<b>10</b>
a. Sep 12 – Aristotle .....	12
<b>3. ASSIGNMENTS .....</b>	<b>19</b>
a. Collaboration: Weekly Questions .....	21
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c. Paper – Final .....	24
<b>4. STUDENT WORK .....</b>	<b>25</b>
a. Collaboration – Aristotle Questions .....	28
b. Paper – Question Clarification (Aristotle) .....	33
c. Paper – Final (Duration) .....	42

### **PHI680: Student Work**

The student work here is of two kinds:

1. The collaboration document included here contains the questions formulated by students on the Aristotle reading. As note already, these collaborations were foundationally important to all the work of the class, i.e., in-class discussion, the short question clarification assignment, and the final thematic paper.
2. The paper documents are of two kinds. Included here are:
  - a. question clarification papers from two different students, and
  - b. a final thematic paper

Typically, 600- and 700-level courses are reserved for graduate students. However, I had worked with a very good undergraduate student in other classes, who asked to participate in this seminar for a grade. I acceded to this request. The student successfully completed all the requirements of the course and passed the class with distinction.

### Sandmeyer – 3. Course Materials – (China2018) Teaching Methods: A Faculty Course

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1. Teaching Methods Front Page ( <a href="http://www.uky.edu/~rsand1/china2018/">www.uky.edu/~rsand1/china2018/</a> ) .....	3
a. Syllabus .....	4
b. 3-week Schedule .....	6
c. Lesson 7.25 .....	7
d. Resources .....	9

#### Overview of Class & Materials:

During the summers of 2017 and 2018, I was hired through the Faculty Teach in China program sponsored by University of Kentucky Confucius Institute to teach summer courses in China. In 2018 I applied for and was selected to teach a **course for faculty** at the Qingdao University of Technology. The Qingdao course was especially important to the development of my own pedagogy, as the course gave me the opportunity to articulate my own **teaching methodology** and the student body were all faculty from the university. My 3-week course covered modern Western teaching methods for active learning with an emphasis on interdisciplinary education.

This packet contains the basic structure elements of the Teaching Methods Faculty Course.

- Syllabus
  - Syllabus design was an important lesson in the class, as Chinese faculty do not typically teach from a syllabus as we understand it in the West. Hence, the syllabus design – especially the idea and articulation of course **learning outcomes** – was, itself, the subject of an important lesson. See attached lesson 7.25.
- Schedule
  - The schedule was designed to be a progressive working through of **active learning** techniques. Each day of class broken into two distinct hours. The first hour was typically devoted to the introduction of new pedagogical content. The second hour was devoted to practicing active learning techniques. The objective of this second hour was to engage the faculty in the very pedagogical techniques they were learning in the course.
- Lesson
  - The most important element of these lesson was the articulation of learning objectives at the top of the document. There was always two sets:
    - Learning Outcomes (as students)
      - These were outcomes around which my own lesson was designed.
    - Learning Outcomes (as faculty)
      - These were **meta-outcomes**, designed for my students to reflect *as teachers* on the techniques they were learning in the lesson.
- Resources
  - The course resources detail the primary pedagogical texts and documents used in this methods class.
  - Importantly, these same resources inform my own work as a teacher of interdisciplinary classes here at the University of Kentucky.

The class has become especially important to my own understanding of pedagogical method, as much of its content reflects my own approach to the teaching of interdisciplinary classes.



### Sandmeyer – 3. Course Materials – Institutional Rubrics

	Page
1. THE UK CORE – GENERAL EDUCATION REQUIREMENTS	
a. Intellectual Inquiry – The Nature of Inquiry in the Humanities	
i. Course Template .....	3
ii. Rubric .....	5
b. Citizenship – Community, Culture and Citizenship in the USA	
i. Course Template .....	7
ii. Rubric .....	8
2. AMERICAN ASSOCIATION OF COLLEGES AND UNIVERSITIES	
a. Written Communication Value Rubric .....	10
b. Reading Value Rubric .....	12
c. Oral Communication Value Rubric .....	14
d. Civic Engagement Value Rubric .....	16

#### Overview of Rubrics:

The documents here are included solely for **reference**. I rely heavily on rubrics for most of my assessments. The templates and rubrics have played an outsized role in my own pedagogy.

I have concentrated much of my teaching on first- and second-year courses, and a number of these fulfill a **University of Kentucky CORE** requirement. For instance, PHI100 Introduction to Philosophy fulfills an Intellectual Inquiry requirement; and PHI205 Food Ethics fulfills the Citizenship requirement. The design of any CORE class is prescribed to some degree by the relevant UK Core Template and Rubric. Hence, I include these CORE documents in this dossier.

As I have noted elsewhere, I have worked over the years to refine and simplify my pedagogy. My classes are outcomes-based. Indeed, three outcomes particularly define my teaching. Of course, students in higher level classes are expected to achieve higher-level results. Nevertheless, there are certain skills which define my work in the classroom as a philosopher. In general, then, at the conclusion of my classes, students should be able to:

1. write clearly, precisely, and elegantly,
2. read college-level texts with a high degree of comprehension, and
3. verbally express themselves coherently and fluidly.

Additionally, my Food Ethics class fulfills the Citizenship requirement imposed on all UK students. Consequently, students who take this class should be able to:

4. demonstrate an understanding of historical, societal, and cultural difference, and
5. demonstrated how these differences influence issues of social justice and/or civic responsibility.

Finally, when designing my **assessment rubrics**, I rely on the AACU Value Rubrics as a guide. Those AACU rubrics included here are the rubrics most fundamental to my work. Consequently, these rubrics have had a significant role in the evaluative aspect of my work as a teacher.

## **Sandmeyer – 1. General Teaching Statement**

(Individual PDFs included in this portfolio contain additional pedagogical narratives specific to those materials.)

The primary aim of my philosophy classes is to develop students' abilities to think and express themselves synthetically and creatively. Briefly stated, my classes revolve around three fundamental outcomes: (i) developing the skill of writing clearly and precisely, (ii) developing the skill of reading at a high academic level, and (iii) developing the skill (and the courage) of speaking extemporaneously with eloquence and logical rigor. In the classroom and in my assignments, higher-order evaluative and creative skills are consciously and explicitly built on lower-order skills of recollection and analysis.

### Outcomes-Based Student-Centered Learning

This outcomes-based methodology is evinced throughout my teaching portfolio. The Writing Assignments in my PHI516 Phenomenological Directions course show how I teach writing in an advanced class. The Scaffolded Writing Exercises in my PHI100 Introduction to Philosophy course demonstrate how I develop the skill of writing well in lower-level classes. The Guided Reading Exercises in that same PHI100 packet demonstrate how I teach the skill of close reading. And the Discussions Forums in my PHI205 Food Ethics course packet show how I develop skills of precise communication.

During my probationary period, I have focused on teaching 100- to 300-level courses. So, these courses are given prominence in my teaching portfolio. The difference between introductory or reinforcing classes, i.e., 100/200-level and 300-level classes, respectively, and an advanced class is distinguished by the level of sophistication my students obtain in achieving these three primary outcomes. In lower-level classes, I emphasize the use of concrete examples before moving on to more abstract analyses. See the Philosophical Exercise in my PHI100 course as an example. In higher level courses, my lessons accept that students are working at higher levels of abstraction. Typically, these higher-level classes, then, move from abstraction to application. As examples of this, see either the Lessons in my PHI/ENS300 packet or the Assessment materials in my PHI336 course. In summary, introductory students are taught from concrete examples to the abstract analysis of concepts, while in more advanced classes students apply abstract principles and ideas creatively and proficiently in concrete ways. In short, my courses are defined by Bloom's Taxonomy of Learning Outcomes, moving from the concrete to the metacognitive as they develop higher order abstract thinking skills.

### Creating an Inclusive Learning Community

Teaching during the COVID pandemic has created enormous challenges in the classroom. It is necessary as never before to consider the mental and physical stresses my students are experiencing. However, from my earliest days of teaching I have held that philosophy offers something unique to students. This is a devotion to logic and rigor, and my classes seek to exemplify this devotion. Yet the new normal in which we are all living these days requires that this devotion be tempered by an equal commitment to creating and maintaining an inclusive learning community in the classroom. A class that builds strong communities of active learners into its structure not only achieves the highest outcomes it sets for itself but also enhances the mental and physical health of its students so necessary to meeting those outcomes.

I expend substantial effort in my classes working to achieve this very goal. Indeed, over the years I have refined how I promote and build into my curriculum structures that undergird active learning communities. The earliest example of this is in my ENS400 Capstone documents, particularly the Group Project materials. These Group Projects were modeled on traditional group

work rubrics. That is, students were put into groups. The groups completed tasks, and individuals earned the grade obtained by the group. Evaluative rubrics and self & peer evaluation forms attempted were introduced to mitigate a problem common to this model, i.e., the problem of unequal work. This more traditional group model establishes group work as essentially a distinct and partial element of the total class structure. I have since changed completely the pedagogy of group work in my classroom. Group work is now a fundamental part of almost all my classes.

This transformation began during the height of the lockdown when students were isolating away from campus and classes were entirely online. See my PHI/ENS300 class, particularly the Discussion Forums and Assessment materials, for a demonstration of the systems I created to build active and inclusive learning communities into that class. Here groups were formed at the start of the semester, and students worked in these groups over the course of the whole term. When classes returned to an in-person modality, I retained this model. This is evident in the Student Work found in my PHI205 Food Ethics course, specifically in Discussion Forum on the concept and morality of food insecurity. As a rule, I now subdivide my class rosters in the first two weeks of the semester into groups containing anywhere between five to seven students. The students remain within their same groups throughout the entire semester. So, rather than thinking of group work as a separate element of the class, the class, itself, is structured around these learning communities. Online discussion forums, which are integrated into the assignments given over the semester, create natural pods of conviviality among the students. By the end of term, students learn almost as much from their peers as they do from me. This way of structuring my classes advances the disciplinary outcomes of the class, to be sure. But as important as these outcomes are, the consistent and integrated group work built into the structure of my classes fosters a communal fabric in the class whose value transcends that of any individual achievement. The impact of this innovation on my students has been marked and positive.

### Philosophy in an Interdisciplinary Key

Given the complexity of problems confronting the world today, it has never been more important to study philosophy in an interdisciplinary key. In my own work, I believe the humanities, and particularly philosophy as a core humanities discipline, must engage the social and environmental issues most threateningly confronting us as citizens and as a species. While I in the classroom may be able only inadequately to redress the host of divisions eroding our social fabric, I can in my classes teach my students the skills by which to understand each other, skills to evaluate the rational justifications underlying coherently held beliefs, and the grounds for respecting others as persons having intrinsic value. Philosophy as I teach it has an essential role to play both in conceptualizing the idea of community and of engaging diverse communities of interests and methodologies. My work as a philosopher aims to evince and, in this ethos, cultivate values fundamental to our democracy. Indeed, in the transdisciplinary scope of my work as a philosopher, the classroom has a preeminent role in this mission. This is evidenced in all my ethics classes. In my ethics work, my pedagogy aims to build a robust understanding of the nature of critical civic engagement and to cultivate a clear grasp of the social justice issues defining modern environmentalism. The pursuit of truth, I hold, is central to the philosophical endeavor, as I demonstrate in my PHI100 class. As a humanist and philosopher working at the intersection of diverse disciplines, the skills I teach provide students the means, themselves, to think critically and understandingly about the nature of thinking, about the distribution of goods and harms in our society, and about the responsibilities entailed by our freedom as citizens of the United States.

## Sandmeyer – 2. Course List

### Courses

(Course descriptions at end of document)

Introductory	Reinforcing	Advanced Undergraduate	Graduate
<ul style="list-style-type: none"> <li>• PHI 100*</li> <li>• UKC 110*</li> <li>• PHI 205*#</li> </ul>	<ul style="list-style-type: none"> <li>• PHI/ENS 300‡</li> <li>• PHI 336†</li> <li>• ENS 395</li> <li>• PHI 395</li> </ul>	<ul style="list-style-type: none"> <li>• HON 398</li> <li>• ENS400‡</li> </ul>	<ul style="list-style-type: none"> <li>• PHI 680♥</li> <li>• PHI755</li> </ul>
<ul style="list-style-type: none"> <li>• PHI 516♣</li> </ul>			
<p>* UK Core class            † Major Requirement: ENS (BA, College of A&amp;S) &amp; NRES (BS, College of Ag, Food, Environment)            ‡ Major Requirement: ENS (BA, College of A&amp;S)            # Major Requirement: Sustainable Agriculture (BS, College of Ag, Food, Environment)            ♣ Major Requirement: Philosophy (BA, College of A&amp;S)            ♥ Seminar Requirement: Philosophy (Ph.D., College of A&amp;S)</p>			

### History of Teaching

AY 2022-23	
Fall	Spring ( <i>planned</i> )
<ul style="list-style-type: none"> <li>• <b>PHI336</b> Environmental Ethics               <ul style="list-style-type: none"> <li>○ Section 001: 32 students</li> <li>○ Section 002: 32 students</li> </ul> </li> <li>• <b>UKC 110</b> Inquiry in Humanities: Introduction to the Environmental Humanities               <ul style="list-style-type: none"> <li>○ Section 001: 24 students</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>PHI205</b> Food Ethics               <ul style="list-style-type: none"> <li>○ Section 001: 70 students</li> </ul> </li> <li>• <b>PHI5xx</b> (tbd)</li> <li>• <b>PHI715</b> (tbd)</li> </ul>

AY 2021-2022	
Fall	Spring
<ul style="list-style-type: none"> <li>• <b>PHI100</b> Introduction to Philosophy: Knowledge &amp; Reality               <ul style="list-style-type: none"> <li>○ Section 001: 25 students</li> </ul> </li> <li>• <b>PHI336</b> Environmental Ethics               <ul style="list-style-type: none"> <li>○ Section 001: 32 students</li> <li>○ Section 002: 32 students</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>PHI205</b> Food Ethics               <ul style="list-style-type: none"> <li>○ Section 001: 29 students</li> <li>○ Section 002: 26 students</li> </ul> </li> <li>• <b>PHI516</b> Phenomenological Directions               <ul style="list-style-type: none"> <li>○ Section 001: 9 students</li> </ul> </li> </ul>

AY 2020-21	
Fall	Spring

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• <b>PHI100</b> Introduction to Philosophy: Knowledge &amp; Reality <ul style="list-style-type: none"> <li>○ Section 001: 23 students</li> <li>○ Section 002: 18 students</li> <li>○ Section 003: 24 students</li> <li>○ Section 004: 23 students</li> </ul> </li> <li>• <b>PHI336</b> Environmental Ethics <ul style="list-style-type: none"> <li>○ Section 001: 30 students</li> <li>○ Section 002: 30 students</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <b>PHI100</b> Introduction to Philosophy: Knowledge &amp; Reality <ul style="list-style-type: none"> <li>○ Section 001: 32 students</li> <li>○ Section 002: 29 students</li> </ul> </li> <li>• <b>PHI205</b> Food Ethics <ul style="list-style-type: none"> <li>○ Section 001: 66 students</li> </ul> </li> <li>• <b>PHI/ENS300</b> Special Topics: Philosophy of Ecology <ul style="list-style-type: none"> <li>○ Section 001 (PHI): 16 students</li> <li>○ Section 003 (ENS): 9 students</li> </ul> </li> <li>• <b>PHI7555</b> Tutorial Interdisciplinary Issues – Husserl <ul style="list-style-type: none"> <li>○ Section 011: 1 student</li> </ul> </li> </ul> |
|---|--|

AY 2019-20	
Fall	Spring

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• <b>PHI336</b> Environmental Ethics <ul style="list-style-type: none"> <li>○ Section 001: 31 students</li> <li>○ Section 002: 31 students</li> </ul> </li> <li>• <b>PHI755</b> Tutorial Interdisciplinary Issues – Environmental Flourishing <ul style="list-style-type: none"> <li>○ Section 010: 1 student</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <b>PHI100</b> Introduction to Philosophy: Knowledge &amp; Reality <ul style="list-style-type: none"> <li>○ Section 011: 28 students</li> <li>○ Section 013: 15 students</li> </ul> </li> <li>• <b>PHI205</b> Food Ethics <ul style="list-style-type: none"> <li>○ Section 001: 61 students</li> </ul> </li> <li>• <b>ENS395</b> Independent Work – Environmental Psychology <ul style="list-style-type: none"> <li>○ Section 001: 1 student</li> </ul> </li> </ul> |
|---|---|

AY 2018-19	
Fall	Spring

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• <b>PHI100</b> Introduction to Philosophy: Knowledge &amp; Reality <ul style="list-style-type: none"> <li>○ Section 001: 29 students</li> </ul> </li> <li>• <b>PHI336</b> Environmental Ethics <ul style="list-style-type: none"> <li>○ Section 001: 32 students</li> <li>○ Section 002: 31 students</li> </ul> </li> <li>• <b>PHI395</b> Independent Study – Aldo Leopold's Land Ethic <ul style="list-style-type: none"> <li>○ Section 010: 1 student</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <b>PHI100</b> Introduction to Philosophy: Knowledge &amp; Reality <ul style="list-style-type: none"> <li>○ Section 003: 28 students</li> <li>○ Section 007: 31 students</li> </ul> </li> <li>• <b>PHI205</b> Food Ethics <ul style="list-style-type: none"> <li>○ Section 001: 68 students</li> </ul> </li> <li>• <b>HON398</b> Senior Honors Capstone – American Conservation Philosophy: A Critical Assessment <ul style="list-style-type: none"> <li>○ Section 040: 1 student</li> </ul> </li> </ul> |
|--|--|

AY 2017-18	
Fall	Spring
<ul style="list-style-type: none"> <li>• <b>PHI336</b> Environmental Ethics <ul style="list-style-type: none"> <li>○ Section 001: 67 students</li> </ul> </li> <li>• <b>PHI680</b> Special Topics in Philosophy – Time &amp; Time-Consciousness <ul style="list-style-type: none"> <li>○ Section 001: 6 students</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>PHI205</b> Food Ethics <ul style="list-style-type: none"> <li>○ Section 001: 64 students</li> </ul> </li> <li>• <b>ENS400</b> Capstone Course in Environmental and Sustainability Studies <ul style="list-style-type: none"> <li>○ Section 001: 26 students</li> </ul> </li> <li>• <b>PHI790</b> Research in Philosophy <ul style="list-style-type: none"> <li>○ Section 012: 2 students</li> </ul> </li> </ul>

INTERNATIONAL TEACHING (CHINA)	
Summer 2018 – Faculty Course	Summer 2017 – Undergraduate Course
<ul style="list-style-type: none"> <li>• <b>Qingdao University of Technology</b> Teaching Methods for Interdisciplinary Courses <ul style="list-style-type: none"> <li>○ 28 faculty</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Jilin University</b> American Conservation Philosophy &amp; its Critique <ul style="list-style-type: none"> <li>○ 19 students</li> </ul> </li> </ul>

## Course Descriptions

### **PHI100\* Introduction to Philosophy**

PHI100 is a class about metaphysics and epistemology. Metaphysics is the study of being. Epistemology studies the origin and nature of knowledge. Topically, the class is composed of three units: (i) the search for knowledge, (ii) ancient metaphysics, and (iii) "modern" epistemology. This course fulfills the UK Core Intellectual Inquiry in the Humanities requirement.

### **UKC110\* Inquiry in Humanities: Introduction to the Environmental Humanities**

Over the past few years, nature has imposed a new order on humanity in a way that we have not before experienced. To understand what we have been through, what we are still going through, and how we can survive and perhaps, even, flourish in the new normal ahead of us, the Environmental Humanities are more important than ever. This course will provide students with an overview of the complex problems and interdisciplinary approaches that define the Environmental Humanities. This course fulfills the UK Core Intellectual Inquiry in the Humanities requirement.

- Class & UK Senate approved syllabus created by me

### **PHI205\*# Food Ethics**

This course aims to give students an understanding of the ethics of our acts of eating as well as an understanding of the nature and structure of culturally determined food systems in which these actions take place. Most significantly, we seek in this class to understand how our individual food choices define us as responsible members of local communities existing in broader national and global contexts. Consequently, in this course, we seek to understand the ethics of individual food choices systematically by analyzing these choices in the socio-politics context of food production, distribution, consumption, and waste. This course fulfills the UK Core Community, Culture and

Citizenship in the USA requirement. This course is also a major requirement for the interdisciplinary Sustainable Agriculture program.

- Class & UK Senate approved syllabus created by me

### **PHI336† Environmental Ethics**

The primary objective in this class will be to understand and evaluate the idea of an environmental, or as I prefer, an ecological ethic. This course comprises four units: (i) the idea of an ecological ethic, (ii) ideas of nature and of conservation, (iii) ethical theory, particularly as applied to non-human others, and (iv) sustainability. This course is a major requirement for the interdisciplinary Environmental & Sustainability Studies and Natural Resources and Environmental Science programs.

- Class & UK Senate approved syllabus created by me

### **PHI/ENS300‡ History and Philosophy of Ecology**

In this class we will study the history of ecological thought, important papers in development of ecology, and some of the philosophical problems special to ecology as a scientific discipline. The substance of the course is divided into three units: (i) the history of proto-ecology to Darwin, (ii) the development of the self-consciously scientific discipline of ecology after Darwin, (iii) and an overview of some of the basic paradigms at work in ecological thinking and practice today. This course fulfills a major requirement for the interdisciplinary Environmental & Sustainable Studies program.

- Class created by me

### **ENS395 Independent Study: Environmental Psychology**

The student will, in consultation with the professor, select readings from important anthologies on the field of environmental psychology. We will meet every other week. For each meeting, the student will produce either a written précis, which we will discuss together, or she will orally present an important idea or theme found in the reading.

### **PHI395 Independent Study: Aldo Leopold's Land Ethic**

The aim in this class is to comprehend the philosophical conception of Aldo Leopold's land ethic, which is central to much in environmental ethics. In addition to reading his most influential and last published work, *A Sand County Almanac, and Sketches Here and There*, we will read a substantial selection of earlier writings. These earlier writings contextualize his last published work as well as illustrate a fascinating development of views underlying his ecological ethic. We will also examine a representative selection of secondary sources providing context to, assessment and/or critique of an ecological ethic. This independent study was offered in substitution for a PHI 5xx major requirement.

### **HON398 Senior Honors Capstone – American Conservation Philosophy: A Critical Assessment**

A capstone is a formal thesis or creative project of the student's choosing, to be directed by a professor in the student's major department or in a relevant discipline. The Honors Capstone is designed to round out a student's educational experience in the Honors Program, and is typically focused on the student's major course of study. The Honors Capstone requires completion of a substantial research paper, a unique creative project, or an artistic performance. This course is a requirement for all students enrolled in the Honors College.

### **ENS400† Capstone Course in Environmental and Sustainability Studies**

The ENS capstone course explores the importance of the ideas and concepts which students have learned in the Environmental and Sustainability Studies Program. The course provides the skillsets needed to enter the job market and/or graduate school in the field of Environmental and Sustainability Studies. The majority of the class is centered upon the opportunity to conduct rigorous, applied, solution-based research, and further develop students' critical thinking skills. Research will be conducted in partnership with UK's campus or a local organization (nonprofit, public, or private) addressing a pre-determined research question from an interdisciplinary perspective. As a result, students will work on “engaged scholarship” to prepare them for interdisciplinary team-based research in their career. This course is a major requirement for the interdisciplinary Environmental & Sustainability Studies.

### **PHI516♣ Phenomenological Directions**

This class is an introduction into phenomenology for advanced students of philosophy. We start the semester by examining the proto-phenomenology aka descriptive psychology articulated by Wilhelm Dilthey and Franz Brentano. We then turn to study core writings by Edmund Husserl, Max Scheler, and (the early) Martin Heidegger. Our aim will be to understand ideas central to the founding of phenomenology. The course will give students the background necessary to appreciate and/or vitally develop phenomenological work today. This course fulfills a major requirement for Philosophy.

### **PHI680♥ Special Topics in Philosophy**

Studies in philosophical problems which either cut across or lie outside the standard areas of philosophical inquiry. May be repeated to a maximum of six credits.

- **Time & Time-Consciousness**

What is time? This question is one of the most riddlesome and perplexing question in philosophy. Our aim in this class is to address this problem as best we can but within strict limitations. As background, we read significant approaches to this question in the tradition, particularly by Aristotle, by Augustine, and by Kant. This will be brief, however. The bulk of the class will be devoted to studying the work of four figures especially influential to the contemporary Continental treatment of the problem of time: Franz Brentano, Henri Bergson, Edmund Husserl, and Martin Heidegger. This course fulfills a graduate requirement within the Philosophy program.

### **PHI715 Seminar in Recent Philosophy**

Intensive study of major philosophers of the 20th or 21st century.

- **Subtitle tbd**

### **PHI755 Independent Study**

As a tutorial, this course is structured individually to a student's research and study projects

- **Environmental Flourishing (section 010)**

Graduate level study of environmental virtue ethics. Final project: 20 page paper.

- **Husserl (section 011)**

Graduate level study of the philosophy of Edmund Husserl. In addition to bi-weekly meetings, student completed a 20 page paper.



## International Teaching

### **2018 Qingdao University of Technology – Teaching Methods for Interdisciplinary Courses** (Course for Faculty)

This course introduces faculty to the pedagogy unique to interdisciplinary classes. The focus of this class will center on the development and application of learning outcomes that advance interdisciplinary program goals at the classroom level and practical methods to accomplish these goals. Much of the class will model interactive dynamic classroom design. Consequently, participants will engage in the active learning techniques studied in the course. A secondary goal of the class will be to improve oral English communication.

### **2017 Jilin University – American Conservation Philosophy and its Critique** (Undergraduate Course)

In this course we study the philosophy and practice of American land conservation. We begin with an historical overview of philosophical views regarding nature and the human relation to it. After this study, we study the principal philosophies of US public land management, i.e., the preservationist conception, the development or sustainable use conception, and the ecological management conception. We conclude with an examination of important critiques of American conservation philosophy from indigenous American and non-American scholars.

## Sandmeyer – 3.a. Course Materials – PHI100 Introduction to Philosophy: Knowledge & Reality

Use bookmarks in PDF to jump to section pages for explanation of contents and pedagogy.

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### **PHI100: STATEMENT OF BASIC PEDAGOGY**

During my probationary period, I have devoted myself to teaching primarily lower-level coursework. PHI100 is a course that I have taught 6 times in the last 5 years. Unlike my typical coursework, this course is a disciplinary class. It fulfills the UK humanities Core requirement for all students.

As an exemplary philosophy course, this Introduction to Philosophy is designed around **three simple but fundamental outcomes**. At the conclusion of my class, students should be able to (i) write well at the basic college level, (ii) apply distinct techniques and skills for reading at the college level, and (iii) demonstrate an aptitude for speaking clearly, precisely, and elegantly on complex but fundamental topics.

The materials contained herein articulate the way I achieve these outcomes in this class. Additionally, the CANVAS documents show the design of my LMS, which is structured to achieve **DEI objectives** essential to my pedagogy.

*(left blank intentionally)*

## Sandmeyer – 3.a. Course Materials – PHI100 Introduction to Philosophy: Knowledge & Reality

Use bookmarks in PDF to jump to section pages for explanation of contents and pedagogy.

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### PHI100: Syllabus & Daily Schedule

I created a simple thematic structure to this class as outlined in **the syllabus**. The diversity and number of assignments reflects evidence-based pedagogy. No individual graded work has greater weight than 10% of the total score. This model both reduces student anxiety and increases participation with the course. Further, the schedule of class assignments includes a number of exercises within the first 6-weeks of term, which is especially important for identifying students struggling in 100- and 200-level classes. As noted, PHI100 fulfills a Core Requirement for students, i.e., the Intellectual Inquiry in the Humanities requirement. Consequently, the outcomes defined in this syllabus are commensurate with the outcomes defined by the university for this requirement. (See the Rubrics and Templates section of this Teaching Portfolio for UK Template for this Core class.) Both class-specific and Core-specific outcomes are stated in the syllabus.

The **daily schedule** lays out both the thematic structure of the class and day-to-day schedule providing links to all lessons, readings, and home assignments. This page is, I tell my

students, a "one stop shop" for the class. This course is designed around two simple concepts: knowledge and reality (or epistemology and metaphysics). To introduce students to philosophy, particularly to the study of metaphysics and epistemology, my class has a simple structure. In unit one, we study the confrontation between the philosopher and the sophist in ancient Greece. This allows students to develop an understanding of what the philosopher is and why these two concepts, particularly, are so important to philosophical inquiry. Unit two and three concern metaphysics and epistemology, respectively. In brief, this class revolves around three fundamental philosophical disputes: the dispute between Socrates, or more precisely, Plato and the Sophists over the relativity of knowledge, the dispute between Plato and Aristotle on the nature of being, and the dispute between the rationalists and the empiricists, i.e., Descartes and Hume, over the nature of knowledge.

MWF 2:00pm - 2:50pm (CB 246)

**PHI 100.001**  
Intro to Philosophy:  
Knowledge & Reality

Fall 2021

## Syllabus

### Contact Information

#### Professor Bob Sandmeyer, Ph.D.

[bob.sandmeyer@uky.edu](mailto:bob.sandmeyer@uky.edu)

pronouns: he/him/his

ph. 859-257-7749 (leave a message)

#### Two remarks on communications:

1. **Email Prof:** Email is preferred. Just click the "Email Prof" link at the top of every page in in Canvas. Do not send emails via the Canvas Inbox, since I probably won't see any of these emails. You may also call my office and leave a message.
2. **Response Time:** I will respond typically within 24 hours. Bear in mind, though, that I reply to emails only during business hours, i.e., M-F 9:00am – 5:00pm.

### Required Texts

#### eBook (link in [Daily Schedule](#))

Norman Melchert, *The Great Conversation: A Historical Introduction to Philosophy*, 8th edition. Custom edition.

#### Rental link:

<https://www.redshelf.com/book/1903572/great-conversation-8e-cust-uky-1903572-9780197631348-various>

#### All other readings

links embedded in the [Daily Schedule](#) and files located in [Files: Library](#).

### Sandmeyer's Online "Office" Hours

#### M & F 3:15pm - 4:15pm, E.S.T.

#### Schedule an Appointment:

[calendly.com/dr-sandmeyer/office-hours](https://calendly.com/dr-sandmeyer/office-hours)

(contact me, if scheduled times are inconvenient)

#### Zoom Address (for meetings online):

[uky.zoom.us/my/bobsandmeyer](https://uky.zoom.us/my/bobsandmeyer)

**Office:** 1429 Patterson Office Tower (in-person as needed)

### Course Description

PHI100 is an introduction to philosophical studies with emphasis on issues of knowing, reality, and meaning related to human existence. PHI100 is thus what we call an M & E class. That is to say, it is a class about metaphysics (M) and epistemology (E). **Metaphysics** is the branch of philosophy which studies being. **Epistemology** is that branch which studies the origin and nature of knowledge. This is why the official title of this class is "Introduction to Philosophy: *Knowledge* (epistemology) and *Reality* (metaphysics)."

Topically, this class has three units: (i) the search for knowledge, (ii) ancient metaphysics, and (iii) "modern" epistemology. During the first unit we will focus our study on the person of Socrates, a lover of wisdom *par excellence*. This study will demonstrate in what sense the search for knowledge is fundamental to philosophy. Socrates is a person committed to the search for knowledge as a way of life. Hence, he represents for us a kind of model of the philosopher

*per se*. Of special interest in this unit will be the contrast between Socrates and the sophists of his time. These sophists were nomadic or itinerant teachers whose vocation centered, by and large, on teaching the skills of persuasive speaking, i.e., what we today call rhetoric. During his life, Socrates was accused of being a sophist, an accusation against which he rejected entirely. So, during this unit we will seek to understand how the philosopher differs essentially, or if at all, from the sophist in regard to **the search for knowledge**?

In our second unit, we'll focus our regard on two ancient philosophers, Plato and Aristotle. Plato and Aristotle came to dominate all philosophy thereafter. Our main emphasis in this unit will be their **metaphysics**, their respective theories of being. To this end, we will focus, first, on Plato's concept of Form and, then, on Aristotle's concept of substance. We will thus seek to understand the similarity between the two ancient metaphysics systems but, even more so, what fundamentally differentiates these two philosophers metaphysics?

Lastly, we'll turn to what we call "modern" philosophy. Modern philosophy is not contemporary philosophy. By modern we mean those philosophies which mark the modern scientific worldview. Our focus will center on two modern **epistemological theories**, first, René Descartes' rationalist epistemology and, second, David Hume's empiricist epistemology. Of special interest in our study will be their theories of self-knowledge, i.e., how we know ourselves. That is to say, we will examine how, according, first, to the rationalist and, second, to the empiricist, one can possibly have an idea of oneself. Indeed, it will be a question whether one may be said to have such an idea of one's self. Consequently, during this final unit we will thus seek to understand how Descartes and Hume differ most significantly regarding the origin of the idea of one's own self?

### Schedule (in Outline)

See the [Daily Schedule](#) for the day-by-day agenda.

1. **The Search for Knowledge**
  - A. The sophists, Protagoras and, most particularly, Gorgias
  - B. The philosopher, Socrates
    - i. The *Apology* by Plato
  - C. Socrates, Meno (a student of Gorgias), and the search for knowledge
    - i. *Meno* by Plato
2. **Ancient Metaphysics**
  - A. Plato's theory of Form
  - B. Aristotle's concept of substance
    - i. *Categories* (section 5 only)
3. **Modern Epistemology**
  - A. René Descartes' rationalism
    - i. *Meditations on First Philosophy* (1st and 2nd meditations, particularly)
  - B. David Hume's empiricism
    - i. *A Treatise of Human Nature* (section VI: "Of personal identity" only)

### Learning Outcomes

This class aims to provide each student with a solid foundation in writing at the college level, distinct skills for reading at the college level, and competence in the clear expression of one's ideas verbally.

**PHI100 specific outcomes** – at the conclusion of this class, students will be able to:

- understand how to articulate and defend a thesis clearly, precisely, and concisely in writing;

- apply distinct skills to approach and comprehend college-level readings; and
- demonstrate aptitude at expressing complex and difficult ideas in clear and simple language.

**General UK Core outcomes** – at the conclusion of this class, students will be able to:

- present and critically evaluate competing interpretations through analysis and argumentation in writing and orally.
- distinguish different philosophical schools and periods according to the varying approaches and viewpoints characterized therein.
- identify the values and presuppositions that underlie the world-views of different cultures and different peoples over time as well as one's own culture.
- apply vocabulary, concepts, and methodology appropriate to the philosophies studied in this class in written work and in classroom discussions.
  - conduct a sustained piece of analysis that makes use of logical argument, coherent theses, and evidence.

## Grading

### Grading Scale

A = 100% - 90%  
 B = 89% - 80%  
 C = 79% - 70%  
 D = 69% - 60%  
 F = ≤59%

Students will be provided with a midterm evaluation grade (by the midterm date) that reflects course performance based on criteria laid out below.

### Reading Quizzes

**35 %**

- online multiple-choice and true-false reading quizzes for most readings;
- these assignments are due *before* the class during which we discuss the reading, typically;
- students may drop the lowest single quiz;
- final quizzes score = total correct / total possible.

### End of unit papers

**30 %**

- score for each paper will be determined by a rubric, provided with paper assignment;
- all papers assigned must be produced by the student; see academic integrity conditions below;
- final paper score = cumulative earned score for all three papers / total possible.

### Unit Tests (in-class)

**15 %**

- one test per unit, i.e., three tests altogether - none cumulative in scope
  - Test #1: Oct 1
  - Test #2: Oct 29
  - Test #3: Dec 15 (at 3:30pm)
- unit tests will have format similar to the online reading quizzes, i.e., multiple choice or true/false
- each test has equal weight, 5% total grade
- final test score = total correct / total possible

### Occasional Writing Exercises

**15 %**

- an indeterminate number of small writing exercises will be



- associated with each paper;
- each of these occasional writing exercises will be graded for completeness only;
- each counts for 1 point; a half point will be given for incomplete submissions;
- drop the lowest single score;
- final score = cumulative earned score for all occasional writing assignments / total possible.

## Attendance

5 %

- attendance will be taken via attendance survey during class;
  - **do not attend class if you are feeling unwell, or if someone with whom you've been in contact is feeling unwell.**
  - if you cannot meet during class time, email the professor to let him know - ideally *before* that class
    - students will be allowed to complete any missed work due to an excused absence
    - missed work due to excused absence must be completed within one week upon return to the class at the very latest
- each attendance counts for 1 point
- final attendance score = total attendance surveys completed / total number of attendance surveys

## Teaching and Learning in a Time of Crisis

The pandemic does not appear to be diminishing, and its impacts will be long lasting. Hence, in my opinion we are still operating in a time of crisis.

By definition, a crisis is a time of decision. While the virulence is currently waning in this country, local conditions can create unique difficulties. It is up to each of us to take responsibility for the decision to learn and expand ourselves in this unique setting and to make this semester as successful as possible.

- First, I want to say that **if you ever need to talk to me**, please contact me ([bob.sandmeyer@uky.edu](mailto:bob.sandmeyer@uky.edu)). If you are struggling, I will do what I can to help you.
- There will be many uncertainties this semester. The key to confronting these is **consistent and clear communication** between the instructor and students.
  - **Coursework**
    - Follow the [Daily Schedule](#).
      - **Check this page regularly**, at least three times a week.
        - Alterations to this schedule will be indicated by the "Date of last update" marker at the top of the page.
      - Each day's lesson(s) will be embedded the [Daily Schedule](#). Consequently, no matter if we meet in person or not, you will need to work through lessons available online.
    - Homework assignments will be announced in both the Daily Schedule and the Daily Lessons.
  - **Class-wide messages**
    - I will send messages to the class as a whole via the [Announcements](#) function in Canvas.
    - Make sure your Canvas settings push these notifications to your email or your phone: [check your notification settings](#).

- **Individual Communications**

- Send emails by *clicking the "Email Prof" link* at the top of every page in Canvas.
- Or email the professor at [bob.sandmeyer@uky.edu](mailto:bob.sandmeyer@uky.edu)
  - Always include the phrase **"PHI100" in the subject of your email.**
- Do not use Canvas Inbox for email communication.

- **Be Proactive**

- Contact me *before* a problem arises. I will try to do the same.
- If you are unable to contact me in advance of an issue, you must - at the latest - contact me as soon as you return to the class.

## In-Person Instruction

- For this to work, all students must abide by [University-wide COVID-19 restrictions](#).
  - For the record, Professor Sandmeyer has a family member who is immunocompromised. Teaching the class in-person thus entails genuine risks for this individual. There are other members of the class who likely have family or friends who are at risk. Given the nature of this virus, each student attending the class correspondingly has to accept responsibility for their behavior both inside and outside the classroom. **By participating in-person in this class, each student thus agrees to act in a responsible manner both in- and outside of it.**
- Students are expected to have facility using a word-processing system and document reader software such as Microsoft Word and Adobe Acrobat, respectively. These two systems, Word and Acrobat, are available freely to all students at [Microsoft Downloads](#) or [download.uky.edu](http://download.uky.edu).

**Do not attend class if you are feeling unwell, or if someone with whom you've been in contact is feeling unwell. Contact me (via "Email Prof" above) before class or that same day, at the latest, if you miss class because of (suspected) illness.**

## Face Covering/Distancing Policy

- In accordance with University guidelines, students must wear [UK-approved face coverings](#) in the classroom and academic buildings (e.g., faculty offices, laboratories, libraries, performance/design studios, and common study areas where students might congregate). If UK-approved face coverings are not worn over the nose and mouth, students will be asked to leave the classroom.
- Masks and hand sanitizer can be found in the class building, if needed.
- Students should not move chairs or barriers in classrooms, if such exist. If called for by the university, students should socially distance at all times, leaving a six (6) foot radius from other people.
- Students should leave enough space when entering and exiting a room. Students should not crowd doorways at the beginning or end of class.
- If student(s) refuse these policies, in-person class may be canceled until the situation is resolved.

## Academic Integrity

Everyone understands that while cheating may be tempting, in all cases it is wrong. Do not cheat or plagiarize! If the professor determines that a student or group of students has cheated or that a student has plagiarized any part of any assignment, he/she/they may, at the very least, receive a grade of zero for the assignment without the possibility of redoing the assignment. Be forewarned, though, that *evidence of cheating or plagiarism may also result in course*

*failure*. If the case is especially egregious, the issue will be directed to the appropriate University Dean and the student will receive a grade of XE/XF for the course.

As per the [Ombud's definition](#), academic integrity requires creating and expressing one's own ideas in all course work including draft and final submissions; acknowledging all sources of information properly; completing assignments independently or acknowledging collaboration (when collaborations are allowed); accurately reporting one's own research results; and honesty during examinations. Further, academic integrity prohibits actions that discriminate and harass on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation. **By participating in this class, you accept the injunction not to cheat in any way. You also agree to comport yourself with integrity and honor throughout the semester.** You further agree to have all or some of your assignments uploaded and checked by anti-plagiarism or other anti-cheating tools.

Further, each student affirms that they will act with honor and integrity to fellow students, the professor, and the course grader.

Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>; see especially "Rights and Responsibilities" and "Academic Integrity." A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information.

## Accommodations

In accordance with federal law, if you have a documented disability that requires academic accommodations, please inform your instructor as soon as possible during scheduled office hours. In order to receive accommodations in a course, you must provide your instructor with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the [Multidisciplinary Science Building](#), Suite 407. You can reach them via phone at (859) 257-2754, via email ([drc@uky.edu](mailto:drc@uky.edu)) or visit the DRC website ([uky.edu/DisabilityResourceCenter](http://uky.edu/DisabilityResourceCenter)). DRC accommodations are not retroactive and should therefore be established with the DRC as early in the semester as is feasible.

## University Senate Policy Statements

For the University of Kentucky's official policies, see the following UK Senate pages

- [Campus-wide University Senate policies](#) (absences, make-up work, prep week & reading days, and accommodations)
- [Academic Offenses Rules for Undergraduate and Graduate Students](#)
- [Syllabus Statement on Diversity, Equity, and Inclusion \(DEI\)](#)

I also highly recommend looking at the UK Senate page detailing [Resources Available to Students](#)

## Class Recordings

See the University of Kentucky Senate page on [Classroom Recordings](#). The University of Kentucky's [Code of Student](#)

[Conduct](#) defines Invasion of Privacy as using electronic or other devices to make a photographic, audio, or video record of any person without their prior knowledge or consent when such a recording is likely to cause injury or distress. Video and audio recordings by students are not permitted during the class unless the student has received prior permission from the instructor. Any sharing, distribution, and or uploading of these recordings outside of the parameters of the class is prohibited. Students with specific recording accommodations approved by the [Disability Resource Center \(DRC\)](#) should present their official documentation to the instructor.

### **Course Copyright**

All original instructor-provided content for this course, which may include handouts, assignments, and lectures, is the intellectual property of the instructor. Students enrolled in the course this academic term may use the original instructor-provided content for their learning and completion of course requirements this term, but such content must not be reproduced or sold. Students enrolled in the course this academic term are hereby granted permission to use original instructor-provided content for reasonable educational and professional purposes extending beyond this course and term, such as studying for a comprehensive or qualifying examination in a degree program, preparing for a professional or certification examination, or to assist in fulfilling responsibilities at a job or internship; other uses of original instructor-provided content require written permission from the instructor(s) in advance.

### **Final Remark**

This syllabus is a contract between the professor and student. Participation in the class indicates the student understands and accepts the terms of this syllabus, i.e., the requirements laid out herein.

MWF 2:00pm - 2:50pm (CB 246)

**PHI 100.001**  
Intro to Philosophy:  
Knowledge & Reality

**Fall 2021**  
Syllabus

### Daily Schedule

(last update: 01 Dec)

<i>Date</i>	<i>Day</i>	<i>(links open at time of class, unless flipped)</i> <b>Lesson</b>	<i>(due on day listed)</i> <b>Homework</b>
08/23	Mon	<a href="#">Welcome</a>	1. Bring pen and paper for taking notes to next classes
08/25	Wed	<a href="#">Navigating the course &amp; the syllabus</a>	1. Read/Study: <a href="#">PHI100 Syllabus</a> 2. <a href="#">Rent Textbook</a> (do this today)
08/27	Fri	<a href="#">A philosophical exercise</a>	1. <b>Quiz #01: Syllabus</b> ◦ <a href="#">Submit Quiz Online</a> 2. <b>Writing Exercise 01: the problem of the one and the many</b> ◦ <a href="#">Submit Online</a>

### The Search for Knowledge

08/30	Mon	<a href="#">Ancient Philosophy: The Sophists</a>	1. Read <a href="#">Melchert</a> , pp. 5-12 (to "Relativism") 2. <b>Quiz #02</b> ◦ <a href="#">Questions</a> ◦ <a href="#">Submit Quiz Online</a>
09/01	Wed	<a href="#">The Sophists and the Power of Language</a>	1. Read <a href="#">Melchert</a> , pp. 12-23 (to "Athens and Sparta at War") 2. <b>Quiz #03</b> ◦ <a href="#">Questions</a> ◦ <a href="#">Submit Quiz Online</a> 3. <i>Recommended:</i> <a href="#">Gorgias - selections</a> , pp. 131-133
09/03	Fri	<a href="#">The Sophists</a> (flipped class)	1. Before class, work through the lesson (link to the left) 2. <b>Writing Exercise 02: the power of language</b> ◦ <a href="#">Submit Online</a>
09/06	Mon	<i>Labor Day - Academic Holiday</i>	
09/08	Wed	<a href="#">Socrates in Context</a>	1. Read <a href="#">Melchert</a> , 25-35

09/10	Fri	<a href="#">Plato's <i>Apology</i> - Is Socrates a Sophist?</a> (no in-person class today)	<ol style="list-style-type: none"> <li>The homework for today is detailed in today's lesson.</li> <li><b>Writing Exercise 03: the accusations against Socrates</b> <ul style="list-style-type: none"> <li><a href="#">Submit Online</a> (due by 11:59pm today)</li> </ul> </li> </ol>
09/13	Mon	<a href="#">Plato's <i>Apology</i> - Is Socrates a Sophist?</a>	<ol style="list-style-type: none"> <li>Re-read <a href="#">Melchert</a>, pp. 50-56 (<i>Apology</i>, <a href="#">17a-28a</a>) (to "I do not think, gentlemen of the jury...")</li> <li>Handout: <a href="#">Analysis of Plato's <i>Apology</i></a></li> </ol>
09/15	Wed	<a href="#">Plato's <i>Apology</i> - Socrates' Defense</a>	<ol style="list-style-type: none"> <li>Re-read Melchert, pp. 50-63 (<i>Apology</i>, <a href="#">17a-42a</a>)</li> <li><b>Quiz 04</b> <ul style="list-style-type: none"> <li><a href="#">Questions</a></li> <li><a href="#">Submit Quiz Online</a></li> </ul> </li> </ol>
09/17	Fri	<a href="#">Academic Writing &amp; First Paper Assignment</a> (flipped class)	<ol style="list-style-type: none"> <li>Before class, work through today's lesson (link to the left)</li> <li><b>Academic Integrity Quiz</b> <ul style="list-style-type: none"> <li><a href="#">Submit Quiz Online</a></li> </ul> </li> </ol>
09/20	Mon	<a href="#">Plato's <i>Meno</i> (70a-80d, Definitions of Virtue)</a>	<ol style="list-style-type: none"> <li>Library: <a href="#">Plato - <i>Meno</i></a> (70a-80d)</li> <li>Handout: <a href="#">Outline - Plato's <i>Meno</i></a></li> <li><b>Quiz #05</b> <ul style="list-style-type: none"> <li><a href="#">Questions</a></li> <li><a href="#">Submit Quiz Online</a></li> </ul> </li> </ol>
09/22	Wed	<a href="#">Plato's <i>Meno</i> (80d-86d, Meno's Paradox &amp; Socrates' Reply)</a>	<ol style="list-style-type: none"> <li>Library: <a href="#">Plato - <i>Meno</i></a> (80d-86d)</li> <li>Handout: <a href="#">Outline - Plato's <i>Meno</i></a></li> <li><b>Quiz #06</b> <ul style="list-style-type: none"> <li><a href="#">Questions</a></li> <li><a href="#">Submit Quiz Online</a></li> </ul> </li> </ol>
09/24	Fri	<a href="#">Online class: writing paper #1</a> (no in-person class today)	<ol style="list-style-type: none"> <li>Work through today's lesson at home.</li> </ol>
09/27	Mon	<a href="#">Writing Thesis Defense Papers</a>	<ol style="list-style-type: none"> <li><b>Writing Exercise 04: Meno's Paradox &amp; Socrates' Rejoinder</b> <ul style="list-style-type: none"> <li><a href="#">Submit Online</a> (due by class time today)</li> </ul> </li> </ol>
09/29	Wed	<a href="#">Test prep</a>	<ol style="list-style-type: none"> <li>Before class, study the quiz questions (quizzes 02-06). Come with questions about specific questions you missed</li> </ol>
10/01	Fri	<a href="#">Test #1 (in-class)</a>	
10/03	Sun		<b>Submit Paper #1: The Philosopher</b>

## 2. Unit - Ancient Metaphysics (Plato & Aristotle)

10/04	Mon	<a href="#">Plato of Plato's Socrates</a>	1. (complete and submit paper over weekend)
10/06	Wed	<a href="#">Plato's metaphysics - the Forms</a>	1. Read <a href="#">Melchert</a> , 82-102 2. Handout: <a href="#">Plato's Divided Line</a> 3. ( <a href="#">Quiz 07</a> open)
10/08	Fri	<a href="#">Plato - the Myths &amp; Notion of the Soul</a>	1. Read <a href="#">Melchert</a> , 102-113 2. <b>Quiz #07</b> (over Melchert, pp. 82-113) ◦ <a href="#">Questions</a> ◦ <a href="#">Submit Quiz Online</a> 3. <b>Writing Exercise 05: Plato's Notion of Form</b> ◦ <a href="#">Submit Online</a> (due by class time today)
10/11	Mon	<a href="#">Aristotle's Categories: Substance in the Primary &amp; Secondary Sense</a>	1. Read <a href="#">Aristotle - Categories 5</a> 2. Handout: <a href="#">Aristotle - Categories-Causation</a> 3. (quiz 08 open)
10/13	Wed	<a href="#">Aristotle's Categories: Substance &amp; Accident</a>	1. Read <a href="#">Aristotle - Categories 5</a> 2. <b>Quiz #08</b> (over all of Aristotle - Categories) ◦ <a href="#">Questions</a> ◦ <a href="#">Submit Quiz Online</a>
10/15	Fri	<a href="#">Aristotelian Metaphysics</a>	1. Read <a href="#">Melchert</a> , pp. 116-121 2. <b>Quiz #09</b> (this quiz will stay open until Sunday 11:59pm - submissions after Friday's deadline will not be penalized) ◦ <a href="#">Questions</a> ◦ <a href="#">Submit Quiz Online</a> 3. Handout: <a href="#">Aristotle - Categories-Causation</a>
10/17	Sun		1. <b>Writing Exercise 06: Aristotle's Concept of Form</b> ◦ <a href="#">Submit Online</a> (due by 11:59pm today)
10/18	Mon	<a href="#">Second Paper Assignment - Writing Philosophy Papers</a>	1. Read: <a href="#">Seech-Harvey - Writing Philosophy Papers</a> (read this document, but also study it as you write your papers) 2. [ <b>Quiz #10</b> , though due Friday, will open after class today]
10/20	Wed	<a href="#">Aristotelian Causation: the four because</a>	1. Read <a href="#">Melchert</a> , pp. 126 (from "The

			World") - 137 (to "The Soul") 2. Handout: <a href="#">Aristotle - Categories-Causation</a>
10/22	Fri	<a href="#">Aristotelian Causation &amp; Concept of Soul</a>	1. <b>Quiz #10</b> (over Melchert, pp. 126-137) ◦ <a href="#">Questions</a> ◦ <a href="#">Submit Quiz Online</a>
10/25 - Academic Midterm			
10/25	Mon	<i>Fall Break - Academic Holiday</i>	
10/27	Wed	<a href="#">Paper Writing</a>	
10/29	Fri	<a href="#">Test #2</a>	
10/31	Sun		<b>Submit Paper #2: Ancient Metaphysics (Draft)</b> (must submit this draft in order to submit final)
<b>3. Unit - Modern Epistemology (Descartes &amp; Hume)</b>			
11/01	Mon	<a href="#">Aristotle &amp; Descartes on the Soul</a>	
11/03	Wed	<a href="#">Descartes' Dualistic Metaphysics</a>	
11/03 - Last day to withdraw from the University or reduce course load.			
11/04	Thurs	<a href="#">Setup online meeting for help on paper (Thurs 10-3)</a>	
11/05	Fri	<a href="#">Setup a paper appointment (Fri 2-4)</a> (No in-person class today)	1. <a href="#">outline your paper</a> - all <b>parts organized logically</b> to support the main thesis 2. <b>cite all evidence</b> properly used to support your claim 3. <b>thesis clearly links</b> all parts of the paper together 4. write distinct opening and formal closing paragraphs 5. read Paper #2 assignment again before final submission
11/07	Sun		<b>Submit Paper #2: Ancient Metaphysics (Final)</b>
11/08	Mon	<a href="#">Descartes' First Meditation: skeptical method</a>	1. Read <a href="#">Melchert</a> , pp. 188-197 (to Meditation II) 2. Handout: <a href="#">Descartes's Meditations I-III</a>
11/10	Wed	<a href="#">Descartes' Second Meditation: <i>cogito ergo sum</i></a>	1. Re-read First Meditation, <a href="#">Melchert</a> , pp. 193-196 (from outline on page 196b to end of First Meditation) 2. <b>Quiz #11</b> (over 193-196) ◦ <a href="#">Questions</a> ◦ <a href="#">Submit Quiz Online</a> 3. Read <a href="#">Melchert</a> , pp. 197-199a (thru first two paragraphs <i>only</i> )



11/12	Fri	<a href="#">Descartes' Second Meditation: rationalist epistemology</a> (wax example)	1. Read <a href="#">Melchert</a> , pp. 197a - 203a (from "Let us consider the things commonly taken..." to Meditation III)
11/15	Mon	<a href="#">Descartes' Third Meditation (first part)</a>	1. Read <ol style="list-style-type: none"><li>1. <a href="#">Melchert</a>, pp. 203 - 205a (Descartes) (from Meditation III to "Still, it seems to me that there may be a way...")</li><li>2. <a href="#">Melchert</a>, pp. 209b - 211a (Melchert) (from "Commentary &amp; Questions" to "Q28")</li></ol> 2. <b>Quiz #12</b> (over Meditation II, 197a-200b) <ul style="list-style-type: none"><li>◦ <a href="#">Questions</a></li><li>◦ <a href="#">Submit Quiz Online</a></li></ul>
11/17	Wed	<a href="#">Descartes' Third Meditation (second part)</a>	1. Read Descartes ( <a href="#">Melchert</a> ), pp. 205a - 209a (from "Still, it seems to me that there may be a way..." to end of III) 2. <a href="#">Melchert</a> , pp. 209b - 211a (Melchert)
11/19	Fri	<a href="#">Cartesian Rationalism (writing in-class)</a>	1. n/a
11/22	Mon	<a href="#">Optional Writing Meetings (sign-up here by 10am latest)</a>	1. <b>Writing Exercise 07: Descartes' Rationalism</b> <ul style="list-style-type: none"><li>◦ <a href="#">Submit Online</a> (due by 11:59pm today)</li></ul>
11/24	Wed	<i>Thanksgiving Break - Academic Holiday</i>	
11/26	Fri		
11/29	Mon	( <a href="#">Class Cancelled</a> , but please complete the Melchert reading)	1. Read <a href="#">Melchert</a> , pp. 166a - 170b (to "language and Essence")
12/01	Wed	<a href="#">British Empiricism: Hume's Theory of Ideas</a>	1. Read <a href="#">Hume - Personal Identity</a> , pp. 251-258
12/03	Fri		1. Read <a href="#">Hume - Personal Identity</a> , pp. 251-263
12/05	Sun		1. <b>Quiz #13</b> (over Hume - Personal Identity 251-263) <ul style="list-style-type: none"><li>◦ <a href="#">Questions</a></li><li>◦ <a href="#">Submit Quiz Online</a></li></ul> 2. <b>Writing Exercise 08: Hume's Empiricism</b> <ul style="list-style-type: none"><li>◦ <a href="#">Submit Online</a> (due by 11:59pm)</li></ul>

12/06	Mon	No class this week. Thank you for all your hard work this semester. Don't forget to complete the Teacher Course Evaluations - link in Canvas banner.	<ul style="list-style-type: none"><li>• <i>Highly Recommended</i><ol style="list-style-type: none"><li>1. Read <a href="#">Melchert</a>, pp. 235a - 239b (to "Causation")</li><li>2. Read <a href="#">Melchert</a>, pp. 2245a - 247b (read the "Disappearing Self" section)</li></ol></li></ul>
12/08	Wed		
12/10	Fri		
12/10	Fri	<i>Reading Day - no class</i>	
12/12	Sun		Submit Paper #3: <a href="#">Modern Epistemology (by 11:59pm)</a>
12/15	Wed	Test #3 (cancelled)	

## Sandmeyer – 3.a. Course Materials – PHI100 Introduction to Philosophy: Knowledge & Reality

Use bookmarks in PDF to jump to section pages for explanation of contents and pedagogy.

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### PHI100: LMS – Canvas Design

The unique design of the learning management system (LMS) used to interface with students has an important place in my pedagogy. All of my classes conform to the **Principles of Universal Design**. (See my DEI statement for a more detailed discussion of this.) Every page in my Canvas shell has an identical style, which is exemplified in the documents here. My LMS is designed around pages rather than modules. That is, every page which the student accesses has the same header, and this header includes the following: (i) information to reach tech support, (ii) a link to the daily schedule, (iii) my email address, which when clicked opens their email software and configures the email appropriately, (iv) a link back to the front page of the class, (v) class details such as course prefix, number, section, class title, and class location, and (vi) a link to the course syllabus. This intuitive structure is, indeed, shaped by the first three UI principles: equitable use, flexibility in use, and simple and intuitive use. As I write all the code to the pages in my course LMS, myself, all course content is accessible to the widest diversity of abilities and learning preferences.

The structure of every one of my classes includes **four basic pages**: (i) *a static front page* which includes course information, contact data, and frequently asked questions (FAQ), (ii) *a navigation page* which details the structure of the course CANVAS site and includes instructions for use, (iii) *a dynamic daily schedule*, i.e., the so-called "one stop shop" by which students can access everything they need to succeed in the class, and (iv) *the daily lesson*, every one of which includes a statement of lesson objectives, links to the readings and assignments relevant to that class, the content of the lesson, itself, and the homework for next class (or due soon). The simple functionality of my interface design has proven especially invaluable in light of the severe interruptions and chaos of online modalities imposed on students since the beginning of the COVID pandemic.

MWF 2:00pm - 2:50pm (CB 246)

**PHI 100.001**Intro to Philosophy:  
Knowledge & Reality**Fall 2021**[Syllabus](#)**Contact  
Information:****Bob Sandmeyer, Ph.D.***pronouns: he/him/his*[bob.sandmeyer@uky.edu](mailto:bob.sandmeyer@uky.edu)

(always include "PHI100" in subject line)

— do NOT use Canvas Inbox —**ph. 859-257-7749**

(leave a message)

**Office Hours:  
(online)****MF 3:15pm - 4:15pm***Schedule an Appointment*<https://calendly.com/dr-sandmeyer/office-hours>

(or contact me, if these times are inconvenient)

**Office - In Person:** 1429 Patterson Office  
Tower**Zoom Address - Online:**[uky.zoom.us/my/bobsandmeyer](https://uky.zoom.us/my/bobsandmeyer)

(password: Sandmeyer)

**Course FAQ****Question:****How do I navigate this course?**

The [Daily Schedule](#) (link at top-left of every page) is **the most important page** in the Canvas shell; it is a "one-stop shop" for everything you need to do to complete the class assignments. If this is your first encounter with this class, check out the [Course Navigation](#) page by clicking the link in this sentence or in the green bar at the top of this page for a full overview.

**Question:****How do I contact the professor?**

Do NOT use the Canvas Inbox feature, as it is distinctly possible I will not see the email. Rather, email me directly. Just click the link: **Email Prof: [bob.sandmeyer@uky.edu](mailto:bob.sandmeyer@uky.edu)** at the top of every page in this class Canvas site. Whenever you email me, include "PHI100" in the subject line.

**Question:****Given the importance of course-wide communications, how can I make sure I get an email or text of course announcements?**

Double-check that your Canvas notification settings are configured so that you receive course announcements in a timely manner. Click this link: [How do I set my Canvas notification preferences as a student?](#)

**Question:****What is the best way to access the course content?**

Access to the course content is best with **a web browser on a computer or mobile device**, e.g., [Chrome](#). But the Canvas app ([iOS](#) or [Android](#)) will also work. Any additional software you need for the course can be obtained for free at [download.uky.edu](https://download.uky.edu).

**Question:****How do I use Canvas?**

First off, ask your professor or a friend in the class for help. Typically, though, if you have questions about how to use or problems with Canvas, you can find an answer to your questions in one of the CANVAS guides (below) first. If you cannot find an satisfactory answer, [click the Help button inside Canvas](#) to open a support request, start a live chat, or find the toll-free number whenever you need help.

- [Canvas Student Guide](#)
- [Canvas Mobile Guide](#)

Mobile APP

- [iOS CANVAS Student App](#)
- [Android CANVAS Student App](#)

#### Question:

**If something goes wrong because of a technological problem, can I still submit my work - even if it is past the posted deadline?**

Typically, yes. If something goes wrong because of a technological problem, do two things. First, to resolve the problem contact tech support by clicking the Technology Problems link at the top of every page. Second, contact the professor ASAP about this, i.e., *before* the assignment deadline if at all possible, by clicking the Email Prof link, also at the top of every page.

### Contact ITS Customer Services

If you have technical problems, please contact ITS Customer Services. Click the Technology Problems link at top of every page. After consulting with Customer Services, also please let the professor know of the issue.

- [Minimum Technical Requirements for UK courses and suggested hardware, software, and internet connection recommendations.](#)
- For assistance with Canvas, please call 1-844-480-0838 or click the help button for additional options.
- For 24/7 immediate technical assistance, please contact **ITS Customer Services at 859-218-HELP (4357)** or visit the Technology Help Center @ <https://uky.service-now.com/techhelp>. For assistance with non-urgent matters, email [218help@uky.edu](mailto:218help@uky.edu).

**PHI 100.001**  
Intro to Philosophy:  
Knowledge & Reality

**Fall 2021**  
Syllabus

## *How to Navigate This Course*

### Basics of the Canvas Site

Links to the daily schedule, the professor's email, and tech support are embedded at the top of every page.

#### Frontpage (Home)

Static opening page for course Canvas site. Contains contact information for professor, section times and locations, course FAQ, and Tech Support information.

#### Daily Schedule (link at top-left of every page)

This is **the most important page** in the Canvas shell. The link for this page is located in the green banner at top of any course page. The Daily Schedule is designed to be a "one-stop shop" for everything you need to complete the course, i.e., the course calendar, daily readings, assignments, homeworks, etc. *Consult this page every day of class.*

### Daily Schedule: information available in this page

- **Class Information:** Time and location information for both lecture and recitation sections.
- **Lecture Calendar:** a day-by-day schedule of course activities for the entire semester. (As this content may change during the semester, see the update stamp in the header.)
  - **Class Date**
  - **Lesson**
    - Click this link to access the daily lesson, which contains lesson objectives, lesson content for that day, and the homework for next lecture. Regardless of teaching modality, that is, whether face-to-face or remote instruction, *consult this page every day of class.*
  - **Homework**
    - Make sure to bring assigned reading material to the relevant class.
    - All assignments are due on the date listed here in the calendar.

### Canvas Banner

- Announcements
  - Announcements will be made whenever an assignment is posted, an event of note occurs, or a university-wide announcement bears repeating.
- Assignments
  - Links to all assignments can be found here, in addition to each assignment being linked in the Daily Schedule.
- Files
  - Some readings and all handouts provided during the semester are located here. Links for these are embedded in the Daily Schedule.
- Grades
  - As the name suggests, check your grades here.
- Pages
  - Every important page is embedded in the Daily Schedule or in the daily lessons. However, this link takes you to a catalog of all pages created for this course.
- People
  - Get in touch with the other students in the class.
  - Important: use regular email ([bob.sandmeyer@uky.edu](mailto:bob.sandmeyer@uky.edu)) to contact professor rather than the Canvas email system.
    - *(include course number "PHI100" in subject line of all emails.)*
- **Teacher Course Evaluation**
  - link available at the conclusion of the course

## Sandmeyer – 3.a. Course Materials – PHI100 Introduction to Philosophy: Knowledge & Reality

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### PHI100: Teaching the Skill of Speaking Well

A **fundamental outcome** students should be able to demonstrate after taking my classes is an aptitude for speaking clearly, precisely, and elegantly on complex but fundamental topics. The documents included in this section show one thing I do to teach this skill.

- Typically, I devote the first lesson of the semester to the problem of the one and the many. I find a square in the stonework of the classroom. Pre-figuring Socrates' exercise with the slave boy in Plato's dialogue, *Meno*, a basic text in PHI100, I then ask my students how to double this square
- I pose two questions to the class: (i) what is a square by definition and (ii) how many squares have we identified.
  - The technique I use here is "**Think Pair Share**." Students write out a brief answer to the question themselves. They discuss this question with a partner. Then we discuss the various answers together.



- We discuss their answers together in class. The aim of this exercise is twofold
  - First, the lesson prefigures a major philosophical conundrum at the heart of all three units.
  - Second and most relevant here, I am very careful in the class to explain **the criteria of well-formulated answers**. These criteria are three, listed here in order of importance:
    - clarity of expression,
    - succinctness of presentation,
    - and style of language.

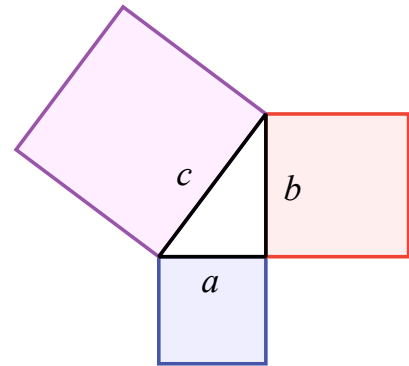
The documents included here represent a single exercise, which takes place during the first week of the semester. The key to my technique is that the basic structure of this exercise is practiced week after week over the whole term. Eventually, the criteria become internalized as students develop the ability speak clearly and distinctly on any subject.

*(left blank intentionally)*

MWF 2:00pm - 2:50pm (CB 246)

**PHI 100.001**Intro to Philosophy:  
Knowledge & Reality**Fall 2021**[Syllabus](#)***Writing Exercise 01*****— the one and the many —**

Consider a right angle triangle, for instance, the triangle  $abc$  as depicted here to the right. Each line of the triangle, i.e.,  $a$ ,  $b$ , and  $c$ , are all different lengths. Hence, the squares determined by each of these lines is of a different area. That is to say, the square made with line  $a$  is smaller than squares  $b$  and  $c$ ; the square made with line  $b$  is larger than  $a$  but smaller than  $c$ ; and, lastly,  $c$  is larger than both  $b$  and  $a$ .



Write one paragraph, at most two, in which (i) you explain what a square is and then (b), given that definition, explain how many squares are there in the diagram. Explain your reasoning, i.e., the reasons why you assert there are x number of squares.

Start your paragraph with these words: "By definition, a square is..." Use your own words. Don't use a dictionary or any other source to write your paragraph.

**Submit your paragraph here before Friday's class. But bring a copy of your paragraph to class on Friday, also.**

*I recommend writing your paragraph, first, and saving it to your computer. Then, paste it into the assignment.*

MWF 2:00pm - 2:50pm (CB 246)

**PHI 100.001**Intro to Philosophy:  
Knowledge & Reality**Fall 2021**Syllabus

Lesson Date	Lesson Objectives	Homework for next lesson
<b>27 AUG Friday</b>	<p><b>With this lesson, students should be able to:</b></p> <ol style="list-style-type: none"> <li>1. in regard to the philosophical exercise below <ul style="list-style-type: none"> <li>◦ explain what is the principle of non-contradiction</li> <li>◦ explain whence comes the idea of perfection</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Read Melchert, pp. 5-12 (to "Relativism")</li> <li>2. Complete Quiz #02 (links in Daily Schedule)</li> </ol>

**A Philosophical Exercise****Readings & Resources In Use Today**

- **Quiz 01:** Syllabus
- **Writing Exercise 01:** the problem of the one and the many

**1. Navigating the Course & Syllabus**

See previous two days' lessons, esp. learning objects

- 23 Aug - [Welcome](#)
- 25 Aug - [Navigating the course & the syllabus](#)

**Cancelled class Wednesday 8/25**

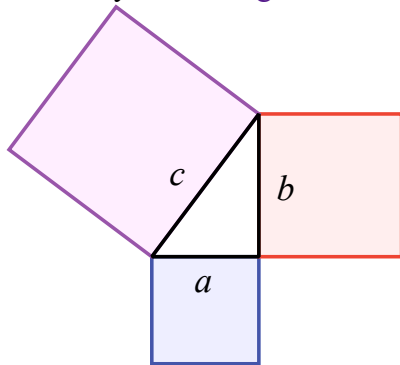
- **Important Announcements**
  - Letters of Accommodation
  - COVID-19 & Class Absences
  - [Rent Textbook](#)
  - [Cornell Note-Taking Method](#)
- **Syllabus**
  - Three part structure (3 units)
    1. the search for knowledge
      - How does the philosopher differ most fundamentally from the Sophist in regard to the search for knowledge?
    2. ancient metaphysics
      - What is the most important metaphysical difference between Aristotle's concept of substance and Plato's concept of Form?

3. modern epistemology
  - How do Descartes and Hume differ most fundamentally regarding the origin of the idea of myself?
- Assessment
  - 35%: **Online Reading Quizzes**
    - due *before* class to which assigned
    - questions provided in advance
  - 15%: **In-Class Unit Tests**
    - Test #1: Oct 1
    - Test #2: Oct 29
    - Test #3: Dec 15 (at 3:30pm)
  - 15%: **Occasional Writing Exercises**
    - 1 point each
    - scaffolding for papers
  - 30%: **End of Unit Papers**
    - graded on a rubric
    - see questions above
  - 5%: **Attendance**
    - each day counts for 1 point
    - absences policy

Any Questions?

## 2. In-Class Discussion of Writing Exercise (think-pair-share)

1. Pull out your writing exercise and remind yourself of your answer to the question.



- what is a square by definition?
  - how many squares are there in the diagram?
2. Discuss with your partner the following:  
**In your writing assignment, you were asked to explain your reasoning. Was your reasoning the same or not?**

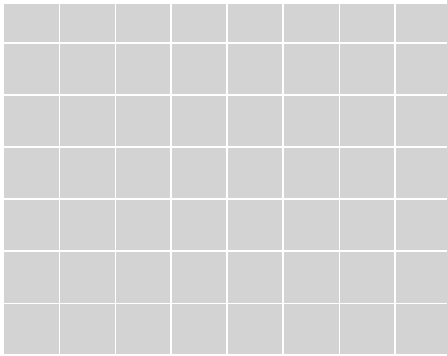
*Types of answers provided (by 10am)*

- Oblique Answer
  - "The purple, red, and blue squares are **all squares**"
- No Squares Answer
  - "By definition, a square is a polygon/figure with four sides equal in length, as well as four angles equal in degrees. Without these two identifying features, the figure as a whole is incomplete and does not fit into the qualifications of a square. At first glance, **this image does appear to have three squares** due to the fact the right triangle has been outlined to stand out. However, *without the outline of the right triangle the 3 "squares" stand incomplete* and therefore due not fit the classifications of the polygon. Taking away the outline of the triangle just leaves one with a bunch of random drawn marks, that in fact makes no shape at all. With that being said, there are no squares in this image. **The brain simply tricks one into believing the shape is there** due to familiarity. "
- Three Squares Answer
  - (three squares answer) "We are prompted to explain what a square is, but the **word square has more than one meaning.**"
  - "Using this definition of a square **there appears to be 3 squares** in the diagram."
  - "The figures pictured match the definition of a square, and **there are clearly only three** as far as the eye can see."
  - "**I believe** that there are three squares by this definition."
  - "**If you change the size of a square, you are not changing the aspects that make it a square.** In the diagram shown, there **are** three different squares. The shapes of all the squares are different and one is even slanted to the side, but they are all still squares based on the definition."
  - "Even though **each shape may vary in size the sides are still equal** to one another on each shape."
  - "Each of the three sides of this triangle are of different lengths, but they are proportional to each other in a particular way. The lengths of these sides are represented by a special equation known as **the Pythagorean theorem.**"
  - "The **lines do not have any flaws** and create three perfect squares that can be identified with this definition."
- Numerous Squares Answer
  - "**One could** utilize the middle triangle in the diagram and “connect” or extend squares “a” and “b” sides’ and make them trapezoidal. **Thus making** the diagram contain five squares."
  - "**There are infinitely many squares** because there are infinitely many lines of infinitely many lengths."
  - "In this diagram **I can infer** that there are four squares."
- Professor's Answer
  - "Given the definition of a square, there is only one square. There are, however, **three distinct appearances of that one thing.**"

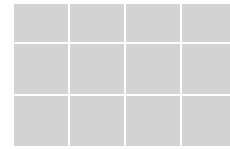
### 3. A Philosophical Exercise

First Question: what are these objects represented here?





(A)



(B)

**Does  $A = B$ ?**

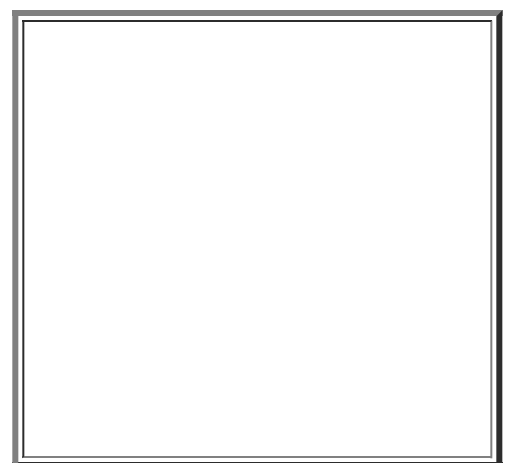
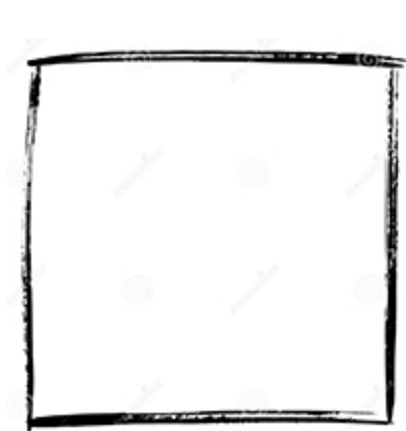
- Insofar as A is a square and B is also a square, then yes,  $A = B$ .
- Insofar as B is a quarter the size of A, then no,  $A \neq B$ .
- So,  $A = B$  and  $A \neq B$ . That is to say, A is, at once, the same and not the same as B.

**(Metaphysical and Epistemological) Principle of Non-Contradiction:**

"the same attribute cannot at the same time belong and not belong to the same subject and in the same respect"  
(Aristotle, *Metaphor* IV 3 1005b19-20)

"if it is impossible that contrary qualities should belong at the same time to the same subject..., and if an opinion which contradicts another is contrary to it, obviously it is impossible for the same man at the same time to believe the same thing to be and not to be... (Aristotle, *Metaph* IV 3 1005b25-30)

**Second Question: Which of the two objects is the more perfect?**



**From whence does this idea of perfection come?**

"The nature of an idea is such that of itself it requires no formal reality except what it derives from my thought, of which it is a mode. But in order for a given idea to contain such and such objective reality, it must surely derive it from some cause which contains at least as much formal reality as there is objective reality in the idea."  
(Descartes, *Meditations on First Philosophy* III, see Melchert p. 160)

MWF 2:00pm - 2:50pm (CB 246)

**PHI 100.001**Intro to Philosophy:  
Knowledge & Reality**Fall 2021**Syllabus

Lesson Date	Lesson Objectives	Homework for next lesson
<b>04 Oct Monday</b>	<p><b>With this lesson, students should be able to:</b></p> <ol style="list-style-type: none"> <li>1. explain the basic question at issue in this unit.</li> <li>2. analyze the distinction between sensible appearances and Forms (i.e., intelligible realities)</li> <li>3. explicate the theory of participation</li> </ol>	<ol style="list-style-type: none"> <li>1. Read <a href="#">Melchert</a>, 82-102</li> <li>2. Handout: <a href="#">Plato's Divided Line</a></li> <li>3. (<a href="#">Quiz 07</a> open)</li> </ol>

**Plato of Plato's Socrates****Readings & Resources In Use Today**

- [Plato's Divided Line](#)

**Paper #1: The Philosopher****1. New Unit: Ancient Metaphysics - Plato and Aristotle****Class Structure - 3 Units**

## 1. First Unit - the Search for Knowledge

- Contrast
  - Socrates
  - Sophists
- Basic Question
  - how does the philosopher differ fundamentally from the sophist in regard to the search for knowledge?

**2. Second Unit - Ancient Metaphysics (Plato & Aristotle)**

- Contrast
  - Plato, particularly his concept of Form
  - Aristotle, particularly his concept of substance
- Basic Question
  - what is the most important metaphysical difference between Plato's concept of Form and Aristotle's concept of substance?

## 3. Third Unit - Modern Epistemology (Descartes &amp; Hume)

- Contrast

- Ren'e Descartes's rationalism
- David Hume's empiricism
- Basic Question
  - how do Descartes and Hume differ most fundamentally regarding the origin of our ideas?

## 2. A Distinction Fundamental to Plato's Account of the Forms

- Perceived world
  - Realm of appearances
- Intelligible world
  - Realm of being

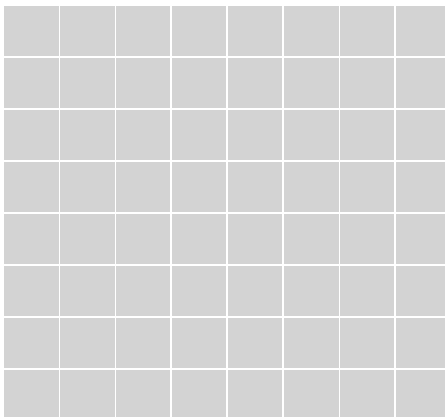
"The essence of all skepticism is subjectivism. It is originally represented by the two great Sophists, Protagoras and Gorgias. The fundamental idea which they put forward, apparently for the first time, lies in the following thoughts: (1) Everything objective is originally present for the cognizing agent only through his experiences of it. ... Now the object appears this way, now that, and everyone views it in the way in which it appears to him in his experience at that moment... The entity in itself, independent of every appearing, existing in itself, absolutely identical with itself, is not and cannot be experienced"

- Edmund Husserl. *First Philosophy*, 60

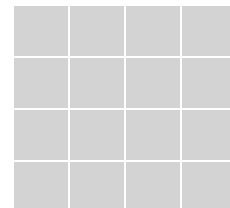
"The Sophists argue that if someone thinks the wind is cold, then it is cold - for that person. And they generalize this claim. 'Of *all* things, the measure is man,' claims Protagoras. In effect, all we have are opinions or beliefs. If a certain belief is satisfactory to a certain person, then no more can be said. We are thus restricted to appearance; knowledge of reality is beyond our powers. Plato tries to meet this challenge..." (Melchert, 83)

## 3. Forms as we've studied them already

### Philosophical Exercise ([Oct 27](#))



(A)



(B)



## Does A = B?

- Insofar as A is a square and B is also a square, then yes,  $A = B$ .
- Insofar as B is a quarter the size of A, then no,  $A \neq B$ .
- So,  $A = B$  and  $A \neq B$ . That is to say, A is, at once, the same and not the same as B.

## Theory of Forms in the *Meno*

SOCRATES: I seem to be in great luck, Meno; while I am looking for one virtue, I have found you to have a whole swarm of them. But, Meno, to follow up the image of swarms, if I were asking you what is the nature of bees, and you said that they are many and of all kinds, what would you answer if I asked you: "Do you mean that they are many and varied and different from one another in so far as they are bees? Or are they no different in that regard, but in some other respect, in their beauty, for example, or their size or in some other such way?" Tell me, what would you answer if thus questioned?

MENO: I would say that they do.

(Plato *Meno*, 72a-b).

## 4. Theory of Forms in Melchert

- **Terminology**
  - **Platonic Form**
    - "the general term for the objects of knowledge"
      - **A public object**
      - **An object that in some sense is shared by all the particulars**
- **Semantic Argument (Melchert, p. 88)**
  - Distinction
    - Proper name
      - Pythagoras
    - General name
      - Triangle (specifically, a right angle triangle)
- **Epistemological & Metaphysical Arguments (Melchert, p. 87-88)**
  - Start either from nature of
    - Manner known (epistemological argument)
      - Knowledge
        - enduring and true.
      - Opinion
        - changing and sometimes true/sometimes false.
      - Their objects
        - the objects of knowledge are intelligible Forms .
        - the objects of opinion are sensible appearance.
          - appearances have reality insofar as they are appearances of something.
    - Things known (metaphysical argument)
      - "I imagine your ground for believing in a single form in each case is this. When it seems to you that a number of things are large, there seems, I suppose, to be a certain single character which is the same when you look at them all; hence you think that largeness is a single thing. (Parmenides 132a)
        - see philosophical example of Sep 19
        - Plato's "world"

- Degrees of reality
    - reflected image of tree *less real* than the tree, itself
    - the perceived tree *less real* than the idea (of FORM) of tree, as such
  - Epistemological/Metaphysical distinction
    - Sensation / Sensible thing ("appearance")
    - Intellect / Intelligible ("real/ideal")
- **Theory of Participation**
  - Metaphysical entities
    - idea of
      - shape as such
      - a triangle as such
      - a right angle triangle as such
    - the appearance (i.e., the depiction) of
      - this right angle triangle in my experience
  - Formal distinction (producing and explaining)
    - species
      - higher order genera
      - species or kinds
    - individuals
- Plato's **Metaphysics & Epistemology - mutually implied**
  - See [Plato's Divided Line](#)

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(End of Lesson)

## Sandmeyer – 3.a. Course Materials – PHI100 Introduction to Philosophy: Knowledge & Reality

Use bookmarks in PDF to jump to section pages for explanation of contents and pedagogy.

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### **PHI100: Teaching the Skill of Writing Well**

When the class I teach is writing intensive, as is PHI100, the kind of writing I teach is a thesis defense argumentation. PHI100 is subdivided into three units, and each unit culminates in a thesis defense paper. Hence, by the end of term students will practice writing 3 thesis papers. The documents included here represent how I teach writing and the design of my writing assignments.

A primary tool in the pedagogy of my writing classes, such as PHI100, is **scaffolded writing**. In essence, each *end of unit thesis paper* is a telos which unifies all the shorter writing exercises assigned along the way. Typically, for each thesis paper I assign between two or three subordinate writing exercises. I explicitly frame these subordinate exercises as elements of a larger end of unit writing project. Thus, the final writing assignment is really a kind of building exercise, where student construct their final thesis paper using materials already produced. This approach underscores **an explicit maxim** in my teaching pedagogy, i.e., that **good writing is re-writing**.

Further, these documents demonstrate the different modalities I employ in the classroom. Typically, if a lesson is devoted to a specific writing exercise, I will use **a flipped classroom model**. In other words, rather than use the time in class to read through and explain the writing exercise, I ask students to do that work at home before we meet in class. The day's lesson containing all that content is thus provided to them as homework at the end of the preceding class. As part of that lesson, students must produce a very rough draft of the writing exercise and bring that draft to class. This allows us during class time (i) to clarify questions about the writing exercise, itself, during the time of class and (ii) to analyze concrete writing examples produced by the students. This latter objective determines the majority of the work we do during class time. Hence, by means of the flipped classroom I can provide real-time in-person commentary to students about their writing.

**PHI 100.001**

Intro to Philosophy:  
Knowledge & Reality

**Fall 2021**

Syllabus

## Unit 1 Paper - The Philosopher

a thesis defense paper

**Thesis Question:** How does the philosopher differ fundamentally from the Sophist in regard to the search for knowledge?

**Goal:** Advance a thesis and marshal textual and logical evidence to support your claim.

**Deadline:** Sunday, October 3rd by 11:59pm E.S.T.

**Length:** Your paper should be between 1,500 and 2,000 words, or about 5 pages. Use Times New Roman 12pt font and standard 1" margins.

### Explanation of Task:

1. **Your job is to explain what makes the philosopher a philosopher by distinguishing her from the sophist.**
  - For your analysis of the philosopher, use as your example, Socrates, as depicted in Plato's dialogues that we've read.
    - Is Socrates a Sophist?
      - We know from the *Apology* that he is accused of being one. But he denies this. Is the philosopher aka Socrates really just a Sophist of a sort? Or is there a salient difference between the philosopher and the Sophist? If so, what defines this difference?
        - You may argue that there is no fundamental difference, i.e., that the philosopher is merely one sort of Sophist. Or you may argue that there is a fundamental difference between the two
        - You may not argue both positions at once. Pick a side and demonstrate its veracity using textual and logical evidence from the text.
  - For your analysis of the Sophist, use the example of Protagoras and Gorgias, two actual Sophists. Another source for understanding the Sophist is the example of Meno, a student of Gorgias, as depicted in Plato's dialogue, the *Meno*.
    - Since Meno is not, himself, a Sophist, your reference of him in your paper can be helpful to demonstrate your thesis. In other words, you can use the example of Meno to demonstrate this difference is manifested in Meno's search for knowledge about virtue as represented by Plato in the dialogue.
2. **Focus on the search for knowledge, i.e., how each is concerned with the search for knowledge.**
  - As we've seen, there are many similarities and differences between the the philosopher and the Sophist. Your job is to articulate what fundamentally differentiates the philosopher from the Sophist?
    - Is the Sophist (or his student) really interested in the search for knowledge at all? Is the philosopher really interested in the search for knowledge?
    - While it is true that Sophists demand pay for their services and Socrates never accepted any payment for his inquiries, is this a truly important difference?
3. **You are required to explicate the importance of Meno's paradox (lines 80d to 86d) as part of this exercise.**
  - How does Meno's introduction of the paradox and Socrates' rejoinder to it demonstrate your thesis, i.e., the most important difference between the Sophist and the philosopher in relation to the search for truth?

## Grading

Note that you are not being asked your opinion as such. Rather, you are being asked to present a reasoned view which is charitable to the text and which you believe is most plausible. Consequently, you will offer evidence to warrant your viewpoint, i.e., evidence such that any reasonable person could see it your way. (Remember, reasonable people may disagree. You don't need to persuade absolutely as much as argue for the cogency of your position.)

Grading Rubric for Paper Assignments					
Outcomes		Evaluation Criteria			
		Exemplary (A)	High Achievement (B)	Satisfactory Achievement (C)	Inadequate (D)
I.	<b>Thesis</b> Clarity and precision of governing claim in the argument.	States a clear and distinct thesis which is a logical extrapolation from the evidence presented in paper.	States a clear thesis which is derived from but not entirely warranted by evidence presented in paper.	States a general thesis which addresses paper question imprecisely.	States an ambiguous, illogical, or unsupportable thesis.
II.	<b>Evidence</b> Effectiveness of texts and arguments brought to bear in support of governing claim.	Synthesizes all evidence presented to reveal insightful patterns, differences, or similarities necessary to warrant stated thesis.	Most evidence employed reveals important patterns, differences, or similarities necessary to warrant stated thesis.	Application of evidence is not entirely effective in revealing important patterns, differences, or similarities necessary to warrant stated thesis.	May list evidence, but it does not clearly apply or is unrelated to thesis.
III.	<b>Organization</b> Structure of subordinate arguments as developed in paper.	Organizes content appropriately and effectively from beginning to end.	Organizes content appropriately and effectively throughout much of the paper with only insignificant tangents or irrelevancies.	Organizes appropriate and relevant content to develop and explore ideas, with at least one significant deflection from main argument.	Inappropriate or irrelevant content in major sections of the work.
IV.	<b>Language &amp; Style</b> Grammatical and presentational character of the writing.	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency and is virtually error free.	Uses clear language that conveys meaning to readers. The language may have errors but none are substantive.	Uses language that generally conveys meaning to readers but some sections tends to obscure rather than clarify. Include at least one substantive grammatical error.	Uses language that impedes meaning because of errors in usage.
<ul style="list-style-type: none"> <li>• Rubric Scoring <ul style="list-style-type: none"> <li>◦ <i>Exemplary</i> = 10 - 9 points</li> <li>◦ <i>High Achievement</i> = 9 - 8 points</li> <li>◦ <i>Satisfactory Achievement</i> = 8 - 7 points</li> <li>◦ <i>Inadequate</i> = 7 - 6 points</li> </ul> </li> <li>• Cumulative Score: <ul style="list-style-type: none"> <li>◦ A paper or <i>Exemplary</i> = 40 - 36 points</li> <li>◦ B paper or <i>High Achievement</i> = 35.99 - 32 points</li> <li>◦ C paper or <i>Satisfactory Achievement</i> = 31.99 - 28 points</li> <li>◦ D paper or <i>Inadequate</i> = 27.99 - 24 points</li> <li>◦ &lt; 24 points: you must schedule a meeting with the professor.</li> </ul> </li> <li>• See the course syllabus for the grading scale employed in this class. To determine the score of this paper according to that scale, apply this formula: (total points earned / 40 points) x 100.</li> </ul>					

## Paper Formatting Requirements

(double-check these requirements before uploading)

- Papers must be formatted as either Word documents with the extension .docx or .doc, or PDF documents.
- Formatting Requirement
  - Margins: 1" top/bottom and left/right.
  - Font: Times New Roman, 12 pt
  - Pagination: each page should be numbered. Number should be placed bottom center.
  - Line Spacing: Paper should be double-spaced
- First Line of Paper:
  - Student's Number AND Word Count in parenthesis:
    - Example: Student number: 111222333 (1,750 words)
- Second Line of Paper:
  - "By submitting this essay, I attest that it is my own work, completed in accordance with University regulations."
- Quotations from the texts & a Works Cited section are required elements

## **Style: In-text Citations & Works Cited**

Whenever you quote, you need to indicate the source of that quote in the text immediately after the quotation (including page number). Additionally, for any source you quote from, you must indicate that source in a works cite section at the end of the paper.

NB: To quote from the *Apology* or *Meno*, simply use the [Stephanus page numbers](#), i.e., the marginal pagination (86d, for instance). Don't use the page numbering of the book in which these dialogues are printed.

### **Models to use for citations in your paper:**

#### **In-text Citations**

- If use a quote from the Melchert text, use this at the end of the cited text :  
(Melchert & Morrow 2019, pagenumber).

Example: Sophists "were professionals who charged for their instruction" (Melchert & Morrow 2019, 8).

- If you quote from one of the two Platonic dialogues we have (or will) read, e.g., the *Apology* or the *Meno*, just use the marginal ([Stephanus](#)) pagination.

Example: "These earlier ones, however, are more so, gentlemen; they got hold of most of you from childhood, persuaded you and accused me quite falsely, saying that there is a man called Socrates, a wise man, a student of all things in the sky and below the earth, who makes the worse argument the stronger" (Plato *Apology*, 18b).

- If you quote from one of the lessons posted in Canvas, use the [Chicago Manual of Style](#) "website content" format.

Example: "The basic idea of relativism is that there is no standard for knowledge outside of one's situational perspective" (Sandmeyer 03 SEP 2021).

#### **Works Cited Section**

- Melchert Text:  
Melchert, Norman and Morrow, David. *The Great Conversation: a Historical Introduction to Philosophy*. New York: Oxford University Press, 2019.
- The *Meno* dialogue:  
Plato. "Meno." In *Plato: Complete Works*, edited by John M. Cooper, 870-897. Indianapolis: Hackett Publishing Company, 1997.
- Sandmeyer Lessons:  
Robert Sandmeyer. "PHI 100 Intro to Philosophy Knowledge & Reality - Lessons" Accessed DATE.  
<https://uk.instructure.com/courses/2008366>.  
(for DATE, indicate DATE at time when you copied the text)

## Deductions

### Automatic deductions

#### Paper Formatting Requirements

2.5% if formatting requirements not followed, each instance

#### Citation Requirement

5% no quotations from pertinent texts used to support your reasoning

#### Late Submission Policy

2.5% for every day late or fraction thereof

100% no submissions later than 48 hours after original due date/time will be accepted

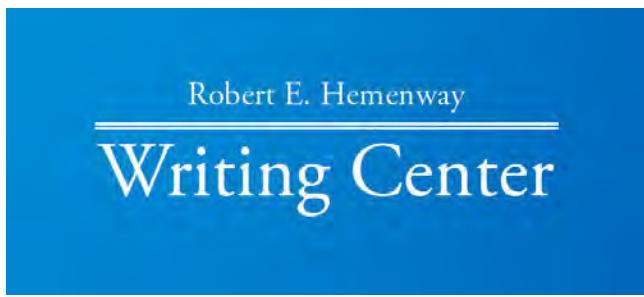
## Turnitin

- Every paper submitted is run through the Turnitin anti-plagiarism tool in Canvas. Turnitin analyzes your paper against known sources and produces a similarity report.
- Before final submission, double-check your [Similarity Report in Turnitin](#). If your score is high (25% or higher), you likely need to rework your paper to remove or resolve offending (uncited) materials in your paper.
  - It is better to submit a paper late than it is to submit a paper that plagiarizes.
- If you receive a high similarity score and don't understand what to do, you may contact me or the Hemenway Writing Center for assistance.

## The Writing Center

As you work on this paper, it would behoove you to take advantage of the resources available to you here at UK:





### [Robert E. Hemenway Writing Center](#)

- [Schedule an appointment](#)

The Writing Center offers free and friendly help to all UK students, faculty, and staff. We assist with writing, speaking, and multimedia assignments across the curriculum. We offer advice on academic, creative, and professional projects. We help clients:

- begin, develop, and/or review their projects
  - fulfill assignment requirements
  - communicate effectively in specific disciplines
  - document sources fairly and correctly
  - learn and practice academic standards of edited written English
  - develop and polish their writing style
-

**PHI 100.001**

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***Writing Exercise 02***

**— the power of language —**

Write two good paragraphs in which you explicate two distinct conceptions. First, discuss the Sophists. For purposes of simplicity, use Gorgias as a representative of all Sophists but make it clear that you are doing this. Explain how Gorgias and by extension the Sophists understand the power of language. Second, discuss Socrates. That is to say, discuss Plato by analyzing Socrates' views. (In the dialogues we're reading, Socrates is always the voice of the philosopher, and you can assume that he is expressing Plato's views.) Indeed, in this paragraph you will need explain that the views of Socrates represent Plato's own view. In this second paragraph, explicitly compare Socrates' conception of the power of language against that of Gorgias, i.e., the Sophists.

**Submit your paragraphs here before Friday's class. But bring a copy of your paragraphs to class on Friday, also.**

*I recommend writing your paragraphs, first, and saving it to your computer. Then, paste it into the assignment.*

**PHI 100.001**

Intro to Philosophy:  
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## *Writing Exercise 03*

### **— accusations against Socrates —**

*The end of unit paper question will be: "how does the philosopher differ fundamentally from the Sophist in regard to the search for knowledge?" When writing these paragraphs, keep this question in mind. The work you do here will (likely) be incorporated into that paper*

Write three distinct paragraphs.

1. In your first paragraph, explain all the accusations that Socrates is defending himself against in Plato's *Apology*. Conclude the paragraph by emphasizing the accusation that he is a sophist.
2. In your second paragraph, explain what a sophist is.
  - I encourage you to use your "sophist" paragraph from writing exercise 02 here. You will likely want to rewrite that paragraph now, though, to make it more precise to this specific task, i.e., explaining what a sophist is in context of an explanation of the accusations against Socrates and his refutation of these.
3. In your third paragraph, explain why Socrates believes the charge that he is a Sophist is hardest to refute but what reasons he gives, nevertheless, in refutation of that charge.

**Submit your paragraphs here by 11:59pm, Friday, 9/10.**

*I recommend writing your paragraphs, first, and saving it to your computer. Then, paste it into the assignment.*

**PHI 100.001**

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## *Writing Exercise 04*

### **— Meno's paradox & Socrates' rejoinder —**

*The end of unit paper question will be: "how does the philosopher differ fundamentally from the Sophist in regard to the search for knowledge?" When writing these paragraphs, keep this question in mind. The work you do here will (likely) be incorporated into that paper*

Write three distinct paragraphs.

1. In your first paragraph, explicate *in your own words* the paradox that Meno introduces at 80d-e.
  - In this paragraph, do not quote from the text. Write this out in your words entirely.
  - Task: explain what the paradox is and why Meno introduces the paradox, i.e., what purpose he has by introducing it
    - to explicate means "to analyze (a text or literary work) in order to reveal its meaning". Your explication should, therefore make clear the structure of the paradox, as Meno and Socrates take it up.
2. In your second paragraph, explain how Socrates responds to Meno's paradox from lines 81a-86a.
  - You need to provide more than a mere summary of Socrates' interrogation of the slave boy in this passage. Rather, this aim of this paragraph should center on explaining *what Socrates's purpose* is by interrogating the slave boy. The question of purpose is more important here than the details of the interrogation, itself.
    - What epistemological conclusion does he draw on the basis of his interrogation of the slave boy?
3. In your third paragraph, explain why, on the basis of the preceding paragraph, Socrates holds it is better to believe that one must search for what one does not know.

**Submit your paragraphs here by the time of class, Monday, 9/27.**

*I recommend writing your paragraphs, first, and saving it to your computer. Then, paste it into the assignment.*

MWF 2:00pm - 2:50pm (CB 246)

**PHI 100.001**Intro to Philosophy:  
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Lesson Date	Lesson Objectives	Homework for next lesson
<b>03 SEP Friday</b>	<p>With this lesson, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Define <ol style="list-style-type: none"> <li>1. criterion of truth</li> <li>2. relativism</li> <li>3. skepticism</li> </ol> </li> <li>2. Explain the distinction between <i>physis</i> and <i>nomos</i>, esp. as it pertains to the epistemological problem of relativism.</li> </ol>	<ol style="list-style-type: none"> <li>1. Read <a href="#">Melchert</a>, 25-35</li> </ol>

**The Sophists**

Today's class is flipped. That is to say, you are to work through this lesson and *before class* complete the writing assignment at the conclusion of this lesson. We will use the time on Friday to discuss the content of this lesson.

**Readings & Resources In Use Today**

- Melchert, pp. 5-17
- [Gorgias - selections](#), pp. 131-133
- Quizzes
  - [02 Questions](#)
  - [03 Questions](#)

**Epistemological Problem of Relativism**

Please watch this short video by Dr. Jordan Cooper. It's straightforward and lays out the main ideas of the Sophists that we've been discussing.

## The Sophists (A History of Western Thought 8)



I'd like to make a few comments on the video, the **problem of epistemological relativism**, and the physis-nomos distinction as discussed in the Melchert text.

There were numerous Sophists, but we are primarily interested in the two mentioned in video: **Protagoras** (ca. 490 – 420 BCE) and **Gorgias** (ca. 483 – 375 BCE). Given that we discussed Gorgias and his understanding of **rhetoric** last class, I'd like today to focus on some ideas associated with Protagoras' teaching. As Dr. Cooper points out in his video, Protagoras is a well-known relativist. Relativism is both an epistemological and moral theory. Given our focus in the class, I'd like to restrict our analysis to epistemological relativism.

**Relativism** fundamentally concerns the measure or criterion of truth. When Protagoras says, "Of all things **the measure is man**, of existing things, that they exist; of non-existing things, that they do not exist," he means that reality or our judgments of what is true vs. what is false does not and cannot transcend our perspective of it. Relativism, thus, expresses a perspectivist **criterion of truth**. What we understand to be true or false and our judgments of what is real or mere appearance is shaped and defined by our individual or cultural perspective. There is no "measure" or criterion of other than our limited perspective, whether this perspective be my own individually or as my culture sees it. Consequently, there is no fundamental distinction between things as they appear versus things as they are. Things are as they appear they are. Reality and truth are relative to the perceiver. You may not see things the way I do. No matter. What is true for me, thus, may not be true for you.

Dr. Cooper only explicates one central type of relativism in his video, i.e., psychological or individual relativism. However, there are varieties of relativism. Another sort of relativism is cultural relativism. Psychological relativism holds that truth (or our assessment of what is real) depends upon my own individual perspective. Cultural relativism is similar in many ways. However, as the name suggest, cultural relativism is the position that truths are *relative* to the culture that holds them. That is to say, the validity of any truth is dependent upon cultural norms and conventions. So, for instance, we hold today that slavery is an evil (which it is). But during the time of the Sophists slavery was common and well-established. Aristotle goes as far to say, for instance, that slavery is natural to some - a view that is repugnant today and considered entirely wrong. The cultural relativist, thus, allows that what holds for one people at one time may not hold for another people at another time - or even during the same time but in another place. And that's fine. For cultural relativists, truth is relative to the culture that espouses it.

The basic idea of relativism is that there is no standard for knowledge outside of one's situational perspective.

- Relativism: concerns what the measure or criterion of truth or of the real is?

- epistemological relativism: no objective knowledge of reality is possible
- all standards and knowledge claims are valid only relative to times, individuals, or cultures. (see the glossary in Melchert textbook.)
- "Of all things **the measure is man**, of existing things, that they exist; of non-existing things, that they do not exist" (Protagoras)
  - reality/truth is relative to the person who perceives it that way
  - no fundamental distinction between
    - appearance
    - reality

### Relativism - *Physis* (nature) and *Nomos* (law, custom, or convention)

*Physis* (phusis) in Greek means nature; *nomos* means law. Perhaps the best way to understand *nomos*, though, is by the expression "convention," as in "what we all agree to by convention." The distinction between *physis* and *nomos*, nature vs. convention, is relevant to this discussion about relativism, since the relativist *deny* there is an objective criterion to knowledge claims. As there is no objective criterion to knowledge claims, the only measure is convention (or agreement).

Relativists explicitly deny there exists an underlying nature which accounts for the appearances of the thing. What something is is only how we see it at some particular time and/or some particular place. So, what we hold to be true is - at best - a convention or an agreement about **appearances from our perspective**. **Socrates**, though, is famously not a relativist. He holds that knowledge claims can be tested against an **underlying reality**, i.e., the nature of the thing as such. So, according to Socrates, when I say I know what something is, then I am asserting that I can explain the nature of the thing I know. Consequently, he will ask, *what is this thing that you know?* *Please explain*. And by doing this, he is seeking to understand the **objective nature** of that thing, which is claimed to be known, i.e., not just the appearance of it as it presents itself to me here and now.

In Plato's dialogue the *Meno*, for instance, Socrates explains to Meno, his interlocutor, that he doesn't actually know what virtue is, i.e., what is the nature of virtue is as such. To this confession, Meno expresses shock. For not only has he (Meno, that is) presented many fine speeches on the subject, he believes this is a simple thing to demonstrate. In reply to Socrates, he looks around him and see a child. He thus retorts, virtue is a simple thing to explain. There is the virtue of the child or the virtue of the parent, the virtue of the man or the virtue of the woman.

**Virtue** means here "excellence," i.e., what makes the thing we're talking about *that* thing in the best sense of that term. For instance, the virtue of a horse is its ability to run fast. Aristotle says that the virtue of a human is our rational capacity, or more particularly, the activity of thinking rationally. What distinguishes the human from a horse, then, is this act of rational thinking. Horse can't think, but I can. And so when I reason I demonstrate in that very activity the precise sense in which I am a human being. Rational thinking, therefore, is that which makes a human being a human being in the most preeminent sense of that term. Speaking for Meno, the virtue of a child might be something like listening to one's elders. The virtue of a parent could be the beneficial caring for their young. etc.

Let's turn from the idea of virtue, which we haven't really discussed in class yet, to something more concrete. Let's now think about the idea of a child from both the relativist's and the non-relativist's perspective. According to the relativist, a child might be one thing to one person and another thing to another person. Indeed, where one culture holds that a child ought to be seen but not heard, another culture might say that the virtue of the child is her playfulness. The relativist will assert, in other words, that there is no one criterion which defines what it is to be a child other than the customs of that society. Indeed, what we today in this country might consider to be a child would be an adult in many other countries or in other times. Everything is relative to the way that society has agreed to define it as such. However, a non-relativist, like Socrates, while admitting that there may be differences between cultures and difference of perspective, nevertheless, will assert that there must be something common underlying all these different viewpoints *if were indeed are talking about the same thing*. If there are many differences of opinion of what constitutes *a child* as such, this does not mean there isn't such a thing as a

child. Children do exist. Consequently the non-relativist, like Socrates, asserts there is some underlying nature that defines the thing as that sort of thing. If people or cultures disagree whether one or another individual is a child, this doesn't mean that children, as such, do not exist. They do. As a non-relativist, then Socrates seeks to grasp *the child in its very nature as a child*. He would seek, in other words, to find that one commonality that is true for all cultures and for all times that define the thing as that thing in the most preeminent sense. This essential nature, which underlies all the appearances of the thing, is thus an objective criterion of truth for knowledge claims about that thing. For Socrates, then, knowing what is a child is to know the *nature* of a child as such, a knowledge which is not relative to any perspective or any particular cultural viewpoint.

One point of importance. As noted above, Socrates is skeptical he has any real knowledge. **Skepticism** is an epistemological position which asserts that for any claim to know a reason can be given to doubt it. Though Socrates expresses skepticism that he has any substantive knowledge, we'll see he never gives up in his quest for knowledge. He doggedly seeks to know, for he loves wisdom. This desire to know marks the virtue of the philosopher. A philosopher is not wise, but rather loves wisdom and so devotes herself to the quest for wisdom.

- **Physis** – nature (non-relativistic criterion of truth)
  - things are as they are
  - no opinion can change that fact"
    - "With respect to (the laws of nature), we have no choice." (Melchert 13-14)
- **Nomos** – convention (relativistic criterion)
  - The way things are thought to be contingent on belief
    - "But conventions, customs, or laws that exist by *nomos* have a "normative" character to them. They state what we should do but may fail to do. It is possible to go against them" (Melchert 14)
- Application
  - theology
    - Protagoras's agnosticism  
"About the gods, I am not able to know whether they exist or do not exist, nor what they are like in form; for the factors preventing knowledge are many: the obscurity of the subject, and the shortness of human life" (Freeman 1983, 126).
      - **Skepticism**: "The view that for every claim to know, reason can be given to doubt it; the skeptic suspends judgment about reality" (Melchert 219)
  - ethical theory (virtue)
    - Cf. Meno's original theory (Plato's *Meno*)  
"There is virtue for every action and every age, for every task of ours and every one of us-and Socrates, the same is true for wickedness" (*Meno* 72a).
      - **Relativism**: "A term of many meanings; central is the view that there are no objective standards of good or bad to be discovered and that no objective knowledge of reality is possible; all standards and knowledge claims are valid only relative to times, individuals, or cultures" (Melchert 219).
      - **Criterion of Truth**: "A mark or standard by which something is known, The "problem of the criterion" is posed by skeptics, who ask by what criterion we can tell that we know something and, if an answer is given, by what criterion we know that this is the correct criterion" (Melchert 215)

## 1. Short Writing Assignment

**Before Friday's class**, write two good paragraphs in which you explicate two distinct conceptions. First, discuss the Sophists. For purposes of simplicity, use Gorgias as a representative of all Sophists but make it clear that you are doing this. Explain how Gorgias and by extension the Sophists understand the power of language. Second, discuss Socrates. That is to say, discuss Plato by analyzing Socrates' views. (In the dialogues we're reading, Socrates is always the voice of the philosopher, and you can assume that he is expressing Plato's views.) Indeed,



in this paragraph you will need explain that the views of Socrates represent Plato's own view. In this second paragraph, explicitly compare Socrates' conception of the power of language against that of Gorgias, i.e., the Sophists.

Submit your paragraphs online: [Writing Exercise 02 - the power of language](#).

## 2. Upcoming Unit Paper Question

How does the philosopher differ most fundamentally from the Sophist in regard to the search for knowledge?

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(End of Lesson)

**PHI 100.001**

Intro to Philosophy:  
Knowledge & Reality

**Fall 2021**

Syllabus

**Lesson Date**

**Lesson Objectives**

**Homework for next lesson**

**With this lesson, students should be able to:**

**10 Sep  
Friday**

1. explain what the accusations of Socrates are;
2. describe what a sophist is;
3. explain how Socrates refutes the claim that he is a sophist.

1. Re-read [Melchert](#), pp. 50-56 (*Apology*, [17a-28a](#)) (to "I do not think, gentlemen of the jury...")
2. Handout: [Analysis of Plato's \*Apology\*](#)

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**Today's lesson is flipped. Final deadline to submit the writing exercise is 11:59pm today (Friday, 9/10).**

**Plato's *Apology* - Is Socrates a Sophist?**

**Readings & Resources In Use Today**

- Read Plato's *Apology*, [17a-42a](#)
- Use Handout: [Analysis of Plato's \*Apology\*](#)
  - (Recommended: Answer [Quiz 04 Questions](#))

**Writing Exercise: the *Apology***

**Please complete the following tasks by class today .**

1. Download Handout: [Analysis of Plato's \*Apology\*](#)
  - use this handout to guide you through your reading of the *Apology*
2. Read the whole of Plato's *Apology*, [17a-42a](#)
  - Pay special attention to the first half of the dialogue, pp. 50-56 ([17a-28a](#)), especially the charge the Socrates is a sophist and his refutation of that.
3. Complete **Writing Exercise 03** (click link to submit paragraphs)
  - Write three distinct paragraphs.
    1. In your first paragraph, explain all the accusations that Socrates is defending himself against in Plato's *Apology*. Conclude the paragraph by emphasizing the accusation that he is a sophist.
    2. In your second paragraph, explain what a sophist is.

- I encourage you to use your "sophist" paragraph from writing exercise 02 here. You will likely want to rewrite that paragraph now, though, to make it more precise to this specific task, i.e., explaining what a sophist is in context of an explanation of the accusations against Socrates and his refutation of these.
3. In your third paragraph, explain why Socrates believes the charge that he is a Sophist is hardest to refute but what reasons he gives, nevertheless, in refutation of that charge

These writing exercise must be submitted by the end of the day, i.e., 11:59pm Friday, 9/10.

*The end of unit paper question will be: "how does the philosopher differ fundamentally from the Sophist in regard to the search for knowledge?" When writing these paragraphs, keep this question in mind. The work you do here will (likely) be incorporated into that paper*

(End of Lesson)

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**Lesson Date**

**Lesson Objectives**

**Homework for next  
lesson**

**17 SEP  
Friday**

**With this lesson, students should be able to:**

1. understand the consequences of plagiarism as stated in the course syllabus;
2. define plagiarism;
3. describe examples of plagiarism;
4. detail at least two tips how to avoid plagiarism;
5. understand the UK Code of Conduct and students' rights and responsibilities.

1. Library: [Plato - Meno](#) (70a-80d)
2. Handout: [Outline - Plato's Meno](#)
3. **Quiz #05** (links available in Daily Schedule)

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## Academic Writing — Integrity

Today's class is flipped. That is to say, you are to work through this lesson and take the quiz at the end of this lesson *before class*. We will use the time on Friday to discuss academic writing in college, including this content.

### Instructions

1. Carefully Read through content below. The material in this lesson is the subject matter of the quiz, the link to which is at the bottom of this page
2. Take the Academic Integrity Quiz located at the end of this lesson.
  - o Everybody should get 100% on the quiz.
  - o You are allowed unlimited attempts. So, retake the quiz if you received anything less than 100%.

### 1. Academic Integrity in Syllabus

First, read over the Academic Integrity statement in the course syllabus again.

**Academic Integrity (from the [syllabus](#))**

Everyone understands that while cheating may be tempting, in all cases it is wrong. Do not cheat or plagiarize! **If the professor determines that a student or group of students has cheated or that a student has plagiarized any part of any assignment, he/she/they may, at the very least, receive a grade of zero for the assignment without the possibility of redoing the assignment.** Be forewarned, though, that *evidence of cheating or plagiarism may also result in course failure*. If the case is especially egregious, the issue will be directed to the appropriate University Dean and the student will receive a grade of XE/XF for the course.

As per the [Ombud's definition](#), academic integrity requires creating and expressing one's own ideas in all course work including draft and final submissions; acknowledging all sources of information properly; completing assignments independently or acknowledging collaboration (when collaborations are allowed); accurately reporting one's own research results; and honesty during examinations. Further, academic integrity prohibits actions that discriminate and harass on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation. **By participating in this class, you accept the injunction not to cheat in any way. You also agree to comport yourself with integrity and honor throughout the semester.** You further agree to have all or some of your assignments uploaded and checked by anti-plagiarism or other anti-cheating tools.

Further, each student affirms that they will act with honor and integrity to fellow students, the professor, and the course grader.

Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>; see especially "Rights and Responsibilities" and "Academic Integrity." A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information.

## 2. Plagiarism & the UK Code of Academic Conduct

*Study the content in this section.*

*The content of this section is taken pretty much verbatim (some edits, omissions, and order rearrangements) from the websites linked below. You are not required to follow these links; they're provided if you have further questions.*

### University Rights of Students

The Code of Student Conduct (Code) promotes the core values of the UK, including integrity, respect, responsibility and accountability, and sense of community. In doing so, the Code puts into practice the UK Creed.

- I *promise* to strive for academic excellence and freedom by promoting an environment of creativity and discovery.
- I *promise* to pursue all endeavors with integrity and compete with honesty.
- I *promise* to embrace diversity and inclusion and to respect the dignity and humanity of others.
- I *promise* to contribute to my University and community through leadership and service.
- I *promise* to fulfill my commitments and remain accountable to others.

### Plagiarism - as defined here at UK

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where

students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be, except under specific circumstances (e.g. Writing Center review, peer review) allowed by the Instructor of Record or that person's designee. Plagiarism may also include double submission, self-plagiarism, or unauthorized resubmission of one's own work, as defined by the instructor.

Students may discuss assignments among themselves or with an instructor or tutor, except where prohibited by the Instructor of Record (e.g. individual take-home exams). However, the actual work must be done by the student, and the student alone, unless collaboration is allowed by the Instructor of Record (e.g. group projects). When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these *Rules* shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

### "Plagiarism: What is it?"

Plagiarism is found in the following examples:

- Purchasing or copying a paper - or parts thereof - from the Internet
- Turning in a paper as your own that you didn't write
- Copying (cutting and pasting) material without acknowledging the source
- Using material when an author has been identified but not using quotation marks to reflect his or her original words
- Inadequate paraphrasing

Question: Why is it so important to use quotation marks...especially when I've already identified the author earlier in a paragraph?

Any time you use the original words or ideas that you did not write or create yourself, you must acknowledge the author. The problem comes when the reader of your paper can not tell where your writing stops or starts – when the reader can't tell what is original with you and what is original with another author. Quotation marks and double-indenting (with longer passages) are the mechanisms you must use as a skilled writer to let your reader identify the material that you didn't write. Sometimes you might not need quotation marks if you are able to paraphrase.

Question: What is paraphrasing?

Paraphrasing is using your own words to express the ideas or thoughts contained in a passage that you have read. The notion here is that your unique way of speaking or writing will capture the essence of the passage without it sounding like the author. Therefore, if you must paraphrase, your organizational structure or lead-off sentence ought not resemble the material that you are summarizing. A good paraphrase is more like an abstract or précis than a mirror image of the original.

Question: What is bad paraphrasing, and why should paraphrasing, as such, be avoided?

Bad paraphrasing is when the passage or material that you have borrowed and restated is too close to the original. That is, you are using too many of the original author's words: you didn't change them enough. It

is best to avoid paraphrasing another's text. One should express oneself in one's own way rather than try to summarize another's text uncreatively.

### Tips to Avoid Plagiarism

1. If you use material verbatim (the exact words), then use quotation marks and cite the source.
2. Before submitting your paper to an instructor (even a draft!) make sure that any outside material you have inserted has been properly credited and that direct quotes contain quotation marks around them
3. Don't copy and paste any passages from the Internet into a document that you are creating.
4. Don't misrepresent, pretend, or purport that ideas are yours when they aren't.

### What Happens If There is a "Discovery" of Plagiarism?

This is the process that faculty must follow when making an accusation of plagiarism:

1. The faculty member makes a “discovery” of plagiarism. That is, the faculty member finds evidence that he or she feels could support the charge of plagiarism.
2. The instructor invites the student to discuss the evidence with the instructor and the chair and sets a deadline of no less than seven working days for the student's response to the invitation.
3. If the student fails to respond to the meeting request, the instructor may determine whether the student committed an academic offense and, in consultation with the chair, the penalty that should be imposed.
4. Any such finding of plagiarism shall be made within seven working days after the meeting with the student unless the student consents in writing to an extension of this time.
5. Once the charge of plagiarism has been made, the student cannot withdraw or drop the course.
6. If you feel that you have been unfairly charged with plagiarism and wish to contest the charge, you can meet with the Academic Ombud. All students have the right to present their cases to the University Appeals Board if they feel that they are not guilty or if they feel that the penalty for their academic crime was too severe.

If you would like to talk with someone outside of your department or College in a confidential setting about the academic integrity charges made against you, call the [Academic Ombud](#) at 257-3737.

### [The Academic Ombud: Student Responsibilities](#)

Students are responsible for learning the rules and regulations that govern academic life at the university, including the student's rights, responsibilities, degree and graduation requirements.

Among other responsibilities, it is worth noting here that:

- students are responsible for knowing and understanding the rules and regulations that govern their academic lives at the university;
- students are responsible for knowing and understanding the requirements to earn a degree;
- students are responsible for reading the course syllabus and understanding the course expectations;
- students are responsible for checking their UK email accounts on a regular basis;
- students are responsible for maintaining contact with the course instructor and informing him or her of issues affecting the student's coursework (e.g., to excuse an absence, students are required to inform the instructor and submit documentation, if required, no later than one week of the student's return to class); and
- the burden of proof for student claims is on the student (e.g. grade appeals). Therefore, students are advised to save emails, copies of course syllabi, and any other documentation that may be of assistance.

### 3. Academic Integrity Quiz

Complete the quiz linked here *before* Friday's class. If you've received an extension by the professor, complete the quiz by the agreed upon time.

There's a time limit of 10 minutes for this quiz. So, carefully read through the lesson first. Then take this quiz. If you receive a score of less than 100%, retake the quiz. You have unlimited attempts. No one should receive less than 100% on this quiz.

**Take the quiz now:**

**[Academic Integrity Quiz](#)**

(End of Lesson)



1. What is the minimum consequence of a confirmed case of plagiarism, as stated in the syllabus.

- a. Students may receive verbal a rebuke from the professor
- b. Students may receive a grade of zero for the assignment with the possibility of redoing the assignment.
- c. Students may receive a grade of zero for the assignment without the possibility of redoing the assignment.
- d. Students may result in course failure.

Answer: \_\_\_\_\_

2. As the UK Rights of Students indicates, you promise (check all that apply):

- a. to pursue all endeavors with integrity and compete with honesty
- b. to fulfill your commitments and remain accountable
- c. to attend each and every class, unless you have an authorized excuse
- d. to communicate with the professor, especially if problems arise which impact your work in the class

Answers: \_\_\_\_\_

3. What is plagiarism? Check all the apply.

- a. Borrowing the organization of another source without attribution
- b. Borrowing wording or content from another source without attribution
- c. Borrowing document formatting from another source without attribution
- d. Submitting work purporting to be one's own but which is not

Answers: \_\_\_\_\_

4. Of the following cases, which is NOT included as a instance of plagiarism?

- a. reproducing someone else's work without clear attribution
- b. allowing another person to alter a work which you submit as your own, except under special circumstances
- c. unauthorized resubmission of one's own work
- d. paraphrasing an argument from a text or other authorized source

Answer: \_\_\_\_\_

5. Are you allowed to discuss a paper assignment with other students? (Choose the best answer.)

- a. No.
- b. Yes, and the product of that collaboration is an acceptable source for your own paper submission
- c. Yes, but the actual work of writing the paper much be done individually by the student
- d. Yes, but only when specifically authorized by the professor

Answer: \_\_\_\_\_

6. Which of the following are NOT listed as examples of plagiarism? (Check all the apply.)

- a. Paraphrasing that expresses an abstract of the original
- b. Copying textual or graphical material without acknowledging the source
- c. Copying a paper, in the whole thing or parts thereof, from the Internet
- d. Using material when an author has been identified but not using quotation marks

Answer: \_\_\_\_\_

7. Which is NOT listed as a tip to avoid plagiarism?

- a. Using quotation marks and citing sources for material used verbatim.
- b. Copying passages from the Internet.
- c. Attributing your sources when you express ideas which are not your own.
- d. Proofing your paper before submission to make sure any material from outside sources is properly cited.

Answer: \_\_\_\_\_

8. What happens if plagiarism is discovered? (Check all that apply.)

- a. The instructor invites the student to discuss the evidence with the instructor and the department chair.
- b. The student may stop the inquiry into the issue by declining the invitation to discuss the case with the instructor and chair.
- c. Any such finding of plagiarism shall be made within seven working days after the meeting.
- d. If you feel you have been unfairly charged with plagiarism, you may contest the charge.

Answers: \_\_\_\_\_

9. Which of the following are listed among student responsibilities.

- a. students are responsible to maintain a high GPA
- b. students are responsible to participate in class, especially when called upon during the lesson
- c. students are responsible to submit an excuse whenever they are absent from the class
- d. students are responsible for knowing and understanding the rules and regulations that govern their academic lives

Answer: \_\_\_\_\_

10. By participating in this class at UK, you agree to the following (check all the apply):

- a. you accept the injunction not to cheat in any way
- b. you agree to comport yourself with integrity and honor throughout the semester
- c. you agree to have all or some of your assignments uploaded and checked by anti-plagiarism or other anti-cheating tools
- d. you agree to embrace diversity and inclusion and to respect the dignity and humanity of others

Answers: \_\_\_\_\_

11. I understand what plagiarism is. But if I have any outstanding questions or confusions, I will ask the professor during the next class or in an email this week.

- a. True
- b. False

Answer: \_\_\_\_\_

12. Whenever I submit writing assignments, I attest that these will be my own work, completed in accordance with University regulations.

- a. True
- b. False

Answer: \_\_\_\_\_

MWF 2:00pm - 2:50pm (CB 246)

**PHI 100.001**Intro to Philosophy:  
Knowledge & Reality**Fall 2021**Syllabus

Lesson Date	Lesson Objectives	Homework for next lesson
<b>24 Sep Friday</b>	<p>With this lesson, students should be able to:</p> <ol style="list-style-type: none"> <li>1. complete writing assignment #4</li> <li>2. complete a planning draft of paper #1               <ul style="list-style-type: none"> <li>◦ or perhaps, even, produce a first draft this weekend.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Writing Exercise 04: Meno's Paradox &amp; Socrates' Rejoinder               <ul style="list-style-type: none"> <li>◦ <a href="#">Submit Online</a> (due by class time Monday)</li> </ul> </li> </ol>

We are not meeting in-person today. I am giving a talk during the time this class meets.

**Writing paper #1****Readings & Resources**

- [Plato - Meno](#)
- [Outline - Plato's Meno](#)

(see Daily Schedule for other materials relevant to paper #1)

**1. Use the class time to work on writing assignment #4****Writing Exercise 04: Meno's Paradox & Socrates' Rejoinder**

- [Submit Online](#) (due by class time Monday)

**2. After completing writing assignment #4**

Start your paper assignment: [Paper #1: The Philosopher](#), which is due Sunday, October 3.

Thesis Question: **How does the philosopher differ fundamentally from the Sophist in regard to the search for knowledge?**

When I say start your paper, I really mean start organizing your paper idea. When thinking through how to answer this thesis question, consider what you've already written so far. Here are the writing exercises that I've asked you to produce to this point:

### 1. The problem of the one and the many

- Write one paragraph, at most two, in which (i) you explain what a square is and then (b), given that definition, explain how many squares are there in the diagram. Explain your reasoning, i.e., the reasons why you assert there are x number of squares.

### 2. the power of language

- Write two good paragraphs in which you explicate two distinct conceptions. First, explain how Gorgias and by extension the Sophists understand the power of language. Second, explicitly compare Socrates' conception of the power of language against that of Gorgias, i.e., the Sophists.

### 3. the accusations against Socrates

- Write three distinct paragraphs: (i) explain all the accusations that Socrates is defending himself against, giving special emphasis to the charge that he is a sophist, (ii) explain what a sophist is, and (iii) explain why Socrates believes the charge that he is a Sophist is hardest to refute but what reasons he gives, nevertheless, in refutation of that charge

### 4. Meno's paradox & Socrates' rejoinder

- Explain why, on the basis of the preceding paragraph, Socrates holds it is better to believe that one must search for what one does not know. Write three distinct paragraphs: (i) explicate in your own words the paradox that Meno introduces at 80d-e, (ii) explain how Socrates responds to Meno's paradox from lines 81a-86a, and (iii) explain why, on the basis of the preceding paragraph, Socrates holds it is better to believe that one must search for what one does not know

All of the writing exercises are designed to be usable in this first paper. Whether you actually use them for your paper is up to you. **But you should start organizing your paper idea now.**

That is to say, how do you think you should organize your paper. Perhaps, for instance, the third writing exercise might be a good place to begin answering the thesis question. What should come after that? And what next after that. In short, ***create a planning outline*** for or initial draft of your paper. You can, at least, begin filling in this outline with the materials you've already written.

### *Fitting the pieces together - a suggestion:*

- Of the writing assignments, 2 & 3 go most easily together.
  - 3 concerns - at least in part - the charge that Socrates is a sophist
  - 2 concerns an important difference between Socrates and the sophists.
- 1 and 4 also go well together. See, for instance, in the *Meno* how Socrates is always looking for the *one definition* of virtue rather than the many instances or examples of virtues.
  - Recall, while Meno is not a Sophist, he was trained by a sophist. Does he even know what virtue is, though he says he's written many fine speeches about it?
- So, one might think the better organization of these writing pieces, if all tied together, would to be something like:
  - 3. the accusations against Socrates**
  - 2. the power of language**
  - 4. Meno's paradox & Socrates' rejoinder**
  - 1. the problem of the one and the many**
    - But bear in mind that these writing exercises are just fragments. As such, they would have to be integrated into a coherent argument. It's your job to construct this argument. That's what you'll be working on next week (in addition to studying for test #1).

If you come to classes next week having put some real work into your paper already this weekend , it will make a big difference.

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(End of Lesson)

MWF 2:00pm - 2:50pm (CB 246)

**PHI 100.001**Intro to Philosophy:  
Knowledge & Reality**Fall 2021**[Syllabus](#)

Lesson Date	Lesson Objectives	Homework for next lesson
<b>27 Sep Monday</b>	<p><b>With this lesson, students should be able to:</b></p> <ol style="list-style-type: none"> <li>1. articulate three goals of any philosophical writing;</li> <li>2. explain the basic criteria in the evaluation of a thesis defense paper articulated in the rubric;</li> <li>3. understand how to cite from relevant texts in paper #1.</li> </ol>	<ol style="list-style-type: none"> <li>1. Before class, study the quiz questions (quiz nos. 02-06). Come with questions about specific questions you missed</li> </ol>

**Writing Thesis Defense Papers****Readings & Resources In Use Today**

- [Paper #1: The Philosopher](#)

**1. Writing Exercise 03 - an example****Summary of comments**

1. **Be Clear:** For instance, when detailing the accusations against Socrates, make clear the different kinds. The accusation that he's a sophist isn't really a legal charge against him. This is important to Socrates defense, and it is important to the problem at issue, i.e., whether Socrates really *was* a sophist or not?
2. **Be Concrete:** When explicating an abstract idea, be concrete as concrete as possible. Concrete ↔ Abstract. For instance, don't merely talk about sophists in abstract terms. Concretely use either Gorgias or Protagoras as an example by which to explain and demonstrate your explanation.
3. **Be Precise:** Every paragraph should accomplish one thing and just one thing (one paragraph :: one idea). The content of every paragraph should thus present this one idea as accurately, as unambiguously, and as definitely as possible.

**FIRST PARAGRAPH (precision)**

In Plato's *Apology*, Socrates faces many different accusations which he must defend himself against. In the opening of his speech, he mentions that there are old accusations, which the jurors have been hearing since they were young children, and new accusations. The newer accusations are those made by Meletus. Meletus insists that Socrates does not believe in the existence of the gods in which the city believes and that Socrates is guilty of the corruption of young minds. He accuses Socrates of teaching the young to believe in gods in which the city does not believe and also accuses Socrates of not believing in any gods at all. His overall argument against Socrates is contradictory and not well thought out. Socrates spent more time disputing the older accusations<sup>1</sup>, for he knows that the old accusations

will be nearly impossible to put to rest in such a short amount of time because the jurors have heard these accusations for years. These old accusations are that Socrates is “a wise man, a student of all things in the sky and below the earth, who makes the worse argument the stronger,” or in other words, he is a sophist. This is the ~~biggest~~ *most pernicious* accusation that Socrates faces and the one that he spends the most time discussing in his ~~apology~~ *defense*. Socrates ~~firmly believes~~ *argues forcefully* that he is not a sophist and goes into great detail about the differences between himself and a sophist in his rebuttal.

<sup>1</sup> Notice the clear articulation of accusation and the organization of these (newer first, then older). However, did Socrates really spend more time disputing the older accusations? and how, if at all, is that relevant? In this paragraph, what's most important are the different charges brought up against him.

## SECOND PARAGRAPH (concrete discussion)

To understand how Socrates differed from a sophist, it is important that we first understand ~~what it is that makes someone a sophist~~. The sophists were individuals who provided higher education to citizens of the Greek city states in exchange for payment. Most of these sophists focused on a specific ~~concept in their teachings~~ *discipline* called rhetoric. There were many sophists during this time but, for the sake of this discussion, I will use Gorgias as a general representative of all sophists. **Gorgias** ~~and this new school of thought~~ emerged around the 5th century BC. **Gorgias was a sophist in Athens**, which was a democratic city-state in which elections and public speaking were becoming increasingly important. Sophists like Gorgias were known ~~to sell their wisdom~~ *in the art of rhetoric* to those who were typically well-off and ~~who were interested in learning the art of rhetoric~~. Rhetoric capitalizes on ~~the true power of language~~. It is said that with the correct use of rhetoric, you can make any argument *appear strong, even the weakest argument* and ~~successfully persuade your audience to agree~~ (even if it is very far fetched or outlandish). **Gorgias** guaranteed that he could make his students proficient in the use of this persuasive language. Gorgias was not concerned with the “truthness” or “goodness” of the arguments that were made ~~truth or true wisdom~~. His only concern was that the argument could be made and could be persuasive.

\*Quite a good paragraph. Concrete discussion of the sophists by reference to one sophist in particular. The ~~strikeout passages~~ indicate where language could be cleaned up. Also, **make sure to be as accurate as possible** and watch your *sentence construction, i.e., subject-verb structure*

## THIRD PARAGRAPH (clarity)

As I mentioned before, Socrates knew that the accusation that he is a sophist would be the hardest to refute. After all, the jurors had been exposed to this idea and convinced that it was true for many years. This slander of *against* Socrates has been in the minds of the *prejudiced* jurors for some time now *even before he began his defense* and Socrates **will only have** one short speech to disprove these notions and sway the minds of the jury. These time constraints are detrimental to Socrates’s case because he knows that one speech may not have the power to invalidate several years of judgement. He must try, nevertheless, to counter these accusations, so he **leans on the following claims**: *he does not teach people or take a fee for doing so, he does not have the knowledge to be considered wise, and his goal is purely to serve the gods by seeking knowledge about true human virtue and excellence. Socrates tells the jury of an oracle who declared that there was no one wiser than himself. He claims that the reason that he has ended up in this court is because his investigation of the oracle’s claim led to his widespread unpopularity. Socrates concluded that the oracle believes him to be wise because he does not claim to know things that he does not know, as the sophists and other “wise” men do.* Socrates says that **this characteristic and his unending pursuit of the truth are what sets him apart from sophists.**

\*This paragraph really needs some substantive revision, especially the *emphasized section*. The content here need not be removed. But it should be presented with in a way that makes your point precisely. The bold sentence at the conclusion states the main idea of this paragraph. (Perhaps start with this.) The ~~strikeout passages~~ are not relevant to this idea, and hence should be excised. Watch **verb agreement** throughout and **be careful with your metaphors**

## 2. Thesis Defense Papers

**A. Thesis Question:** How does the philosopher differ fundamentally from the Sophist in regard to the search for knowledge?

**Goal:** Advance a thesis and marshal textual and logical evidence to support your claim.

**Deadline:** Sunday, October 3rd by 11:59pm E.S.T.

**Length:** Your paper should be between 1,500 and 2,000 words, or about 5 pages. Use Times New Roman 12pt font and standard 1" margins.

## B. The Evaluative Rubric

### Thesis Defense

		Exemplary (A)	High Achievement (B)	Satisfactory Achievement (C)	Inadequate (D)
III.	<b>Organization</b> Structure of subordinate arguments as developed in paper.	Organizes content appropriately and effectively <b>from beginning to end.</b>	Organizes content appropriately and effectively throughout much of the paper with only insignificant tangents or irrelevancies.	Organizes appropriate and relevant content to develop and explore ideas, with at least one significant deflection from main argument.	Inappropriate or irrelevant content <b>in major sections of the work.</b>

		Exemplary (A)	High Achievement (B)	Satisfactory Achievement (C)	Inadequate (D)
II.	<b>Evidence</b> Effectiveness of texts and arguments brought to bear in support of governing claim.	<b>Synthesizes all evidence</b> presented to reveal insightful patterns, differences, or similarities necessary to warrant stated thesis.	Most evidence employed reveals important patterns, differences, or similarities necessary to warrant stated thesis.	Application of evidence is not entirely effective in revealing important patterns, differences, or similarities necessary to warrant stated thesis.	May list evidence, but it does <b>not clearly apply or is unrelated to thesis.</b>

		Exemplary (A)	High Achievement (B)	Satisfactory Achievement (C)	Inadequate (D)
I.	<b>Thesis</b> Clarity and precision of governing claim in the argument.	States a clear and distinct <b>thesis which is a logical extrapolation</b> from the evidence presented in paper.	States a clear thesis which is derived from but not entirely warranted by evidence presented in paper.	States a general thesis which addresses paper question imprecisely.	States an <b>ambiguous, illogical, or unsupportable thesis.</b>

### Thesis Expression

		Exemplary (A)	High Achievement (B)	Satisfactory Achievement (C)	Inadequate (D)
IV.	<b>Language &amp; Style</b> Grammatical and presentational character of the writing.	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency and is virtually error free.	Uses clear language that conveys meaning to readers. The language may have errors but none are substantive.	Uses language that generally conveys meaning to readers but some sections tends to obscure rather than clarify. Include at least one substantive grammatical error.	Uses language that impedes meaning because of errors in usage.

## C. Style

### Models to use for citations in your paper:

#### In-text Citations

- If use a quote from the Melchert text, use this at the end of the cited text :  
(Melchert & Morrow 2019, pagenumber).

Example: Sophists "were professionals who charged for their instruction" (Melchert & Morrow 2019, 8).

- If you quote from one of the two Platonic dialogues we have (or will) read, e.g., the *Apology* or the *Meno*, just use the marginal ([Stephanus](#)) pagination.

Example: "These earlier ones, however, are more so, gentlemen; they got hold of most of you from childhood, persuaded you and accused me quite falsely, saying that there is a man called Socrates, a wise man, a student of all things in the sky and below the earth, who makes the worse argument the stronger" (Plato *Apology*, 18b).

- If you quote from one of the lessons posted in Canvas, use the [Chicago Manual of Style](#) "website content" format.

Example: "The basic idea of relativism is that there is no standard for knowledge outside of one's situational perspective" (Sandmeyer 03 SEP 2021).

#### Works Cited Section

- Melchert Text:  
Melchert, Norman and Morrow, David. *The Great Conversation: a Historical Introduction to Philosophy*. New York: Oxford University Press, 2019.
- The *Meno* dialogue:  
Plato. "Meno." In *Plato: Complete Works*, edited by John M. Cooper, 870-897. Indianapolis: Hackett Publishing Company, 1997.
- Sandmeyer Lessons:  
Robert Sandmeyer. "PHI 100 Intro to Philosophy Knowledge & Reality - Lessons" Accessed DATE.  
<https://uk.instructure.com/courses/2008366>.  
(for DATE, indicate DATE at time when you copied the text)

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(End of Lesson)



## Sandmeyer – 3.a. Course Materials – PHI100 Introduction to Philosophy: Knowledge & Reality

Use bookmarks in PDF to jump to section pages for explanation of contents and pedagogy.

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### PHI100: Teaching the Skill of Reading Well

A basic tool that I use to teach the skill of reading at the college level is **the reading quiz**. Rather than provide a copy of that quiz among these documents, note that the lesson, itself, includes all the questions from the pertinent reading quiz.

This is the technique I use when assigning a reading quiz to students:

- The reading quiz is a multiple-choice quiz. Individual questions are not interpretive. Rather, they are linked unambiguously and explicitly to passages in the reading. The entire quiz is designed to move the reader progressively from the beginning to the end of the reading.
- I provide the reading quiz to the students at the time I assign the reading. Students are instructed to create their own key in this document.
- Class **lessons are thus shaped around these reading quiz questions**. I do not simply read the questions and provide the answer. Rather, I will typically select only some questions to

address in class. Thus, just as the quiz, itself, is designed to move the reader progressively through the reading, the lessons tend to move progressively through a reading.

The example provided in these documents covers, perhaps, the hardest reading of the semester: Aristotle's *Categories* 5 (on substance). In this example, the lesson is divided into essentially two parts. The first and briefest part centers on the clarifying terms and concepts important to the theme. The second part is a table of the reading questions and the passages to which the question refers. We devote class time (over two days, actually) to answering these questions.

This technique has proved quite effective at developing students' aptitude at reading comprehension. The reading quiz questions are directly integrated into the lesson. Since we use these questions to discuss individual passages, this allows students to identify areas of confusion directly. So, while that which confusing to one may not be confusing to another, this technique creates the means to address confusions in their widest diversity. Significantly, this technique allows for **differential learning in the classroom**. That is to say, students with higher aptitudes and those with lower aptitudes tend to benefit equally by this method.

## Aristotle's Categories

The 10 categories represent the several senses about which a subject-term qua primary being may be predicated in a statement.

Substance (x) is:

1. the (ultimate) subject-matter of any predication; or
2. that which may have a separate (or is capable of an individual) existence.

x *is* ...

	Category	Example
<i>being per se</i> (i.e., necessary being)	<b>Substance<sup>1</sup></b>	a man, a horse
	<b>Quantity</b>	two feet long, three feet long
	<b>Quality</b>	white, literate
	<b>Relationship</b>	double, half, greater than (y)
	<b>Place</b>	in the Lyceum, in the market
<i>accidents</i>	<b>Time</b>	(was/will be) yesterday, next year
	<b>Posture</b>	reclining at a table, sitting down
	<b>State</b>	having shoes on or in armor
	<b>Doing</b>	cutting, burning
	<b>Undergoing (something)</b>	being cut, being burnt

<sup>1</sup> "What is called substance most fully, primarily, and most of all is what is neither said of any subject nor in any subject\* – for instance, an individual man or horse. The species in which the things primarily called substances belong are called secondary substances, and so are their genera." [Aristotle, *Categories*, 5.2a11-15.]

\* "By 'in a subject' I mean what belongs in something, not as part, and cannot exist separately from what it is in" (e.g., all color is in body). [*Categories*, 2.1a22-24.]

Aristotle. *Introductory Readings*. Translated by Terence Irwin and Gail Fine. Indianapolis: Hackett Publishing Company, Inc., 1996.

## Aristotelian Causation

"We think we know something only when we find the reason why it is so." [Aristotle, *Phys.* II, 3 (194b19)]

1. **material cause** (substratum): that out of which a thing comes to be and which persists e.g., the bronze out of which a bowl is made
2. **formal cause** (essence) the archetype, that is to say, the definition of the essence (what the thing is) – only theoretically separable from the artistic object in question e.g., the design of this sort of object as an object having the function of a bowl
3. **efficient cause** (proximate cause): the primary source of the change or coming to rest e.g., the producer or artisan creating the bowl
4. **final cause** (*telos*): end or 'that for the sake of which' a thing is e.g., the finished product for which the work to produce the bowl was initiated in the first place

see Aristotle:

- *Physics* II, 3 (194b17 – 195a4)
  - see also: *Physics* II, 7 (198a14) – 8 (200b9)
- *Metaphysics* I, 3 (983a24 – 988a15)
  - (see also: *Metaphysics* V, 2)

MWF 2:00pm - 2:50pm (CB 246)

**PHI 100.001**Intro to Philosophy:  
Knowledge & Reality**Fall 2021**Syllabus

Lesson Date	Lesson Objectives	Homework
<b>13 Oct Wednesday</b>	<p><b>With this lesson, students should be able to:</b></p> <ol style="list-style-type: none"> <li>1. distinguish categories by name;</li> <li>2. understand relationship between substance (subject) and other categories;</li> <li>3. explain ontological relationship between primary and secondary substance</li> </ol>	<ol style="list-style-type: none"> <li>1. Due Friday: <b>Quiz #09</b> (open until Sunday 11:59pm - submissions after Friday's deadline will not be penalized)</li> <li>2. Due Sunday: <b>Writing Exercise 06: <u>Aristotle's Concept of Form</u></b></li> <li>3. For Monday Read: <a href="#">Seech-Harvey - Writing Philosophy Papers</a> (read this document, but also study it as you write your papers)</li> </ol>

**Aristotle's *Categories*: Substance and Accident****Readings & Resources Necessary Today**

- [Aristotle - Categories 5](#)
  - [Quiz 8 questions](#)
- Handout: [Aristotle - Categories-Causation](#)
- [Melchert](#), pp. 116-121

**With Monday's lesson, students should be able to:**

1. define
  - substance (subject)
  - accident (predicate)
2. differentiate primary from secondary substance

**Sentence Kinds**

## Assertoric Sentences

The dog is lying on the bed.  
The tree is not 30' tall.  
It is true that James is studying Aristotle.  
It is false Aristotle is being studied.

## Non-Assertoric Sentences

(Imperative) Confirm your attendance by taking the attendance quiz!  
(Optative) I wish Sandmeyer was less boring.  
(Interogative) How can I help you succeed in this class?

**A statement (or proposition) in logic is a sentence which is either true or false.**

A **true** statement asserts that what is *is* or that what is not *is not*.

A **false** statement asserts that what is not *is* or that what is *is not*.

## Categories (as terms connected by a copula in assertoric sentences)

"Every **uncombined term** indicates substance or quantity or quality or relationship to something or place or time or posture or state or the doing of something or the undergoing of something". (Categ. 4, in [Melchert](#) 119b)

### Subject Term

*subject matter (what is under discussion)*

*(being per se i.e., must be)*

Substance

- primary substance<sup>1</sup>
- secondary substance

### Predicate Term

*that which is said of the subject*

*(being per accidens, i.e., may or may not be)*

Quantity

Quality

Relationship

Place

Time

Posture

State

Doing

Undergoing

"None of these terms is used on its own in any statement, but **it is through their combination with one another that a statement comes into being**. For every statement is held to be either true or false, whereas no uncombined term-such as "man," "white," "runs," or "conquers" - is either of these". (Categ. 4, in [Melchert](#) 119b)

<sup>1</sup>see Monday's Lesson

## Aristotle on Substance: Categories 5

### Primary Substance

**Paragraph 1** - substance (s) defined  
**Paragraph 11** - primary substance (ps)  
"a this"  
**Paragraph 14** - (ps) numerically one  
**Paragraph 15** - (s) able to receive

### Species & Differentia

**Paragraph 3** - order of dependence  
**Paragraph 4** - species (ss)  
**Paragraph 6** - species & genera (ss)  
**Paragraph 13** - more or less  
**Paragraph 5** - more or less  
**Paragraph 8** - differentia

### Predication

**Paragraph 2** - predication  
**Paragraph 7** - "in a substance"  
**Paragraph 9** - "in a substance"  
**Paragraph 10** - predicating of differentia

contraries

Paragraph 12 - nothing contrary to (s)

(s) = substance

(ps) = primary substance

(ss) = secondary substance

## Order of discussion (by paragraph): 1, 11, 14, 3, 6, 4, 8

1. What is the difference between primary and secondary substances?

- There is no distinction.
- Primary substances are said of a subject; second substances are not.
- Primary substances are individual; secondary are species or genera.
- Primary substances exist; secondary substances do not.

§ 5 · A *substance*—that which is called a **substance most strictly, primarily,** and most of all—is that which is neither said of a subject nor in a subject, e.g. the individual man or the individual horse. The species in which the things primarily called substances are, are called **secondary substances**, as also are the genera of these species. For example, the individual man belongs in a species, man, and animal is a genus of the species; so these—both man and animal—are called secondary substances.

[\(top\)](#)

2. In the second paragraph, Aristotle states that, if something is said of a subject, both the definiendum ("its name") and the definiens ("its definition") are predicated of the subject.

- True
- False

It is clear from what has been said that **if something is said of a subject both its name and its definition are necessarily predicated of the subject.** For example, man is said of a subject, the individual man, and the name is of course predicated (since you will be predicating man of the individual man), and also the definition of man will be predicated of the individual man (since the individual man is also a man). Thus both the name and the definition will be predicated of the subject. But as for things which are in a subject, in most cases neither the name nor the definition is predicated of the subject. In some cases there is nothing to prevent the name from being predicated of the subject, but it is impossible for the definition to be predicated. For example, white, which is in a subject (the body), is predicated of the subject; for a body is called white. But the definition of white will never be predicated of the body.

[\(top\)](#)

3. The conclusion that Aristotle draws in the third paragraph is that:

- if individual things do not exist, no other thing can exist.
- if species do not exist, then individuals do not exist.
- Color exists only insofar as it is perceived.
- Man is an animal.

All the other things are either said of the primary substances as subjects or in them as subjects. This is clear from an examination of cases. For example, animal is predicated of man and therefore also of the individual man; for were it predicated of none of the individual men it would not be predicated of man at all. Again, colour is in body and therefore also in an individual body; for were it not in some individual body it would not be in body at all. Thus all the other things are either said of the primary substances as subjects or in them as subjects. **So if the primary substances did not exist it would be impossible for any of the other things to exist.**<sup>4</sup>

[\(top\)](#)

4. According to fourth paragraph, why is the species more of a substance than the genus?

- It is nearer to the primary substance.

Of the secondary substances the **species is more a substance than the genus,** since it is **nearer to the primary substance.** For if one is to say of the primary substance what it is, it will be **more informative** and apt to give the species than the genus. For example, it would be more informative to say of the individual man that he is a man than that he is an animal (since the one is more distinctive of the individual man while the other is more general); and more informative to say of



- b. It would be more informative to give the species than the genus, if one is to speak definitively of a primary substance.
- c. Because as primary substances are to other things, so the species is a subject for the genus.
- d. All of the above

the individual tree that it is a tree than that it is a plant. Further, it is because the primary substances are subjects for all the other things and all the other things are predicated of them or are in them, that they are called substances most of all. But as the primary substances stand to the other things, so the species stands to the genus: the species is a subject for the genus (for the genera are predicated of the species but the species are not predicated reciprocally of the genera). Hence for this reason too the species is more a substance than the genus.

[\(top\)](#)

5. Some primary substances are more a substance than other primary substances.
- a. True
  - b. False

But of the species themselves—those which are not genera—one is no more a substance than another: it is no more apt to say of the individual man that he is a man than to say of the individual horse that it is a horse. And similarly of the primary substances one is no more a substance than another: the individual man is no more a substance than the individual ox.

[\(top\)](#)

6. Why does Aristotle argue, as he does in the sixth paragraph, that primary substances are called substances most strictly?
- a. Primary substances are in secondary substances.
  - b. Primary substances are subjects for everything else.
  - c. Primary substances are primary.
  - d. This is a trick question.
- Secondary substances, i.e. species or genera, are more of a substance than primary substances, i.e., the individuals to which the species refers.

It is reasonable that, after the primary substances, their species and genera should be the only other things called secondary substances. For only they, of things predicated, reveal the primary substance. For if one is to say of the individual man what he is, it will be in place to give the species or the genus (though more informative to give man than animal); but to give any of the other things would be out of place—for example, to say white or runs or anything like that. So it is reasonable that these should be the only other things called substances. Further, it is because the primary substances are subjects for everything else that they are called substances most strictly. But as the primary substances stand to everything else, so the species and genera of the primary substances stand to all the rest: all the rest are predicated of these. For if you will call the individual man grammatical, then you will call both a man and an animal grammatical; and similarly in other cases.

[\(top\)](#)

7. In the seventh paragraph, Aristotle makes plain that:
- a. Primary substances are in secondary substances.
  - b. Secondary substances are in primary substances.
  - c. No substance is in a subject.
  - d. A substance is, by definition, in a subject

It is a characteristic common to every substance not to be in a subject. For a primary substance is neither said of a subject nor in a subject. And as for secondary substances, it is obvious at once that they are not in a subject. For man is said of the individual man as subject but is not in a subject: man is not *in* the individual man. Similarly, animal also is said of the individual man as subject, but animal is not *in* the individual man. Further, while there is nothing to prevent the name of what is in a subject from being sometimes predicated of the subject, it is impossible for the definition to be predicated. But the definition of the secondary substances, as well as the name, is predicated of the subject: you will predicate the definition of man of the individual man, and also that of animal. No substance, therefore, is in a subject.

[\(top\)](#)

8. Where Aristotle speaks of substance almost exclusively in the preceding

This is not, however, peculiar to substance, since the differentia also is not in a subject. For footed and two-footed are said of man as subject but are not in a

paragraphs, what new concept does he introduce in the eighth paragraph?

- a. Accident
- b. Differentia
- c. Quality
- d. Truth

subject; neither two-footed nor footed is *in* man. Moreover, the definition of the differentia is predicated of that of which the differentia is said. For example, if footed is said of man the definition of footed will also be predicated of man: for man is footed.

[\(top\)](#)

9. When speaking of things in a subject, Aristotle means things belonging in something as parts.

- a. True
- b. False

We need not be disturbed by any fear that we may be forced to say that the parts of a substance, being in a subject (the whole substance), are not substances. For when we spoke of things in a subject we did not mean things belonging in something as parts.

[\(top\)](#)

10. What concept does Aristotle introduce in the tenth paragraph?

- a. Synonymy
- b. Homonymy
- c. Predication
- d. Definition

It is a characteristic of substances and differentiae that all things called from them are so called synonymously. For all the predicates from them are predicated either of the individuals or of the species. (For from a primary substance there is no predicate, since it is said of no subject; and as for secondary substances, the species is predicated of the individual, the genus both of the species and of the individual. Similarly, differentiae too are predicated both of the species and of the individuals.) And the primary substances admit the definition of the species and of the genera, and the species admits that of the genus; for everything said of what is predicated will be said of the subject also. Similarly, both the species and the individuals admit the definition of the differentiae. But synonymous things were precisely those with both the name in common and the same definition. Hence all the things called from substances and differentiae are so called synonymously.

[\(top\)](#)

11. What does a primary substance indisputably signify?

- a. A class
- b. A quality
- c. A species
- d. A this

Every substance seems to signify a certain 'this'. As regards the primary substances, it is indisputably true that each of them signifies a certain 'this'; for the thing revealed is individual and numerically one. But as regards the secondary substances, though it appears from the form of the name—when one speaks of man or animal—that a secondary substance likewise signifies a certain 'this', this is not really true; rather, it signifies a certain qualification—for the subject is not, as the primary substance is, one, but man and animal are said of many things. However, it does not signify simply a certain qualification, as white does. White signifies nothing but a qualification, whereas the species and the genus mark off the qualification of substance—they signify substance of a certain qualification. (One draws a wider boundary with the genus than with the species, for in speaking of animal one takes in more than in speaking of man.)

[\(top\)](#)

12. Unlike the true, which is contrary to the false, there is nothing contrary to substances.

- a. True
- b. False

Another characteristic of substances is that there is nothing contrary to them. For what would be contrary to a primary substance? For example, there is nothing contrary to an individual man, nor yet is there anything contrary to man or to animal. This, however, is not peculiar to substance but holds of many other things also, for example, of quantity. For there is nothing contrary to four-foot or to ten or to anything of this kind—unless someone were to say that many is contrary to few or large to small; but still there is nothing contrary to any definite quantity.

[\(top\)](#)



13. In the thirteenth paragraph, Aristotle argues that

- a. substances do not admit of contraries.
- b. substances do not admit of a more or less.
- c. substances are individual and numerically singular.
- d. secondary substances do not really exist.

Substance, it seems, does not admit of a more and a less. I do not mean that one substance is not more a substance than another (we have said that it is), but that any given substance is not called more, or less, than which it is. For example, if this substance is a man, it will not be more a man or less a man either than itself or than another man. For one man is not more a man than another, as one pale thing is more pale than another and one beautiful thing more beautiful than another. Again, a thing is called more, or less, such-and-such than itself; for example, the body that is pale is called more pale now than before, and the one that is hot is called more, or less, hot. Substance, however, is not spoken of thus. For a man is not called more a man now than before, nor is anything else that is a substance. Thus substance does not admit of a more and a less.

[\(top\)](#)

14. Aristotle argues in the fourteenth paragraph that just as there is nothing contrary to substances, substances are not able to receive or admit of contraries.

- a. True
- b. False

It seems most distinctive of substance that what is numerically one and the same is able to receive contraries. In no other case could one bring forward anything, numerically one, which is able to receive contraries. For example, a colour which is numerically one and the same will not be black and white, nor will numerically one and the same action be bad and good; and similarly with everything else that is not substance. A substance, however, numerically one and the same, is able to receive contraries. For example, an individual man—one and the same—becomes pale at one time and dark at another, and hot and cold, and bad and good.

[\(top\)](#)

15. Why does Aristotle hold, as he does in the fifteenth paragraph, that substances are able to receive contraries.

- a. It is because the substance, itself, changes.
- b. It is because the substance is unchangeable.
- c. It is because substances are unreal.
- d. It is because substances are in actual things.

Nothing like this is to be seen in any other case, unless perhaps someone might object and say that statements and beliefs are like this. For the same statement seems to be both true and false. Suppose, for example, that the statement that somebody is sitting is true; after he has got up this same statement will be false. Similarly with beliefs. Suppose you believe truly that somebody is sitting; after he has got up you will believe falsely if you hold the same belief about him. However, even if we were to grant this, there is still a difference in the way contraries are received. For in the case of substances it is by themselves changing that they are able to receive contraries. For what has become cold instead of hot, or dark instead of pale, or good instead of bad, has changed (has altered); similarly in other cases too it is by itself undergoing change that each thing is able to receive contraries. Statements and beliefs, on the other hand, themselves remain completely unchangeable in every way; it is because the actual thing changes that the contrary comes to belong to them. For the statement that somebody is sitting remains the same; it is because of a change in the actual thing that it comes to be true at one time and false at another. Similarly with beliefs. Hence at least the way in which it is able to receive contraries—through a change in itself—would be distinctive of substance, even if we were to grant that beliefs and statements are able to receive

[\(top\)](#)

(End of Lesson)

**PHI 100.001**  
Intro to Philosophy:  
Knowledge & Reality

**Fall 2021**  
Syllabus

## Writing Exercise 06

### — Aristotle's Concept of Substance —

The end of unit paper question will be: "what is the most important metaphysical difference between Plato's concept of Form and Aristotle's concept of substance?" When writing these paragraphs, keep this question in mind. The work you do here will (likely) be incorporated into that paper

#### Assignment objectives

1. **Be Clear**

Err on the side of brief sentences; keep your sentences short and to the point. Also, in this exercises you are expected to demonstrate you can use the special vocabulary we have been learning in this class proficiently. However, the use of jargon should not impede the clarity of your English.

2. **Be Concrete**

When explicating an abstract idea, such as Aristotle's concept of substance, try to amplify your discussion with a concrete examples and analysis as much as possible. For instance, don't merely define a term. Employ coherent and distinct examples - ideally found in the texts we've read - to make clear your explanation of this term's meaning.

3. **Be Precise**

Every paragraph should accomplish one thing and just one thing (one paragraph :: one idea). The content of every paragraph should thus present this one idea as accurately, as unambiguously, and as definitely as possible.

#### Assignment

Write two distinct paragraphs (you can choose the order):

1. In one paragraph, explain what Aristotle means by "substance."
  - In this paragraph, use no more than a single quote than from the text. That is, your object here is produce an explanation *primarily in your words*. Use any quotation you supply to support or clarify what *you* say.
2. In another paragraph, clarify your explanation of this idea using a concrete or specific example (or two). That is to say, choose one or, at most, two concrete discussions of this idea from either the Aristotle's *Categories* or the Melchert text. Explicate these discussions to amplify and make clear your own explanation.

**Submit your paragraphs here by Friday, 10/17, 11:59pm E.S.T.**

*I recommend writing your paragraphs, first, and saving it to your computer. Then, paste it into the assignment.*

## **Sandmeyer – 3.a. Course Materials – PHI100 Introduction to Philosophy: Knowledge & Reality**

Use bookmarks in PDF to jump to section pages for explanation of contents and pedagogy.

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### **PHI100: Student Submission of Scaffolded Writing Exercises**




The writing submissions included here (all from a single student) correlate to the writing exercises in Section iv of this packet. The order of submissions is as follows:

1. Writing Exercise 02: The Power of Language
2. Writing Exercise 03: Accusations against Socrates
3. Writing Exercise 04: Meno's Paradox
4. Thesis Paper: The Philosopher

Thesis Question: how does the philosopher differ fundamentally from the Sophist in regard to the search for knowledge?

*(left blank intentionally)*

## WRITING EXERCISE 02 – THE POWER OF LANGUAGE






**W-E 02: the power of language**  
Due: Sep 3, 2021 at 2pm - PHI100 (2021F)

The sophists were individuals who provided higher education to citizens of the Greek city states in exchange for payment. Most of these sophists focused on a specific concept in their teachings called rhetoric. There were many sophists during this time but, for the sake of this discussion, I will use Gorgias as a general representative of all sophists. Gorgias and this new school of thought emerged around the 5th century BC. Gorgias was a sophist in Athens, which was a democratic city-state in which elections and public speaking were becoming increasingly important. Sophists like Gorgias were known to sell their wisdom to those who were typically well-off and were interested in learning the art of rhetoric. Rhetoric capitalizes on the true power of language. It is said that with the correct use of rhetoric, you can make any argument and successfully persuade your audience to agree (even if it is very far-fetched or outlandish). Gorgias guaranteed that he could make his students proficient in the use of this persuasive language. Gorgias was not concerned with the “trueness” or “goodness” of the arguments that were made. His only concern was that the argument could be made and could be persuasive.

Philosophers think differently than sophist in regards to their concern with what is true and what should be argued. Socrates was a prominent philosopher during this time who could be used to compare the philosophers and sophists. Socrates typically expresses views that align with those of Plato, his student. Socrates, too, understood the power of language as the sophists did, but was much more intentional in the way that he used this power. Socrates only wished to use language to come to conclusions about the truth of being in this world. This is where sophists and philosophers differ. Sophists understand that language is a powerful tool that, when wielded correctly, can sway the thoughts of a whole nation, but they are unconcerned with the truth of the ideas that are being conveyed with this power. This is the concept that led to the negative connotation surrounding the word “sophistry”. Sophists will make an argument even when they know that it is untrue or wrong. Philosophers like Socrates use language to deepen their understanding of the world rather than to sway the minds of others as sophists like Gorgias would.

## WRITING EXERCISE 03 – THE ACCUSATIONS AGAINST SOCRATES



**W-E 03: the accusations against Socrates**  
Due: Sep 10, 2021 at 11:59pm - PHI100 (2021F)

In Plato’s Apology, Socrates faces many different accusations which he must defend himself against. In the opening of his speech, he mentions that there are old accusations, which the jurors have been hearing since they were young children, and new accusations. The newer accusations are those made by Meletus. Meletus insists that Socrates does not believe in the existence of the gods in which the city believes and that Socrates is guilty of the corruption of young minds. He accuses Socrates of teaching the young to believe in gods in which the city does not believe and also accuses Socrates of not believing in any gods at all. His overall argument against Socrates is contradictory and not well thought out. Socrates spent more time disputing the older accusations, for he knows that the old accusations will be nearly impossible to put to rest in such a short amount of time because the jurors have heard these accusations for years. These old accusations are that Socrates is “a wise man, a student of all things in the sky and below the earth, who makes the worse argument the stronger,” or in other words, he is a sophist. This is the biggest accusation

that Socrates faces and the one that he spends the most time discussing in his apology. Socrates firmly believes that he is not a sophist and goes into great detail about the differences between himself and a sophist in his rebuttal.

To understand how Socrates differed from a sophist, it is important that we first understand what it is that makes someone a sophist. The sophists were individuals who provided higher education to citizens of the Greek city states in exchange for payment. Most of these sophists focused on a specific concept in their teachings called rhetoric. There were many sophists during this time but, for the sake of this discussion, I will use Gorgias as a general representative of all sophists. Gorgias and this new school of thought emerged around the 5th century BC. Gorgias was a sophist in Athens, which was a democratic city-state in which elections and public speaking were becoming increasingly important. Sophists like Gorgias were known to sell their wisdom to those who were typically well-off and were interested in learning the art of rhetoric. Rhetoric capitalizes on the true power of language. It is said that with the correct use of rhetoric, you can make any argument and successfully persuade your audience to agree (even if it is very far-fetched or outlandish). Gorgias guaranteed that he could make his students proficient in the use of this persuasive language. Gorgias was not concerned with the “trueness” or “goodness” of the arguments that were made. His only concern was that the argument could be made and could be persuasive.

As I mentioned before, Socrates knew that the accusation that he is a sophist would be the hardest to refute. After all, the jurors had been exposed to this idea and convinced that it was true for many years. This slander of Socrates has been in the minds of the jurors for some time now and Socrates will only have one short speech to disprove these notions and sway the minds of the jury. These time constraints are detrimental to Socrates’s case because he knows that one speech may not have the power to invalidate several years of judgement. He must try, nevertheless, to counter these accusations, so he leans on the following claims: he does not teach people or take a fee for doing so, he does not have the knowledge to be considered wise, and his goal is purely to serve the gods by seeking knowledge about true human virtue and excellence. Socrates tells the jury of an oracle who declared that there was no one wiser than himself. He claims that the reason that he has ended up in this court is because his investigation of the oracle’s claim led to his widespread unpopularity. Socrates concluded that the oracle believes him to be wise because he does not claim to know things that he does not know, as the sophists and other “wise” men do. Socrates says that this characteristic and his unending pursuit of the truth are what sets him apart from sophists.

### Online Feedback

-----, very nice paragraphs. Your attention to this assignment will clearly help when you get to writing your paper. (i) think about restructuring this paragraph to make the difference between the newer (not new) and the older (not old) accusations. Given the remaining paragraph focuses on the older accusation that he is a sophist, consider explaining the newer first and the older second. Also, not sure why you say that Socrates spent more time disputing the older accusation. His interrogation of Meletus, which takes up a large chunk of his defense, centers on the impiety charge, i.e., one of the newer charges. (ii) this is a very good paragraph. I'll caution you here though. If you are using outside sources, you should cite these. (I'm not suggesting you are in this paragraph, but the structure of your paragraph resembles the structure of Internet of Encyclopedia article on Gorgias in places. So, just be careful about your use of sources to make these clear.) (iii) Socrates never seems pressed for time. So, I'm don't see evidence for your assertion that time constraints hinder his defense. Nice articulation of his defense in these three paragraphs, especially his defense against the accusation he is a sophist.



## WRITING EXERCISE 03 – MENO'S PARADOX AND SOCRATES' REJOINDER



### W-E 04: Meno's paradox & Socrates' rejoinder




Due: Sep 27, 2021 at 2pm - PHI100 (2021F)

In the dialogue Meno, Meno and Socrates spend time discussing the true meaning of virtue. Meno, who was a student of Gorgias, initially came to Socrates to inquire about how virtue could be obtained. He asked if virtue can be taught, practiced, or if you are born with it. In response, Socrates steered the conversation in a different direction by suggesting that they should define virtue before asking how to acquire it. After a lengthy discussion about the definition of virtue, Meno felt less sure about the meaning than he did prior to the conversation and wished to circle back to his original questions about how to become virtuous. Socrates implored Meno to continue to investigate the definition of virtue, but Meno was uninterested. Meno introduced the idea that it would be impossible to search for knowledge about something when you do not know what that thing is. In other words, Meno asked how you could know what you don't know? For, if you knew what knowledge you were looking for, you wouldn't need to look because you already know that thing. And on the other hand, if you don't know about the thing that you are searching for, how will you know what to look for and how will you know when you find it? The idea is that it is pointless to search for what you do not know, which is why Meno is not interested in any further investigation of the definition of virtue. Meno would rather come to understand how to be virtuous so that he can be a better man and gain excellence.

Upon hearing Meno's reasoning, Socrates points out the flaws in this paradox. Socrates recounts some "divine matters" that he heard from wise priests and priestesses. They believed that the human soul was immortal and it is able to recollect knowledge that was gained before being born or from different lifetimes. Because the soul is immortal, it knows all things, and when you learn, you are merely recollecting those things which your soul already knew. To demonstrate this idea, Socrates summoned a slave boy and asked him a few questions about geometry. He asked the boy to explain how to double the size of a square. At first the boy thought he knew, but was wrong. In an effort to show Meno that this perplexity is beneficial, Socrates asked, "Do you think that before he would have tried to find out that which he thought he knew though he did not, before he fell into perplexity and realized he did not know and longed to know?" Meno realized that the boy would not have searched for the truth if he thought that he already knew and, therefore, Meno concluded that the perplexity must have been beneficial. Socrates then asked the boy a series of leading questions until, eventually, the boy was able to tell them how to double the size of the square. Socrates pointed out that he did not teach the boy how to double the square's size, but the boy came to the conclusion all by himself by answering the questions. Socrates emphasized that the boy had these opinions in him all along, and that he was led to the true answer by recollecting the things inside him that he already knew.

Ultimately Socrates wants Meno to know that it is important to try and learn things that you do not know because it makes you a better man and it keeps you from sitting idly. If you think that you know something that you do not know, then you are at risk of looking foolish or spreading false knowledge to others. When you are proven wrong, you are given the opportunity to learn the truth about reality and become a better person in the process. This sort of search for knowledge prevents a person from sitting idly, as there is a saying that idle hands are the devil's playground. It also makes you a braver person who is not afraid to recognize their own ignorance and look for the truth no matter what.

## PAPER 01 – THE PHILOSOPHER (versus the Sophist)



**Paper #1: The Philosopher**  
Due: Oct 3, 2021 at 11:59pm - PHI100 (2021F)

Student number: ---- (1,786 words)

By submitting this essay, I attest that it is my own work, completed in accordance with University regulations

### Sophists and Philosophers Differ Regarding the Search for Knowledge

During the 5th century BC, the region that we know today as Greece was a group of separate city states. Within these city states, the emergence of democracy called for a more educated people in order to produce politicians and leaders. Naturally, this need for education brought on the appearance of new teachers called sophists. At the same time, the focus of prominent philosophers was shifting from questions of nature and the cosmos to the study of human customs and morality. At first glance, these philosophers and sophists appear to be similar individuals that use the power of language and discuss educational topics with the people of the City States, but they are actually very different. Sophists differ most fundamentally from the philosophers in regard to the search for knowledge because sophists are not concerned about the truth of an argument as long as it can be persuasive, while the philosophers always seek out the truth.

Plato's dialogue, *Apology*, serves as evidence of this distinction between a philosopher and a sophist. In Plato's *Apology*, Socrates, a philosopher, faces four different accusations against which he must defend himself. There are old accusations, which the jurors have been hearing since they were young children, and new accusations. The newer accusations are those made by Meletus. Meletus insists that Socrates does not believe in the existence of the gods in which the city believes and that Socrates is guilty of the corruption of young minds. He accuses Socrates of teaching the young to believe in gods in which the city does not believe and also of not believing in any gods at all. Socrates starts by disputing the older accusations, for he knows that these prejudices will be



nearly impossible to put to rest in just one trial because the jurors have heard them for years. These old accusations are that Socrates is “a wise man, a student of all things in the sky and below the earth, who makes the worse argument the stronger,” (Plato *Apology*, 18b) or in other words, he is a sophist. This is the most threatening accusation that Socrates faces. He firmly argues that he is not a sophist and goes into great detail about the differences between himself and a sophist in his rebuttal.

To understand how Socrates differed from a sophist, it is important that we first understand what it was that made someone a sophist. The sophists were individuals who provided higher education to citizens of the Greek city states in exchange for payment. Most of these sophists focused on a discipline called rhetoric. There were many sophists during this time but, for the sake of this discussion, I will use Gorgias as a general representative of all sophists. Gorgias lived around the 5th century BC. He was a sophist who visited Athens, which was a democratic city-state in which elections and public speaking were becoming increasingly important. Sophists, like Gorgias, were known to sell their wisdom to those who were typically well-off and were interested in learning the art of rhetoric. Rhetoric capitalizes on the true power of language. It is said that with the correct use of rhetoric, you can make any argument and successfully persuade your audience to agree, even if it is very far-fetched or outlandish. Gorgias taught his students how to use this persuasive language to make any argument seem strong. His concern was not with whether these arguments were true, but only with the fact that the argument could be persuasive.

As I mentioned before, Socrates knew that the accusation that he is a sophist would be the hardest to refute. In his rebuttal, he stated the following claims: he did not teach people or take a fee for doing so, he did not have the knowledge to be considered wise, and his goal was purely to serve the gods by seeking knowledge about true human virtue and excellence. Socrates also told the jury of an oracle who declared that there was no one wiser than himself. He explained to the jury that the reason that he ended up in this court is because his investigation of the oracle’s claim led to his widespread unpopularity. After this long pursuit of an explanation, Socrates concluded that the

oracle believed him to be wise because he did not claim to know things that he did not know, as the sophists and other “wise” men did. Socrates said that this acknowledgement of his own ignorance and his unending pursuit of the truth are what set him apart from sophists. This explanation by Socrates is an important piece of evidence for understanding the difference between a philosopher and a sophist. It tells us that sophists believe themselves to be wise and knowledgeable, while the philosopher recognizes that he knows very little. It also reminds us that sophists are paid teachers, which is not the case for a philosopher.

Philosophers also think differently than sophists in regards to their concern with what is true and what should be argued. Socrates, too, understood the power of language as the sophists did, but was much more intentional in the way that he used this power. Socrates only wished to use language to come to conclusions about the truth of reality. He would go out in public and find wise people with whom he could discuss questions about the world. In contrast, sophists understood that language is a powerful tool that, when wielded correctly, could sway the thoughts of a whole nation, but they were unconcerned with the truth of the ideas were conveyed with this power. Sophists would make an argument even when they knew that it was untrue or wrong. This is the concept that led to the negative connotation surrounding the word “sophistry”. This carelessness about the truth of a claim shows us that sophists do not value the search for truth to the same degree as the philosophers. Philosophers like Socrates use language to deepen their understanding of the world rather than to sway the minds of others as sophists, like Gorgias, would.

Another dialogue that shows this difference is the *Meno*. This piece shows how differently philosophers and sophists view the importance of true knowledge. In the dialogue, Meno and Socrates spend time discussing the true meaning of virtue. Meno, who was a student of Gorgias, initially came to Socrates to inquire about how virtue could be obtained. He asked if virtue can be taught, practiced, or if you are born with it. In response, Socrates steered the conversation in a different direction by suggesting that they should define virtue before asking how to acquire it. After

a lengthy discussion about the definition of virtue, Meno felt less sure about the meaning than he did prior to the conversation and wished to circle back to his original questions about how to become virtuous. Socrates implored Meno to continue to investigate the definition of virtue, but Meno was uninterested. Meno introduced the idea that it would be impossible to search for knowledge about something when you do not know what that thing is. In other words, Meno asked how you could know what you don't know? For, if you knew what knowledge you were looking for, you wouldn't need to look because you already know that thing. And on the other hand, if you don't know about the thing that you are searching for, how will you know what to look for and how will you know when you find it? The idea is that it is pointless to search for what you do not know, which is why Meno is not interested in any further investigation of the definition of virtue. Meno would rather come to understand how to be virtuous so that he can be a better man and gain excellence.

Upon hearing Meno's reasoning, Socrates points out the flaws in this paradox. Socrates recounts some "divine matters" that he heard from wise priests and priestesses. They believed that the human soul was immortal and it is able to recollect knowledge that was gained before being born or from different lifetimes. Because the soul is immortal, it knows all things, and when you learn, you are merely recollecting those things which your soul already knew. To demonstrate this idea, Socrates summoned a slave boy and asked him a few questions about geometry. He asked the boy to explain how to double the size of a square. At first the boy thought he knew, but was wrong. In an effort to show Meno that this perplexity is beneficial, Socrates asked, "Do you think that before he would have tried to find out that which he thought he knew though he did not, before he fell into perplexity and realized he did not know and longed to know?" (Plato *Meno*, 84c) Meno realized that the boy would not have searched for the truth if he thought that he already knew and, therefore, Meno concluded that the perplexity must have been beneficial. Socrates then asked the boy a series of leading questions until, eventually, the boy was able to tell them how to double the size of the square. Socrates pointed out that he did not teach the boy how to double the square's size, but the

boy came to the conclusion all by himself by answering the questions. Socrates emphasized that the boy had these opinions in him all along, and that he was led to the true answer by recollecting the things inside him that he already knew.

Ultimately Socrates wants Meno to know that it is important to try and learn things that you do not know because it makes you a better man and it keeps you from sitting idly. If you think that you know something that you do not know, then you are at risk of looking foolish or spreading false knowledge to others. When you are proven wrong, you are given the opportunity to learn the truth about reality and become a better person in the process. This sort of search for knowledge prevents a person from sitting idly and makes you a braver person who is not afraid to recognize their own ignorance and look for the truth no matter what.

These two dialogues, Plato's *Apology* and *Meno*, highlight very important ideas that distinguish sophists from philosophers. They show that they are different for simple reasons such as the fact that sophists receive payment for their teachings while philosophers are not paid at all. But they also show the fundamental differences between them, including the idea that philosophers are always in pursuit of the truth about reality, while sophists are focused on teaching rhetoric to be persuasive and gain a higher status.

#### Works Cited

Melchert, Norman and Morrow, David. *The Great Conversation: a Historical Introduction to Philosophy*. New York: Oxford University Press, 2019.

Plato. "Meno." In *Plato: Complete Works*, edited by John M. Cooper, 870-897. Indianapolis: Hackett Publishing Company, 1997.

## Online Feedback

---, this is a nice paper. Your writing is very clear and understandable. I think the organization could be slightly improved, particularly in your placement of the accusations within the flow of your argument. But this isn't a major issue. The biggest issue (in this quite good paper) is that your thesis isn't well articulated in the beginning. And this impacts your argument as a whole. You argue, ultimately, that the philosopher believes the search for knowledge takes courage and persistence, which is something the sophist either doesn't accept or is indifferent to. This thesis (which you do argue for) is more precise than your stated claim, i.e., that the philosopher always seeks out the truth. And this more precise thesis statement weaves together all the elements of the paper.

## Rubric

Criteria	Ratings
THESIS <a href="#">view longer description</a>	High Achievement 8.5 / 10 pts
EVIDENCE <a href="#">view longer description</a>	Exemplary 9.5 / 10 pts
ORGANIZATION <a href="#">view longer description</a>	High Achievement 9 / 10 pts
LANGUAGE & STYLE <a href="#">view longer description</a>	Exemplary 10 / 10 pts
Total Points: 37	

## Sandmeyer – 3.b. Course Materials – PHI205 Food Ethics

Use bookmarks in PDF to jump to section pages for explanation of contents and pedagogy.

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### PHI205: STATEMENT OF GENERAL PEDAGOGY

The current design of PHI205 reflected here articulates much of the way I originally organized the themes of the course. These documents included in this packet represent important innovations in the pedagogy of the course, though. The most significant redesign includes a significant **service-learning** component in the class, i.e., the Civic Engagement project. (See my TEACHING statement on service-learning education.) Additionally, the **discussion forums** have taken on an increased role in the class. I have designed this course around the **desideratum of inclusive participatory democracy**. Hence, all the elements of the course emphasize student engagement with their peers, experts in the field, or the community at large.

Given this emphasis, no course has been impacted more significantly by the **COVID pandemic** than PHI205.

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## Sandmeyer – 3.b. Course Materials – PHI205 Food Ethics

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### PHI205: Syllabus & Daily Schedule

PHI205 Food Ethics is a course which I created here at UK. It fulfills the UK Core citizenship requirement. " Courses in this area lay the foundation for effective and responsible participation in a diverse society by preparing students to make informed choices in the complex or unpredictable cultural contexts that can arise in U.S. communities." It is one of the most popular classes our department offers.

As with all my syllabi, the PHI205 **syllabus** is rooted in **evidence-based teaching design**. The outcomes stated in the syllabus reflect the outcomes defined in the UK Citizenship template (see the templates and templates included in this portfolio). Importantly, all individual assessments are linked to measurable and specific outcomes, which are aligned to the broader course outcomes defined in the syllabus. The assessment design, itself, emphasizes **active learning methodologies** for by giving students multiple avenues to work through course content. Assessments are staged often and are always evaluated by grading rubrics. This design ensures that feedback is clearly articulated, frequent, and swift, which is important for correcting student misapprehensions of content. The diversity and frequency of assessment designed into the class aims to promote deep understanding of the course material. Additionally, the projects and discussions forums occurring throughout the semester generate personal connections among the students with the course content, and this in turn motivates greater student learning.

The **daily schedule** reflects an interdisciplinary emphasis. This class fulfills the social responsibility requirement for students majoring in Sustainable Agriculture and Community Food Systems. As such, the course focusses on issues related to food systems including food security and



hunger issues with courses in nutrition, global issues, policies and more. The structure of assignments encourages both personal reflection and hands-on experience. Significantly, the course seeks to enhance students' connection with Kentucky food systems, particularly, by studying and working in the University's own dining system. We study the writings and activism of local agrarian thinkers and invite local farmers, such as Wendell Berry, to teach our students about the Kentucky food system. By the end of the semester, students understand the socio-economic context which determine their individual food choices and can explain the moral, social, and, even, political issues involved in those food practices.

**PHI 205, sections 001 & 002**

Food Ethics

**Spring 2022**

Sec. 001: MWF 10:00am - 10:50am (CB 243)

Sec. 002: MWF 11:00am - 11:50am (FAB 0308B)

**Syllabus****Contact Information****Bob Sandmeyer, Ph.D.**

pronouns: he/him/his

[bob.sandmeyer@uky.edu](mailto:bob.sandmeyer@uky.edu)

(always include "PHI205" in subject line)

— do NOT use Canvas Inbox —**ph. 859-257-7749**

(leave a message)

Two remarks on communications:

1. **Email Prof:** Email is preferred. Just click the "Email Prof" link at the top of every page in in Canvas. Do not send emails via the Canvas Inbox, since I probably won't see any of these emails. You may also call my office and leave a message.
2. **Response Time:** I will respond typically within 24 hours. Bear in mind, though, that I reply to emails only during business hours, i.e., M-F 9:00am – 5:00pm.

**Course Graders:**

Section 001: Lauren O'Dell

[lkd224@g.uky.edu](mailto:lkd224@g.uky.edu)

pronouns: she/her/hers

Section 002: Victoria Riggs

[Victoria.Riggs@uky.edu](mailto:Victoria.Riggs@uky.edu)

pronouns: she/her/hers

**Required Texts****Bookstore**

Robin Wall Kimmerer. *Braiding Sweetgrass. Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants*. Minneapolis, MN: Milkweed Editions, 2013.

(acceptable formats)

Paperback: [9781571313560](#),

eBook, or

[audio-book](#) (read by the author)**Main Readings**

available in Canvas via the [Daily Schedule](#) and located in [Files: Library](#).

**Sandmeyer's Online "Office" Hours****M, W, F 2:00pm - 3:00pm, E.S.T.****Schedule an Appointment:**[calendly.com/dr-sandmeyer/office-hours](https://calendly.com/dr-sandmeyer/office-hours)

(contact me, if scheduled times are inconvenient)

**Zoom Address (for meetings online):**[uky.zoom.us/my/bobsandmeyer](https://uky.zoom.us/my/bobsandmeyer)**Course Description**

You are what you eat, or so the saying goes. Implicitly, then, food consumption and food habits express values. If you are a meat eater, for instance, this practice expresses a preference for animal flesh. In a very real sense, then, you value your own satisfactions, or at the very least, your own life over that of the animal you are consuming. Perhaps you consciously eat animal flesh because it is a good source of protein, which you recognize is important to your bodily flourishing. Hence, your food choices express implicit, if not at times, explicit ideas concerning the good life as well as the value of other beings in this world. Further, inherent to your food consumption practices is participation in a local, regional, and globalized food system. That is to say, food ethics implies a food politics; and eating is a political act in the broadest sense. Hence whether we recognize it as such or not, politically and culturally determined food systems condition our ethical life.

This course aims to give students an understanding of the ethics of our acts of eating as well as an understanding of the nature and structure of the food systems which condition these actions. Most significantly, we seek in this class to understand how our individual food choices define us as responsible members of local communities existing in broader national and global contexts. By the end of the semester, students will be able to explain how to evaluate ethically individual food choices and actions and analyze moral, social, and, even, political concerns which govern our food practices. Food ethics, thus, lays a foundation for effective and responsible participation in a diverse society by preparing students to make informed choices in the complex or unpredictable cultural contexts that can arise in U.S. communities.

## Schedule (in Outline)

See the **Daily Schedule** for the day-by-day agenda. This is the *most important page* in the class Canvas shell.

### 1. First Half

#### A. Introduction to Food Ethics

1. the Philosophy of Food
2. Food Ethics
  1. The Ethical Concern for Animal Life
    - i. Utilitarianism
    - ii. Duty Ethics
  2. Virtue Ethics
    - i. Food Virtue

#### B. Food as a Good

1. The Proper Function of Food
2. Food Insecurity

### 2. Second Half

#### A. Food and Agriculture

1. Food Value
2. UK's Land-Grant Mission

#### B. The US Food System

1. The 2018 Farm Bill
2. Competing Ag Philosophies
  - i. Industrial Ag
  - ii. Sustainable Ag

#### C. Justice Concerns

1. Need
2. Gender Equality
3. Food Sovereignty

## Learning Outcomes

This class aims to lay the foundation for effective and responsible participation in a diverse society by preparing students to make informed choices in the complex or unpredictable cultural contexts that can arise in U.S. communities.

**PHI205 specific outcomes** – at the conclusion of this class, students will be able to:

- assess the ethical significance of one's own actions in relation to food production, consumption, and distribution, particularly by reference to virtue ethics, utilitarianism, and duty ethics;
- explain how food systems condition ethical choices and are conditioned by ethical frameworks;
- understand the significance and scope of one's local food culture, especially in relation to globalized food systems; and
- evaluate the concept of justice from a variety of philosophical standpoints.

**General UK Core outcomes** – at the conclusion of this class, students will be able to:

- demonstrate an understanding of historical, societal, and cultural differences arising from gender, ethnicity, religion, and socioeconomic class;

- demonstrate a basic understanding of how these differences influence issues of social justice and/or civic responsibility;
- demonstrate an understanding of societal, cultural, and institutional change over time, especially as this underlies individual and societal food choices and options; and
- demonstrate an understanding of regional, national or cross-national movements and civic engagement efforts fighting the loss of local, indigenous and/or traditional food production systems.

## Grading

### Grading Scale

A = 100% - 90%  
 B = 89% - 80%  
 C = 79% - 70%  
 D = 69% - 60%  
 F = ≤59%

Students will be provided with a midterm evaluation grade (by the midterm date) that reflects course performance based on criteria laid out below.

### Online Discussion Forums

**30 %**

- a number of discussion forums will be scheduled over the course of the semester;
- score for each forum will be determined by a rubric, included in the assignment;
- final forums score = cumulative earned score for all forums / total possible.

### Tests

**40 %**

- there will be two tests: one at midterm and one at the final;
  - 15% Midterm:
    - February 28th
  - 25% Final
    - Section 001 - 5/2 at 10:30am; Section 002 - 5/4 at 10:30am
    - the final test will be cumulative in scope;
- students will be provided a study guide prior to each test;
- test score = cumulative earned score for test / total possible.

### Food Tracking Project

**8 %**

- a three-week assignment during the first half of the semester
- each student will track all the food and drink consumed and produce a reflection paper;
- score determined by level of completion.

### Civic Engagement Project

**20 %**

- a volunteer and reflection assignment during the second half of the semester
- designed to work develop understanding of and reduce food insecurity on campus;
  - an alternative research and reflection assignment, if student cannot volunteer due to COVID-19;
- score determined by level of completion.

### Two Short Quizzes

**2 %**

- a syllabus quiz at the beginning of term, which the student will be allowed to take unlimited times until receiving 100%;
- a simple survey of prior knowledge of issues related to food ethics administered at the beginning of term;
- each quiz constitutes at maximum one percentage point of the total grade.

## Teaching and Learning in a Time of Crisis

By definition, a crisis is a time of decision. This is all to say, during this long and exhausting global pandemic whose virulence is not currently waning we have all decided to be here, either to teach or to learn. Clearly, though, local conditions of the pandemic and personal resources necessary to function within it produce create unique challenges. It is up to each of us to take responsibility for this decision and to make this semester as successful as possible. However, I want to state clearly and unambiguously here that you are not alone and need not feel alone, if you are feeling exhausted, anxious, or drowning under the weight of it all.

- **If you ever need to talk to me**, please contact me ([bob.sandmeyer@uky.edu](mailto:bob.sandmeyer@uky.edu)). If you are struggling, I will do what I can to help you.
- There may be significant challenges that may impose themselves on us this term. The key to addressing these successfully is **consistent and clear communication** between the instructor and students.
  - **Coursework**
    - Follow the [Daily Schedule](#).
      - **Check this page regularly**, at least three times a week.
        - Alterations to this schedule will be indicated by the "Date of last update" marker at the top of the page.
      - Each day's lesson(s) will be embedded the [Daily Schedule](#). Consequently, no matter if we meet in person or not, you will need to work through lessons available online.
    - Homework assignments will be announced in both the Daily Schedule and the Daily Lessons.
  - **Class-wide messages**
    - I will send messages to the class as a whole via the [Announcements](#) function in Canvas.
    - Make sure your Canvas settings push these notifications to your email or your phone: [check your notification settings](#).
  - **Individual Communications**
    - Send emails by clicking the "Email Prof" link at the top of every page in Canvas.
    - Or email the professor at [bob.sandmeyer@uky.edu](mailto:bob.sandmeyer@uky.edu)
      - Always include the phrase **"PHI205" in the subject of your email**.
      - I recommend *against* using the Canvas Inbox for email communication.
  - **Be Proactive**
    - Contact me *before* a problem arises. I will try to do the same.
    - If you are unable to contact me in advance of an issue, you must - at the latest - contact me as soon as you return to the class.

## Academic Integrity

**Students shall not plagiarize, cheat, or falsify or misuse academic records.** The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>; see especially "Rights and Responsibilities" and "Academic Integrity." A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty.

See [Academic Offenses Rules for Undergraduate and Graduate Students](#) for official University policy regarding academic offenses. In short, as per the [Ombud's definition](#), academic integrity requires creating and expressing one's own ideas in all course work including draft and final submissions; acknowledging all sources of information properly; completing assignments independently or acknowledging collaboration (when collaborations are allowed); accurately reporting one's own research results; and honesty during examinations. Further, academic integrity prohibits actions that discriminate and harass on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation.

**By participating in this class, you accept the injunction not to cheat in any way. You also agree to comport yourself with integrity and honor throughout the semester.** You further agree to have all or some of your assignments uploaded and checked by anti-plagiarism or other anti-cheating tools. Further, each student affirms that they will act with honor and integrity to fellow students, the professor, and the course grader.

### **Diversity, Equity, & Inclusion as Core Values**

As faculty within the University of Kentucky, we in the Department of Philosophy are committed to our core values of diversity and inclusion, mutual respect and human dignity, and a sense of community ([Governing Regulations XIV](#)). We acknowledge and respect the seen and unseen diverse identities and experiences of all members of the university community (<https://www.uky.edu/regs/gr14>). These identities include but are not limited to those based on race, ethnicity, gender identity and expressions, ideas and perspectives, religious and cultural beliefs, sexual orientation, national origin, age, ability, and socioeconomic status. We are committed to equity and justice and providing a learning and engaging community in which every member is engaged, heard, and valued.

We strive to rectify and change behavior that is inconsistent with our principles and commitment to diversity, equity, and inclusion. If students encounter such behavior in a course, they are encouraged to speak with the instructor of record and/or the [Office of Institutional Equity and Equal Opportunity](#). Students may also contact a faculty member within the department, program director, the director of undergraduate or graduate studies, the department chair, any college administrator, or the dean. All of these individuals are mandatory reporters under University policies.

### **COVID-19 Policies Regarding In-Person Instruction**

- For the official policy from the University about spring 2022 operational plans, see the [Spring 2022 Guide](#)
- All individuals, irrespective of vaccine status, are required to wear [UK-approved face coverings](#) in the classroom and academic buildings (e.g., faculty offices, laboratories, libraries, performance/design studios, and common study areas where students might congregate). If UK-approved face coverings are not worn over the nose and mouth, students will be asked to leave the classroom.
  - Masks and hand sanitizer can be found in the class building, if needed
- Whenever feasible, students should socially distance, leaving a six (6) foot radius from other people.
  - Students should leave enough space when entering and exiting a room. Students should not crowd doorways at the beginning or end of class.
- If a student or students refuse these policies, in-person class may be canceled by the instructor until the situation is resolved to the satisfaction of the instructor and the Administration.

### **Attendance & Make-Up Work**

**Do not attend class if you are feeling unwell, or if someone with whom you've been in contact is feeling unwell. Contact me (via "Email Prof" above) before class or that same day, at the latest, if you miss class because of (suspected) illness.**

The University is officially back in-person this semester. Consequently, in-person attendance during class is required in this class. This means, you must attend in-person every day, unless the class has moved to an online modality. In the case of a changed modality, attendance confirmation will be altered accordingly but attendance everyday for the entire class period is still required. The instructor will take attendance at the beginning of each class to confirm class attendance. Students bear the responsibility for confirming their attendance at the beginning of class and of keeping track of their own attendance over the course of the term.

If a student misses two weeks of class (i.e., six class meetings) *unexcused*, then that student will receive a zero for the class and fail for the semester. A plea of ignorance either of this rule or of one's own attendance status is no excuse.

Per university policy SR 5.2.5.2.3.1, if a student has excused absences for the dates and times associated with more than one-fifth of the required interactions for a course (i.e., nine days), the student shall have the right to receive a "W." In these cases of extreme absence, the instructor will ask the student to withdraw from this course.

**Excused Absences:** *Senate Rules 5.2.5.2.1* defines the following as acceptable reasons for excused absences: (a) significant illness, (b) death of a family member, (c) trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit "reasonable cause for nonattendance" by the instructor of record. Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing (by email) of anticipated absences due to their observance of such holidays. If a student is required to be absent due to military duties, the Director of the Veterans Resource Center will verify the orders with the appropriate military authority, and on behalf of the military student, notify each Instructor of Record via Department Letterhead as to the known extent of the absence. In all cases, students should notify the professor of absences prior to class, whenever possible, and may be asked to verify their absences in order for them to be considered excused.

Excused absences for in-person participation include quarantine and other recommended/required absences by a medical, public-health, or government officials.

**Make-Up Work:** Students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence *within one week following the period of the excused absence* (except where prior notification is required); and for making up the missed work. According to *SR 5.2.5.2.2*, if a student adds a class after the first day of classes and misses graded work, the instructor will provide the student with an opportunity to make up any graded work without penalty. No late submissions will be allowed for students after one week of return to classes for excused absences, unless approved in writing by the instructor.

**Late Work:** Acceptance of late assignments due to excused absences are governed by the rules above. For late assignments due to unexcused absence(s), explanation of the reason for the late submission must be made in writing (by email) within one week of the original deadline of the assignment. The instructor will make a determination to accept or reject late submissions on a case-by-case basis. No late submissions due to unexcused absence(s) will be permitted after one week from the original deadline of the assignment.

## Accommodations

In accordance with federal law, if you have a documented disability that requires academic accommodations, please inform your instructor as soon as possible during scheduled office hours. In order to receive accommodations in a course, you must provide your instructor with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the [Multidisciplinary Science Building](#), Suite 407. You can reach them via phone at (859) 257-2754, via email ([drc@uky.edu](mailto:drc@uky.edu)) or visit the DRC website ([uky.edu/DisabilityResourceCenter](http://uky.edu/DisabilityResourceCenter)). DRC accommodations are not retroactive and should therefore be established with the DRC as early in the semester as is feasible.

Email the professor a copy of your letter of accommodation as close to the beginning of the semester as possible.

## Prep Week

Per *Senate Rules 5.2.5.6*, the last week of instruction of a regular semester is termed "Prep Week." No exams or quizzes will be administered this week, as these are not permitted by University policy. However, class participation and attendance grades are permitted during Prep Week.

## University Resources Available

I also highly recommend looking at the UK Senate page detailing [Resources Available to Students](#). Given the stresses of the ongoing COVID-19 pandemic, I would like to bring your attention to one these resources, specifically.

- **The UK Counseling Center (UKCC)** provides a range of confidential psychological services to students enrolled in 6 credit hours or more, psychoeducational outreach programming (including QPR suicide prevention), and consultation to members of the UK community (students, faculty, staff, administrators, parents, concerned others). Please visit the [UKCC's website](http://uky.edu/counselingcenter) (uky.edu/counselingcenter) for more detailed information or call (859) 257-8701.

### **Class Recordings**

See the University of Kentucky Senate page on [Classroom Recordings](#). The University of Kentucky [Code of Student Conduct](#) defines Invasion of Privacy as using electronic or other devices to make a photographic, audio, or video record of any person without their prior knowledge or consent when such a recording is likely to cause injury or distress. Video and audio recordings by students are not permitted during the class unless the student has received prior permission from the instructor. Any sharing, distribution, and or uploading of these recordings outside of the parameters of the class is prohibited. Students with specific recording accommodations approved by the [Disability Resource Center \(DRC\)](#) should present their official documentation to the instructor.

### **Course Copyright**

All original instructor-provided content for this course, which may include handouts, assignments, and lectures, is the intellectual property of the instructor. Students enrolled in the course this academic term may use the original instructor-provided content for their learning and completion of course requirements this term, but such content must not be reproduced or sold. Students enrolled in the course this academic term are hereby granted permission to use original instructor-provided content for reasonable educational and professional purposes extending beyond this course and term, such as studying for a comprehensive or qualifying examination in a degree program, preparing for a professional or certification examination, or to assist in fulfilling responsibilities at a job or internship; other uses of original instructor-provided content require written permission from the instructor(s) in advance.

### **Final Remark**

This syllabus is a contract between the professor and student. Participation in the class indicates the student understands and accepts the terms of this syllabus, i.e., the expectations and requirements laid out herein.



## PHI 205, sections 001 &amp; 002

## Food Ethics

Sec. 001: MWF 10:00am - 10:50am (CB 243)

## Spring 2022

## Syllabus

Sec. 002: MWF 11:00am - 11:50am (FAB 0308B)

**Daily Schedule**

(last update: 26 Apr)

<b>Date</b>	<b>Day</b>	<i>(links open at time of class)</i> <b>Lesson</b>	<i>(due at the time of class unless otherwise indicated)</i> <b>Homework</b>
<b>Introduction to Food Ethics</b>			
01/10	Mon	<a href="#">Welcome to class</a>	
01/11	Tues		1. <a href="#">Prior-Knowledge Survey</a> (due today by 5pm) (Survey Questions)
01/12	Wed	<a href="#">Navigating PHI205; Prior-Knowledge Survey</a>	1. (see Tuesday homework) 2. <a href="#">Syllabus Quiz</a>
01/14	Fri	<a href="#">Discussion: Introductions</a>	1. no homework 2. bring computer to class, if you can
01/17	Mon	<i>No classes; MLK, Jr. Holiday</i>	
01/19	Wed	<a href="#">Intro - Philosophy: The Philosophy of Food</a>	1. <a href="#">01a Discussion Forum</a> : Introductions 2. Read <a href="#">"The Philosophy of Food"</a> Website at UNT
01/21	Fri	<a href="#">Short History of Food Ethics</a>	1. Read <a href="#">Zwart - A Short History of Food Ethics</a>
01/24	Mon	<a href="#">Animal Ethics: Utilitarianism &amp; Duty Ethics</a>	1. Read <a href="#">Regan-Singer - The Dog in the Lifeboat</a>
01/26	Wed	<a href="#">Animal Ethics: Respectful Ecological Eating</a>	1. Read <a href="#">Plumwood - Being Prey</a>
01/28	Fri	<a href="#">Virtue Ethics: Aristotle Concept of Happiness and Virtue</a>	1. Read <a href="#">Aristotle - Nicomachean Ethics (packet)</a> 2. <a href="#">01b Discussion Forum</a> : Introductions
01/28 - Last day to drop without a W or change grading option.			
01/31	Mon	<a href="#">Food Virtue, part I</a>	1. Read <a href="#">Snow - Food Virtue</a> (pp. 181-188)
02/02	Wed	<a href="#">Food Virtue, part II</a>	1. Read <a href="#">Snow - Food Virtue</a> (pp. 188-192)
02/04	Fri	<a href="#">Online Lesson - Food Flourishing</a> (No in-person class today)	1. <a href="#">02a Discussion Forum</a> : Food Virtue
<b>Food as a Good</b>			
02/07	Mon	<b>Food Tracking Assignment (I &amp; II)</b> (no lesson today, see homework)	1. Read (in class) 1. <a href="#">Food Tracking Assignment I</a>

			2. <a href="#">Food Tracking Assignment II</a>
02/09	Wed	<a href="#">Food and Nourishing I</a>	1. Read <a href="#">Kass - Food and Nourishing</a> (pp. 19-31)
02/11	Fri	<a href="#">Food and Nourishing II</a>	1. Read <a href="#">Kass - Food and Nourishing</a> (pp. 31-44)
02/14	Mon	<i>Class canceled</i>	1. <b>02b Discussion Forum:</b> Food Virtue (due today)
02/16	Wed	<a href="#">Food and Nourishing III</a>	1. Read <a href="#">Kass - Food and Nourishing</a> (pp. 45-56)
02/18	Fri	<a href="#">Food, Nourishing, and The Hunger Moon</a>	1. Read Kimmerer, <i>Braiding Sweetgrass</i> , "Windigo Footprints," 303-309
02/20	Sun		1. <b>Submit <a href="#">Food Tracking Assignment I</a></b> (by 11:59pm)
02/21	Mon	Food Insecurity at UK: Kendra OoNorasak ( <i>meet at Nourish today: <a href="#">Funkhouser</a>, room 207</i> ) [towards the side of Funkhouser that is closest to ChemPhys building]	1. Food Insecurity <ul style="list-style-type: none"> <li>◦ Read <a href="#">FAO - Basic Concepts of Food Security</a></li> <li>◦ Read <a href="#">Meeting Basic Needs at UK (2018)</a></li> </ul> 2. Campus Kitchen Web Sites: <ul style="list-style-type: none"> <li>◦ Read <a href="#">The Campus Kitchen at the University of Kentucky</a></li> <li>◦ Read <a href="#">The Campus Kitchen at the University of Kentucky: By-Laws</a></li> </ul> 3. <i>Recommended</i> <ul style="list-style-type: none"> <li>◦ Read <a href="#">Kentucky Kernel: How students went from hunger-strike to campus sit-in</a></li> <li>◦ <a href="#">One Community Cafe</a></li> </ul>
02/23	Wed	<a href="#">Professor led review</a>	
02/25	Fri	<a href="#">Student led review</a>	
02/27	Sun		1. <b>Submit <a href="#">Food Tracking Assignment II</a></b> (by 11:59pm) (due date changed; see <a href="#">announcement 2/25</a> )
02/28	Mon	<b>Midterm Test</b>	
<b>Food and Agriculture</b>			
03/02	Wed	<a href="#">Food Value: Commodities versus Gifts</a>	1. Read <i>Braiding Sweetgrass</i> , pp. 3-32 (if you can't read all, read at least one chapter) <ol style="list-style-type: none"> <li>1. "Skywoman Falling," 3-10 - a creation story and cosmology</li> <li>2. "The Council of Pecans," 11- 21 - history of Indigenous food ways</li> <li>3. "The Gift of Strawberries," 22-32 - food value</li> </ol>

03/04	Fri	<a href="#">Food Value: Eating Responsibly</a>	1. Read <a href="#">Berry - The Pleasures of Eating</a>
03/07	Mon	<a href="#">Food Value: Agrarianism &amp; Sustainable Agriculture</a>	1. Read <a href="#">Berry - The Agrarian Standard</a>
03/09	Wed	<a href="#">Eating, Agriculture, and UK's Landgrant Mission</a>	1. Read <a href="#">Berry - Jefferson, Morrill, and the Upper Crust</a> 2. <a href="#">Discussion Forum 3a</a> : To Eat Responsibly (due by 11:59pm)
03/11	Fri		1. <a href="#">Discussion Forum 3b</a> : To Eat Responsibly (due by 11:59pm)
03/14 - Academic Midterm			
03/14	Mon	<i>No Classes. Spring Break</i>	
03/16	Wed		
03/18	Fri		
03/21	Mon	<a href="#">Civic Engagement &amp; Discussion 04 Assignments</a>	
03/23	Wed	<a href="#">The Agricultural Improvement Act of 2018</a> — AKA The 2018 "Farm Bill" —	1. Read required documents in <a href="#">The Agricultural Improvement Act of 2018</a> <small>(if links are blocked by a firewall, try opening the web page using <a href="#">Incognito Mode</a>)</small>
03/25	Fri	<a href="#">Agriculture: Conventional, Sustainable, Industrial</a>	1. Read 1. <a href="#">Borlaug - Feeding a World of 10 Billion People</a> 2. <a href="https://sarep.ucdavis.edu/sustainable-ag">https://sarep.ucdavis.edu/sustainable-ag</a> (including everything under "The Philosophy & Practices of Sustainable Agriculture") <ul style="list-style-type: none"><li>▪ <a href="#">PDF of UC Davis Page</a> (if easier to use)</li></ul> 2. <a href="#">Discussion Forum 4a</a> : Food Insecurity
Food Justice			
03/28	Mon	<a href="#">Global Hunger: The Ethical Argument</a>	1. Read <a href="#">Singer - Famine, Affluence, Morality</a> (pp. 229-236, to "Despite the limited nature ...")
03/28 - Last day to withdraw from the University or reduce course load.			
03/30	Wed	<a href="#">Global Hunger: The Ethical Argument</a>	1. Read <a href="#">Singer - Famine, Affluence, Morality</a> (pp. 236-243)
04/01	Fri	<i>Class canceled</i>	1. <a href="#">Discussion Forum 4b</a> : Food Insecurity
04/04	Mon	<a href="#">Gender Equality and Justice</a>	1. Read <a href="#">Watson - Food is a Feminist Issue</a> (pp. 121-128)
04/06	Wed	<a href="#">Gender Equality and Justice</a>	1. Read <a href="#">Watson - Food is a Feminist Issue</a> (pp. 128-135)
04/08	Fri	<a href="#">Discussion</a>	1. <a href="#">Discussion Forum 5a</a> : (Food) Justice
04/11	Mon	<a href="#">Food Sovereignty: Collective Food Relations and Justice</a>	1. Read <a href="#">Whyte - Food Justice</a> (pp. 122-128- ignore questions on first page)

04/13	Wed	<a href="#">Food Sovereignty</a>	1. Read <a href="#">Whyte - Food Justice</a> (pp. 128-132)
04/15	Fri	<a href="#">Discussion</a>	1. <a href="#">Discussion Forum 5b</a> : (Food) Justice 2. <a href="#">Civic Engagement Assignment</a> (due by 11:59pm) 1. <a href="#">Paper Upload</a> 2. <a href="#">Verification Form Upload</a>
Final Word: Food, Community, and the Good Life			
04/18	Mon	<a href="#">The Three Sisters</a> (flouishing)	1. Read <i>Braiding Sweetgrass</i> , pp. 128-140
04/20	Wed	<a href="#">Maple Sugar Moon</a> (sustainability)	1. Read <i>Braiding Sweetgrass</i> , pp. 63-71
04/22	Fri	<a href="#">Defeating Windigo</a> (justice)	1. Read <i>Braiding Sweetgrass</i> , pp. 374-384
04/25	Mon	Professor led review	1. <a href="#">Study Guide for Final</a>
04/27	Wed	Student led review	1. <a href="#">Final Study Guide</a>
04/29	Fri	<i>Reading Day - no class</i>	
Final Exam (per section)			
Sec. 001: Regular Meeting Time MWF 10:00am - 10:50am; (CB 243)			
05/02	Mon	<b>Cumulative Final Exam:</b> 10:30am-12:30pm bring exam booklet - large, green or blue	<ul style="list-style-type: none"><li>Section 001: <a href="#">Final Test - Part I</a></li><li>Section 001: <a href="#">Final Test - Part II</a></li></ul>
Sec. 002: Regular Meeting Time MWF 11:00am - 11:50am. (FAB 0308B)			
05/04	Wed	<b>Cumulative Final Exam:</b> 10:30am-12:30pm bring exam booklet - large, green or blue	<ul style="list-style-type: none"><li>Section 002: <a href="#">Final Test - Part I</a></li><li>Section 002: <a href="#">Final Test - Part II</a></li></ul>

### Sandmeyer – 3.b. Course Materials – PHI205 Food Ethics

Use bookmarks in PDF to jump to section pages for explanation of contents and pedagogy.

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### PHI205: Assessing Prior Knowledge

An important tool in my teaching of PHI205 is the prior-knowledge (PK) survey. In addition to using the survey to assess prior-knowledge, I have experimented with using concept maps to represent students' knowledge. PHI205 has a unique sub-population, i.e., sustainable agriculture majors who tend to have background knowledge in food systems. Over the years it has become apparent, however, that most students taking PHI205 not only have no understanding of food production, distribution, and consumption systems, they also typically have not reflected on the ethics of eating in any way whatsoever. Consequently, it is essential to gauge general understanding of the subject-matter at the start of the semester. This survey articulates the basic concepts and subject areas studied in the class. So, the PK provides a clear and detailed overview of the course content for students. Importantly, the PK survey is something I refer back to again and again throughout the semester. At the conclusion of the semester, students re-take the survey, which allows them to see and assess concretely what they have learned over the term.

*(left blank intentionally)*

**PHI 205, sections 001 & 002****Food Ethics**

Sec. 001: MWF 10:00am - 10:50am (CB 243)

**Spring 2022****Syllabus**

Sec. 002: MWF 11:00am - 11:50am (FAB 0308B)

Lesson Date	Lesson Objectives	Homework for next lesson
<b>12 Jan Wednesday</b>	<p><b>With this lesson, students should be able to:</b></p> <ol style="list-style-type: none"> <li>1. navigate course proficiently               <ul style="list-style-type: none"> <li>◦ access alternate formats in Canvas;</li> </ul> </li> <li>2. understand basic themes of class.</li> </ol>	<ol style="list-style-type: none"> <li>1. no homework</li> <li>2. bring computer to class, if you can</li> </ol>

**Readings & Resources In Use Today**

- Prior-Knowledge Survey

**Navigating PHI205; Prior-Knowledge Survey****Navigating Canvas; Alternative Formats; Taking Notes****Preliminaries****1. Letters of Accommodation**

- In accordance with federal law, if you have a documented disability that requires academic accommodations, please inform your instructor as soon as possible during scheduled office hours. In order to receive accommodations in a course, you must provide your instructor with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the [Multidisciplinary Science Building](#), Suite 407. You can reach them via phone at (859) 257-2754, via email ([drc@uky.edu](mailto:drc@uky.edu)) or visit the DRC website ([uky.edu/DisabilityResourceCenter](http://uky.edu/DisabilityResourceCenter)). DRC accommodations are not retroactive and should therefore be established with the DRC as early in the semester as is feasible.

**2. COVID-19 & Class Absences**

- Don't (*please* do not) come to class if you are feeling unwell or someone you know is unwell or has COVID-19
  - Just let me know, ideally before class
  - Email Prof link at top of page
  - I will work with you to stay on or get back on track.
- Attendance Policy
  - You can **fail** this class for lack of attendance
  - 6 missed classes unexcused

## Course Design - Structure of the Daily Lesson Pages

This lesson, like every lesson, contains the following information

1. In header
  1. See **Daily Schedule**
  2. Lesson Date
  3. Lesson Objectives (in header)
    - **These are what you study!**
  1. Homework for next lesson
2. Title of lesson
  1. same as lesson titles in Daily Schedule
3. Readings & Resources In Use Today
  - these resources are usually also available in the Daily Schedule
  - they're placed here for sake of convenience
4. **Content of lesson**
  - subdivided by section (*see the divider*)

### Alternative Formats in Canvas

You may not be aware but Canvas provides alternative formats than the text you see here. You will notice a small down arrow next to the content title in Canvas. For instance for this page, it looks like this.

PHI100\_01-27 

Clicking on this down arrow will surface a pull down menu inviting participants to download the original file uploaded by the instructor, or to choose from one of several alternative formats for download. For instance, if you needed or preferred to listen to the content here rather than read it, you could choose to download an MP3 of the



content.

Download alternative formats ▼



Selected item:



PHI100\_01-27



ePub

For reading as an e-book on an iPad and other e-book readers



Electronic braille

BRF version for consumption on electronic braille displays



Audio

MP3 version for listening



BeeLine Reader

Enhanced version for easier and faster on-screen reading



[Help](#)

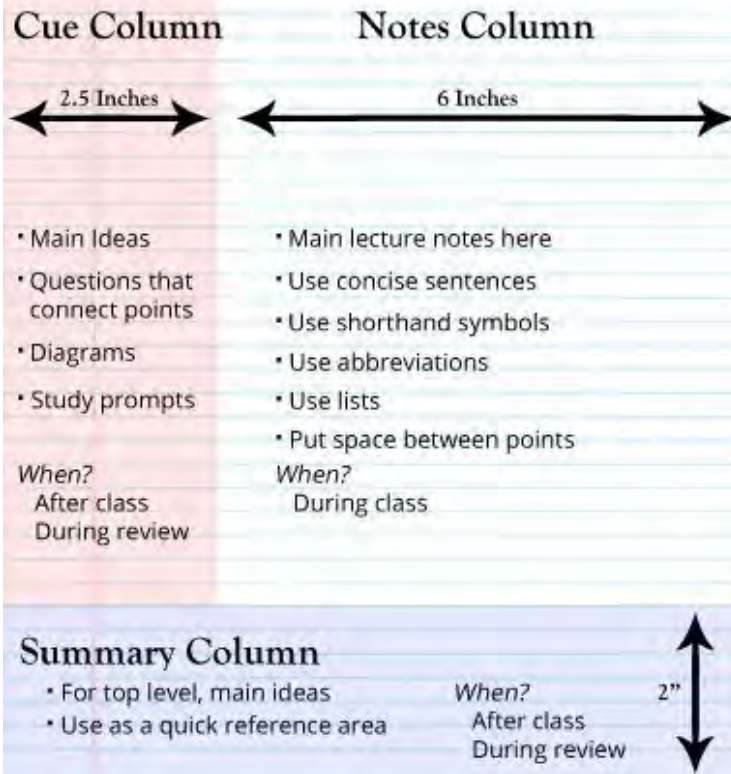
### Taking Notes in this Class

You are all required to take notes, preferably on paper with pen and paper. This will be very important for your success in this class.

- Pay close attention to the learning objectives stated at the top of each lesson.
- The objectives are the main things you should be listening for and the main ideas you need to learn.
- Your notes should be organized around these objectives.

The note-taking method I would recommend is the [Cornell Method](#). Have a yellow legal pad or notebook with paper in it, at hand. When you take notes, take notes in the following manner:

# Cornell Notetaking Method



In short, **TAKE NOTES!** The biggest mistake students make is just is just to listen to lectures. Studies show that everybody - you or me - forget 60% of what they've heard after 24 hours and about 75% after 48 hours.

## Prior-Knowledge Survey - Basic Themes

### Prior-Knowledge Survey

#### Options

- I have never heard of x.
- I have heard of x, but I can't really explain it (what is fundamental to it).
- I have some idea of what x is all about, and I can explain the basic idea but only in very general terms.
- I understand what this is, and I can it explain fairly clearly.

#### Questions

### Introduction

- What is food metaphysics?
  - (a) 72%
  - (b) 25%
- What is the greatest happiness principle?

1. **(a)** 49%
2. **(b)** 33%
3. **(c)** 18%
3. What is the respect principle?
  1. **(a)** 51%
  2. **(b)** 33%
  3. **(c)** 16%
4. What is fundamental to virtue ethics?
  1. **(a)** 54%
  2. **(b)** 37%

### Food as a Good

1. What is the distinction between form and matter, when considering the organism?
  1. **(a)** 44%
  2. **(b)** 35%
  3. **(c)** 18%
2. What is the difference between food insecurity and hunger?
  1. **(a)** 12%
  2. **(b)** 44%
  3. **(c)** 39%
3. What is the rate of food insecurity on campus?
  1. **(a)** 23%
  2. **(b)** 44%
  3. **(c)** 28%

### Food and Agriculture

1. What is the difference between sustainable and conventional agriculture?
  1. **(a)** 30%
  2. **(b)** 35%
  3. **(c)** 26%
2. What is agrarianism?
  1. **(a)** 74%
  2. **(b)** 18%
3. What does sustainability actually mean?
  1. **(b)** 26%
  2. **(c)** 49%
  3. **(d)** 23%
4. What is the difference between vegetarianism and veganism?
  1. **(c)** 42%
  2. **(d)** 47%
5. What is the Standard American Diet?
  1. **(a)** 19%
  2. **(b)** 44%
  3. **(c)** 26%
6. What is the Kashruth and Halal?
  1. **(a)** 79%
  2. **(b)** 14%
7. What are the basic components of the Agricultural Improvement Act of 2018, aka the Farm Bill?
  1. **(a)** 67%
  2. **(b)** 28%
8. What is the difference between organic and regenerative organic?
  1. **(a)** 56%
  2. **(b)** 33%
9. When is a product labeled Fair Trade?

1. (a) 40%
  2. (b) 46%
10. What are GMOs?
1. (b) 39%
  2. (c) 37%
  3. (d) 19%

## Food Justice

1. What is distributive justice?
  1. (a) 63%
  2. (b) 30%
2. What is the relational theory of equality?
  1. (a) 67%
  2. (b) 23%
3. What is the difference, if any, between food justice and food sovereignty?
  1. (a) 74%
  2. (b) 18%

### Introduction

- philosophy of food
  - food metaphysics
- ethical theories
  - greatest happiness principle (utilitarianism)
  - respect principle
  - virtue ethics
  - sustainability

### Food as a Good

- ethical theories
  - greatest happiness principle (utilitarianism)
  - respect principle
  - virtue ethics
  - sustainability
- organism (form/matter)
  - food metaphysics
- food insecurity / hunger
- Diet
  - SAD
  - vegetarian / vegan
  - Kashruth / Halal
- food metaphysics

### Food and Agriculture

- Agriculture
  - conventional / industrial
    - GMOs
  - sustainable
    - agrarianism
- the Farm Bill
- Sustainability
  - organic / regenerative
- Fair Trade

### Food Justice

- food insecurity / hunger
- ethical theories
  - greatest happiness principle (utilitarianism)
  - respect principle (duty ethics)
- Theories of Justice
  - distributive
  - relational theory of equality

---

(End of Lesson)

# Prior-Knowledge Survey

 This is a preview of the published version of the quiz

Started: Jun 28 at 12pm

## Quiz Instructions

Please answer these questions sincerely. There is no right or wrong answer. This is just a survey of knowledge about concepts, theories, and systems that we'll be studying this semester.

Each question has the same or a similar set of answers. Choose the answer the *best* reflects your understanding.



### Question 1

1 pts

When studying food ethics, it is helpful to understand the metaphysics of food. What is food metaphysics?

- ☐ I have never heard of food metaphysics.
- ☐ I have heard of food metaphysics, but I can't really explain what is fundamental to it.
- ☐ I have some idea of what food metaphysics is all about, and I can explain the basic idea but only in very general terms.
- ☐ I understand what this is, and I can it explain fairly clearly.



### Question 2

1 pts

What is the greatest happiness principle?

- ☐ I have never heard of this.
- ☐ I have heard of the general happiness principle, but I can't really explain it.
- ☐ I have some idea of what the general happiness principle is all about, and I can explain its basic idea but only in very general terms.

- ☐ I understand what this is, and I can it explain fairly clearly.



### Question 3

1 pts

A principle of duty ethics is the respect principle. What is this?

- ☐ I have never heard of this.
- ☐ I have heard of the respect principle, but I can't really explain it.
- ☐ I have some idea of what the respect principle is all about, and I can explain its basic idea but only in very general terms.
- ☐ I understand what this is, and I can it explain fairly clearly.



### Question 4

1 pts

What is fundamental to virtue ethics?

- ☐ I have never heard of virtue ethics.
- ☐ I have heard of virtue ethics, but I can't really explain what is fundamental to it.
- ☐ I have some idea of what virtue ethics is all about, and I can explain the basic idea but only in very general terms.
- ☐ I understand what this is, and I can it explain fairly clearly.



### Question 5

1 pts

An ancient but still relevant distinction when considering the nature of an organism is the distinction between form and matter. What is this distinction?

- ☐ I have never heard of this distinction.
- ☐ I have heard of the distinction between form and matter, but I can't really explain how it is significant toward understanding organisms.
- ☐ I have some idea of the distinction between form and matter, and I can explain the basic idea but only in very general terms.
- ☐ I understand what this distinction is, and I can its significance fairly clearly.



### Question 6

1 pts

An important distinction to understand in food policy is the difference between food insecurity and hunger. Why is this distinction important?

- ☐ I have never heard of this distinction.
- ☐ I have heard of the distinction, but I can't really explain how it is significant.
- ☐ I have some idea of the distinction, and I can explain the basic idea but only in very general terms.
- ☐ I understand what this distinction is, and I can its significance fairly clearly.



### Question 7

1 pts

Are rates of food insecurity on campus a reflection of food insecurity on campuses across the nation?

- ☐ I have no idea how food insecurity is measured.
- ☐ I have have heard of food insecurity, but I can't really explain how it is assessed.
- ☐ I have some idea of food insecurity issues, and I can explain how it is assessed but only in very general terms.
- ☐ I understand what food insecurity is, and I can explain how it is assessed fairly clearly.

**Question 8****1 pts**

What is the basic difference between sustainable and conventional agriculture?

- ☐ I have never heard of this distinction.
- ☐ I have heard of the difference, but I can't really explain it.
- ☐ I have some idea of what the difference is, and I can explain it but only in very general terms.
- ☐ I understand the difference, and I can it explain fairly clearly.

**Question 9****1 pts**

Wendell Berry is an important voice of the agrarian movement. What is agrarianism?

- ☐ I have never heard of it.
- ☐ I have heard of it, but I can't really explain it.
- ☐ I have some idea of what this is, and I can explain it but only in very general terms.
- ☐ I understand what this is, and I can it explain fairly clearly.

**Question 10****1 pts**

What does sustainability actually mean?

- ☐ I have never heard of this.
- ☐ I have heard of this, but I can't really explain it.
- ☐ I have some idea of what this is, and I can explain it but only in very general terms.
- ☐ I understand the concept, and I can it explain fairly clearly.



**Question 11****1 pts**

Do you know the difference between vegetarianism and veganism?

- ☐ I have never heard of this distinction.
- ☐ I have heard of these, but I can't really explain the difference
- ☐ I have some idea of what difference is, and I can explain it but only in very general terms.
- ☐ I understand the difference, and I can it explain fairly clearly.

**Question 12****1 pts**

What is the Standard American Diet?

- ☐ I have never heard of this.
- ☐ I have heard of this, but I can't really explain it.
- ☐ I have some idea of what this is, and I can explain it but only in very general terms.
- ☐ I understand what this is, and I can it explain fairly clearly.

**Question 13****1 pts**

In what basic way are the rules or Kashruth and Halal similar?

- ☐ I have never heard of this distinction.
- ☐ I have heard of these rules, but I can't really explain the difference.
- ☐ I have some idea of what difference is, and I can explain it but only in very general terms.

☐ I understand the difference, and I can it explain fairly clearly.



#### Question 14

1 pts

What are the basic components of the Agricultural Improvement Act of 2018, aka the Farm Bill?

- ☐ I have never heard of this.
- ☐ I have heard of this, but I can't really explain its component parts.
- ☐ I have some idea of what this is, and I can explain its parts but only in very general terms.
- ☐ I understand what this is, and I can explain its details fairly clearly.



#### Question 15

1 pts

What is the difference between organic and regenerative organic?

- ☐ I have never heard of this distinction.
- ☐ I have heard of this distinction, but I can't really explain it.
- ☐ I have some idea of what difference is, and I can explain it but only in very general terms.
- ☐ I understand the difference, and I can it explain fairly clearly.



#### Question 16

1 pts

When is a product labeled Fair Trade?

- ☐ I have never heard of this.

- ☐ I have heard of this, but I can't really explain it.
- ☐ I have some idea of what this is, and I can explain it but only in very general terms.
- ☐ I understand what this is, and I can it explain fairly clearly.



### Question 17

1 pts

What are GMOs?

- ☐ I have never heard of this.
- ☐ I have heard of GMOs, but I can't really explain what's at issue.
- ☐ I have some idea of the basic issues related to the use of GMOs, and I can explain these in very general terms.
- ☐ I understand what the issues are, and I can explain them fairly clearly.



### Question 18

1 pts

What is distributive justice?

- ☐ I have never heard of this.
- ☐ I have heard of this, but I can't really explain it.
- ☐ I have some idea of what this is, and I can explain it but only in very general terms.
- ☐ I understand what this is, and I can it explain fairly clearly.



### Question 19

1 pts

What is the relational theory of equality?

- ☐ I don't know what this means really.
- ☐ I have have heard of this idea before, but I can't really explain it.
- ☐ I have some idea of ecology, and I can explain this idea but only in very general terms.
- ☐ I understand this idea, and I can explain it fairly clearly.



## Question 20

1 pts

Are food justice concerns the same as concerns about food sovereignty?

- ☐ I have never heard of this distinction.
- ☐ I have heard of this distinction, but I can't really explain it.
- ☐ I have some idea of what difference is, and I can explain it but only in very general terms.
- ☐ I understand the difference, and I can it explain fairly clearly.

Quiz saved at 12:00pm

Submit Quiz

## Sandmeyer – 3.b. Course Materials – PHI205 Food Ethics

Use bookmarks in PDF to jump to section pages for explanation of contents and pedagogy.

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### PHI205: Inner-Oriented and Outer-Oriented Projects

I have implemented two distinct kinds of projects that have proved effective at accomplishing the citizenship outcomes defined in the syllabus. The first is the food-tracking assignment. The current design of this project, which in reality is two different projects, aims to encourage students to reflect on their own food choices and to provide the means by which to evaluate the ethics of their actions. The first food-tracking project simply develops **conscious eating** understanding. The second tracking project modulates the food choices toward behaviors that enhance individual well-being and the promotion of sustainable food systems. The food-tracking project is oriented primarily at **developing student understanding of the ethics of own choices and actions**.

The second kind of project is the civic engagement project. This project, more than any other, aims to build **inclusive participatory community engagement**. Not only do we study the concept and incidence of food insecurity here on campus, in the Commonwealth, and nationally, students act to redress food insecurity. The food-tracking project provides students the opportunity to assess the ethical significance of their own choices and actions. This civic engagement project provides students the opportunity to understand and see for themselves how local and global food systems condition these ethical choices.

Since the beginning of the pandemic, the engagement project has been redesigned. Great weight is given to the assessment of the impacts of the pandemic on individual activities and on food systems. But **the pandemic has had an enervating effect** on citizen engagement. While I have implemented a system of graduated outcomes and/or flexible deadlines to address these impacts, it would be disingenuous to assert that I have found fully adequate resolution of this issue.

*(left blank intentionally)*

## PHI 205, sections 001 &amp; 002

## Food Ethics

## Spring 2022

## Syllabus

Sec. 001: MWF 10:00am - 10:50am (CB 243)

Sec. 002: MWF 11:00am - 11:50am (FAB 0308B)

PHI205.001  
Food Ethics

## Food Habits Tracking I

Spring 2022  
Prof. Sandmeyer

## Food Tracking Instructions

This element of the Food Tracking project begins on Monday, February 7th at 12:01pm and ends Sunday, February 20th at 12:00pm (noon). Download the Food Tracking Document. Fill it out for the each day of the tracking period. At the conclusion of the tracking period, categorize your food consumption habits. The aim of this project is to develop an explicit consciousness of your food choices and habits so that you have the explicit understanding of your own eating necessary for the assessment of your food habits.

For the next two weeks, **track all the food and drink you consume** each and every day. However you decide to track your consumption habits, to submit your food tracking data you must input the data into the Food Tracking Document (see link above) and submit this. If you submit a document other than the Food Tracking Document you will not receive full credit for this assignment.

- Each and every day track all the food and drink you consume.
  - Be specific, and include quantities, when applicable. For instance, if you drink two glasses of soda pop, indicate the kind and the quantity of pop drunk. If you eat a hamburger, you need to give some basic description of this, e.g., cheeseburger all the fixings. Your description need not be exhaustive of the food (e.g., each and every fixing) but should be adequately descriptive of the foods you are consuming so you can analyze your consumption.

Food Tracking Documents (use *either one* of these):

1. [Food Tracking Document I \(PDF form\)](#)
  2. [Food Tracking Document I \(WORD form\)](#)
- (forms available in [Canvas: Files: Handouts](#))

(Click either link to download the food tracking document. Complete and submit either form, the Adobe PDF document or the Word document, to receive credit for the exercise)

To upload the Food Tracking Document, click the Submit Assignment button above.

## Eating Assessment

At the conclusion of the tracking period, identify what sort of diet you consume according to the diet typologies indicated here. It's likely that your diet is not exact to any one of the types listed below. Pick the best fit. The diet identification page is on the first page of the Food Tracking Document; be sure to complete this page before you submit your tracking document.

## Criteria for diet type:

- Selection Principle - typically, how did you choose the particular foods and drinks you consumed.
  - (a) convenience, price, efficiency and ease of acquisition
  - (b) for its sustainable production
  - (c) with animal welfare as a preeminent concern
  - (d) other or none of the above
- Ethical Considerations
  - (a) typical absent from decision making regarding food/drink choices
  - (b) justice and sustainability concerns tend to play a role in decision making
  - (a) specifically interested that your food choices do not cause harm to animals; non-participant in a system of animal exploitation
  - (d) other or none of the above
- Animal (and seafood) Consumption Practices
  - (a) diet is high in animal protein
  - (b) diet is low in animal protein
  - (c) diet excludes animal protein (unless it doesn't harm the animal)
  - (d) other or none of the above
- Plant-based Consumption Practices
  - (a) diet typically has low or - at best - moderate amounts of plant based foods but high in carbohydrates (breads, pastas, sweets, savory snacks, etc.)
  - (b) diet high in plant-based foods but low to moderate moderate amounts of carbohydrates
  - (c) vegetarian, at least
  - (d) other or none of the above

- Fast Food
  - (a) moderate to high amounts
  - (b) typically absent
  - (c) restricted by animal welfare concerns
  - (d) other or none of the above

## Basic Diet Typology

### A. The Standard American Diet

1. Selection Principle: convenience, price, and efficiency
2. Ethical considerations typically absent from actual choices
3. Animal (and seafood) consumption practices
  - High in protein: meat, eggs and dairy
  - Moderate to high consumption of animal fat
4. Plant consumption practices
  - Heavy use of refined carbohydrates and saturated or highly processed fats
  - Low consumption of fruits or vegetables
5. Moderate to high consumption of fast food

### B. Conscientious Omnivore

1. Selection Principle: sustainability
2. Ethical considerations typically govern food choices
  - Favors Organic, Fair-Trade, and non-GMO labeled foods
  - Concerns include fair labor and trade practices, corporate responsibility, environmental health, energy efficiency, efficient water use, recycled waste management, effective control of toxic by-products
3. Animal (and seafood) consumption practices
  - Low to moderate animal consumption
  - Animal welfare and sustainable production a preeminent concern in dietary choices
4. Plant-based consumption practices
  - Predominant use of vegetables and fruits
  - Low to moderate consumption of unrefined carbohydrates
  - Low intake of fat, esp. of saturated and/or trans-fats
5. Restriction against fast food, typically for sustainability reasons

### C. Vegetarian or Vegan

1. Selection Principle:
  - animal welfare a preeminent concern
2. Ethical considerations typically govern food choices
  - consumption choices aim to reduce of suffering,
  - concern with human health and interspecies justice
3. Animal (and seafood) consumption practices
  - Vegetarian: prohibition against any practices that generate animal suffering
  - Veganism: prohibition against any animal derived products in consumption choices
4. Plant-based consumption practices
  - Predominant or exclusive consumption of plant-based foods
  - Low consumption of refined carbohydrates; high consumption of unrefined carbohydrates
  - Moderate intake of healthy fat
5. Restriction against fast food typically for animal welfare reasons

### D. Other (e.g., gluten-free, international, freevegan, special medical, etc.)

## Food Tracking Assessment - out of 2 points

<b>Deductions:</b>	
<u>Assignment Requirements</u>	
50%	if data is submitted in a document other than one of the supplied Food Tracking Document
50%	if Tracking Document is incomplete (i.e., missing data without explanation)
<u>Late Submission Policy</u>	
100%	no late submissions will be accepted



**PHI 205, sections 001 & 002**

## Food Ethics

**Spring 2022**Syllabus

Sec. 001: MWF 10:00am - 10:50am (CB 243)

Sec. 002: MWF 11:00am - 11:50am (FAB 0308B)

PHI205.001  
Food Ethics**Food Habits Tracking II**Spring 2022  
Prof. Sandmeyer**Food Tracking, *redux***

1. Read the EAT-Lancet Commission Planetary Health Diet [summary report](#)
2. **Track your consumption for a minimum of five days (Monday - Friday, 2/21-25);** follow as scrupulously as you can the Planetary Health Diet.
  - If you're a vegetarian or vegan, this won't entail that much of a change.
  - If your diet is closer to the Standard American Diet, this will likely entail a significant change of diet.
3. Track your food consumption using the second Food Habits Tracking II document.

Food Tracking II Documents (use *either one* of these):

1. [Food Tracking Document II \(PDF form\)](#)
2. [Food Tracking Document II \(WORD form\)](#)  
(forms available in [Canvas: Files: Handouts](#))

Complete the next two steps.

**The food tracking assignment, i.e., the tracking document and the reflection paper, is due by Sunday, Feb 27.****Personal and Planetary Health Assignment**

At the conclusion of the week:

1. Determine your ecological footprint by completing the following survey at [www.footprintcalculator.org](http://www.footprintcalculator.org).
  1. answer the questions in the survey using the data gathered during the first food tracking exercise
  2. when given the option to "add details to improve accuracy," I recommend that do so
2. Additionally, read the Overshot Food Solutions Pages:
  1. Read the [Overshot Food Solutions Opening Page](#)
  2. Read and work through the linked [Food & Fossil Fuels](#) page
  3. Read and work through the linked [Foreign Food Frenzy](#) page

**Reflection Paper Assignment**

1. **Submit a 3 page reflection (ca. 1,050 words)** in which you accomplish the following:
  1. In the first page, discuss the (un)sustainability of your diet, i.e., of your diet which you tracked in the first food tracking exercise

- explain what the foot print calculator indicated, especially in regard to your food consumption.
  - given what you learned in the Overshoot Food Solutions pages, discuss the degree to which your food consumption is resource intensive, particularly fossil fuel intensive, and wasteful.
- 2. In the second page, explain how the planetary health diet aims to achieve (i) a healthier diet and (ii) a sustainable food production system.
- 3. In the third page, explain what were, if any, the primary barriers, if any, which made it difficult to adopt the Planetary Health diet?

(Append this reflection paper to the end of the Food Tracking II document, link above.)

## Food Tracking Assessment II grading

### Food Tracking Document II - 2 points

<b>Deductions:</b>		
<u>Assignment Requirements</u>		
50%	<input type="checkbox"/>	if data is submitted in a document other than one of the supplied Food Tracking Document
50%	<input type="checkbox"/>	if Tracking Document is incomplete (i.e., missing data without explanation)
<u>Late Submission Policy</u>		
100%	<input type="checkbox"/>	no late submissions will be accepted

### Reflection Paper - 4 points

Grading Scale:

- 4.0 points - excellent
- 3.5 point - good
- 3.0 points - adequate
- 2.5 points - insufficient

<b>Deductions:</b>		
<u>Assignment Requirements</u>		
50%	<input type="checkbox"/>	if paper omits one or more required elements
	<input type="checkbox"/>	(deduction will be applied to grade earned)
<u>Late Submission Policy</u>		
100%	<input type="checkbox"/>	no late submissions will be accepted

**PHI 205, sections 001 & 002****Food Ethics**

Sec. 001: MWF 10:00am - 10:50am (CB 243)

**Spring 2022****Syllabus**

Sec. 002: MWF 11:00am - 11:50am (FAB 0308B)

**Civic Engagement Project Instructions****The Two Parts of the Civic Engagement Project****Overview**

Students in PHI205 complete the Civic Engagement Project during the second half of the semester: The aim in this project is to learn by serving, particularly by working to enhance food security here at the University of Kentucky.

- **Part I: Food Insecurity Paper**
  - Write a 2-page paper on food insecurity as a moral problem.
  - Submission deadline: Friday, April 15, 11:59 pm
  - 10 points total
- **Part II: Working to Redress Food Insecurity**
  - For this part of the project, you are required to work at Campus Kitchen for a minimum of 6 hours to redress food insecurity on campus
  - Work Verification Form deadline: Friday, April 15, 11:59 pm
  - 10 points total

**Part I - Food Insecurity Paper**

1. Download
  1. [Food Insecurity Paper Template](#)
2. **Using the template, write a 2 page paper**
  1. First page
    1. Explain what food insecurity is, or more precisely how food insecurity is defined.
    2. For reference, you may use the readings and your notes from class on February 21.
  2. Second page
    1. Explain why one ought to redress food insecurity using the reasoning of, at least, one but, at most, two different ethical theories, i.e., utilitarianism, virtue ethics, or duty ethics.
    2. In other words, explain why food insecurity is a moral problem, according to either utilitarianism, virtue ethics, or duty ethics.
3. **Upload your finished paper to Canvas by April 15th at 11:59pm**
  1. [CE Part I: Food Insecurity Paper](#)

Part II: Out of 10 points. Students will receive:

## Grading Scale:

- 10-9.0 points - excellent
- 8.75-8.0 points - good
- 7.75-7.0 points - adequate
- 6.75-6.0 points - insufficient

### Deductions:

#### Assignment Requirements

50% ☐ if paper omits one or more required elements

☐ (deduction will be applied to grade earned)

#### Late Submission Policy

100% ☐ no late submissions will be accepted

## Part II - Working to Redress Food Insecurity

1. **Volunteer a minimum of 6 hours with the [Campus Kitchen](#)** at the University of Kentucky (CKUK).  
CKUK is an on-campus, student service organization that provides a sustainable approach to reducing food waste while serving healthy meals to those struggling with hunger.
  - This minimum may be accomplished by volunteering 1 shift per week. However, *you have the freedom to decide how best to schedule your hours*, as long as you complete all 6 hours by the deadline.
  - For questions about CKUK operations, contact [campuskitchenatuk@gmail.com](mailto:campuskitchenatuk@gmail.com).
2. Ideally, students should volunteer for two different kinds of shifts (but no one will be penalized for completing only one kind of shift):
  1. Recovery (R)
  2. Processing & Cooking (P&C), or
  3. Meal Delivery (MD)
3. **Students can sign-up online.**
  1. If you haven't registered at [GIVEPULSE](#), do so now (click link).
    1. Important: use the Single Sign On (SSO) option. This will allow you to sign on using your linkblue login.
    2. The SSO provider is UKY
  2. Once you register to GIVEPULSE, you may at [www.givepulse.com/group/238401](http://www.givepulse.com/group/238401)
    1. Scroll down page until you see the volunteer calendar.
    2. The available volunteer slots are indicated in BLUE.
    3. Click on the slot to register for the available slot.
4. To verify this requirement, students must use the document linked below to record each shift volunteered. Students will thus have to print this form and have it available at each shift. Shift information is to be completed by the student; the signature of confirmation must be provided by the shift captain at the end of each shift. Upload the completed verification form to complete assignment.
  - Download Verification Form Here:  
[PHI205\\_Engagement Verification Form.pdf](#)

◦ **Important modification**

If you signed up to work a shift but were turned away because the Campus Kitchen didn't need you for that shift, you can still get credit for the shift. However, we need confirmation that you were scheduled. This confirmation can be demonstrated in one of two ways:

- Have a representative from Campus Kitchen sign the verification form for those hours for which you were scheduled.
- Mark the days and times of the scheduled hours on the verification sheet (without signature) AND append to the verification sheet any and all emails confirming the hours for which you were scheduled.

5. Upload Verification Form Here:

[Civic Engagement Verification Form Upload](#)

(upload deadline: Friday, April 15 by 11:59pm)

Part II: Out of 10 points. Students will receive:

- 100% if the minimum of 6 hours verified\*
- 95% if 5 hours verified
- 85% if 4 hours verified
- 75% if 3 hours verified
- 65% if 2 hours verified
- 0% for this part of the assignment, if
  - if <2 hours verified, or
  - the Volunteer Verification Form is determined unreadable
- no late submissions will be accepted

\* verification may be obtained if you signed up for a shift *and* received a signature confirming this, even if you could not actually work that shift. Only a representative of Campus Kitchen can provide verification.

## Sandmeyer – 3.b. Course Materials – PHI205 Food Ethics

Use bookmarks in PDF to jump to section pages for explanation of contents and pedagogy.

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### PHI205: Encouraging Participation – Online and In-Class Modalities

PHI205 Food Ethics is a course designed around **active learning methodologies**. An important goal of the class is the community engagement. This begins in the classroom. Since the start of the pandemic, it can be argued that the greatest impact on teaching has been the dissolution of the classroom cohesion. Consequently, the discussions forums exercises built into this class seeks precisely to generates personal connections between students. Regular interaction with their peers builds a sense of community in the classroom.

Students are sorted into groups at the beginning of the term and remain with this group for the duration of the semester. For each forum exercise, students are asked to present their ideas in multiple media formats, typically first in video format and then in writing. Creativity of expression is explicitly encouraged. Additionally, students are typically tasked with identifying the best explanations or presentations as they review the work of their peers. Hence responding to their peers, students learn to discriminate what constitutes effective modes of communication.

In point of fact, however, these discussion forums occur in two different modalities. The most obvious of these is the online modality outlined above. But these online forums are really only half of this work. Every week in class some time in class is devoted to reinforcing the communal bonds of the online groups. On Fridays, usually, students meet in their groups in-person. First, this gives them an opportunity simply to get to know one another. Over time, however, these in-person activities build pods of conviviality in the classroom. The effect of this is enormous. Not only does class engagement increase dramatically over the term, but the depth of in-class discussion also intensifies. The integration of online and in-class discussion was something that I

developed in response to the isolating effects of the pandemic. However, it has since become an integral feature of my class design not only in Food Ethics but also in all my other 100- to 300-level classes.

**PHI 205, sections 001 & 002**

Food Ethics

Sec. 001: MWF 10:00am - 10:50am (CB 243)

**Spring 2022**[Syllabus](#)

Sec. 002: MWF 11:00am - 11:50am (FAB 0308B)

**Online Discussions****Instructions: groups, rubric, how-to****Discussion Groups**

**FYI, these online discussion groups are for the sake of building a thoughtful community of scholars in this class.**

- Your original postings are to be written for the benefit of your peers, i.e., usually to generate a substantive and thoughtful discussion of the readings.
- Typically, you'll also be asked to respond to posts by members of your group. Your job in these replies is to expand the discussion. That is, respond in the attitude "yes, and..."

**Group assignments**

001-1	001-2	001-3	001-4	001-5
(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)
002-1	002-2	002-3	002-4	002-5
(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)

**How Discussion Forums Are Graded**

There are just two rules to compose good reading journal postings: (1) the accomplishment rule and (2) the quality rule. In essence, contributing good posts is easy. Post the minimum number of entries called for, do everything in those posts that the assignment calls for, and engage the relevant course content in a thoughtful way in your posting. In a typical journal assignment, you need contribute twice: one original contribution, and one response to someone in your group. Here's what the rubric looks like. Where the range is between 3 and zero, 3 = thought-provoking posting(s); 2 = engaged posting(s), 1 = bland or unengaged posting(s), and 0 = task left undone; where the range is between 2 and zero, 2 = adequate completion of the task, 1 = inadequate completion, and 0 = task left undone.

Reading Journals Rubric			
Criteria	Ratings		Pts
<b>Accomplishment Rule</b> Did all that discussion assignment asked, e.g., met word count, submitted video, attached picture, replied to peer(s), and/or met the minimum number of postings as designated by the assignment.	2.0 (range)	0.0 pts (undone)	2.0 pts
<b>Quality Rule</b> Engaged course content thoughtfully in original and/or responding posting(s).	3.0 (range)	0.0 pts (undone)	3.0 pts
			Total Points: 5.0

**Posting to the Discussion Forum**

If you don't know **how to post** to a discussion board, read these instructions: [How do I reply to a discussion as a student?](#)

**Embed an Image**

If you don't know how to embed a file in a discussion post, you may use these directions: How [do I embed an image in a discussion reply as a student?](#) But in short, the directions are:

- you may have to click the triple dots in the Editor Banner at the top of the screen.
- This will open a new bar of icons. Click the Embed Image icon, which looks like this:

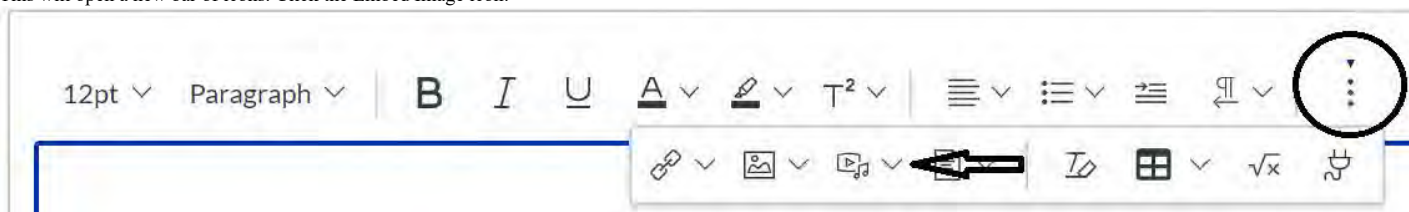
**Embed a video**



If you don't know how to post a video to Canvas, watch this video: [How to post videos in a Canvas discussion](#).

In short:

- you may have to click the triple dots in the Editor Banner at the top of the screen.
- This will open a new bar of icons. Click the Embed Image icon:



- Upload/Record Media
  - Important: ***wait until the video is fully uploaded*** before closing this window. Most times when the video doesn't show up, it is because there wasn't sufficient time given to upload the whole thing during the upload process.

## PHI 205, sections 001 &amp; 002

Food Ethics

Sec. 001: MWF 10:00am - 10:50am (CB 243)

Spring 2022

[Syllabus](#)

Sec. 002: MWF 11:00am - 11:50am (FAB 0308B)

## 01 Online Forum: Introductions

### This is a two part assignment

1. The first part (a) is due by Wednesday's class (01/19)
2. The second part (b) is due by Friday's class (01/28)

#### First Part (a): Introduce Yourself

##### READ THE [ONLINE FORUMS INSTRUCTIONS](#).

For this first discussion forum posting, I'd like you to introduce yourself to me and to the class. This is especially important as masking make getting to one another more difficult than ever. For this discussion assignment, *in a single post* you have to **do three things**:

1. **Post a picture of yourself.** Your face should be clearly visible. Ideally, you are not wearing a hat. And if you are with other people, you *must* indicate which one is you.
2. Under this, **write a paragraph that describes your interests**, both academic and extra-curricular.
3. **Post a short video** under that. In your video, describe your favorite meal, and explain why it is (or was) so meaningful to you.

#### Posting to the Online Forum

If you don't know **how to post** to a discussion board, read these instructions: [How do I reply to a discussion as a student?](#)

#### Embed an Image

If you don't know how to **embed an image** in a discussion post, you may use these directions: How [do I embed an image in a discussion reply as a student?](#) But in short, the directions are:

- you may have to click the triple dots in the Editor Banner at the top of the screen.
- This will open a new bar of icons. Click the Embed Image icon, which looks like this:



#### Embed a video

If you don't know how to post a video to Canvas, watch this video: [How to post videos in a Canvas discussion](#).

In short:

- you may have to click the triple dots in the Editor Banner at the top of the screen.
- This will open a new bar of icons. Click the Embed Image icon:



- Upload/Record Media
  - Important: *wait until the video is fully uploaded* before closing this window. Most times when the video doesn't show up, it is because there wasn't sufficient time given to upload the whole thing during the upload process.

#### Second Part (b): Respond & Analyze

If you don't know **how to post** to a discussion board, read these instructions: [How do I reply to a discussion as a student?](#)

One objective of this first online forum is to get to know the members of your "pod" or group. Each one of you has been assigned to a group. See the lists below.

## Group assignments will not be finalized until January 17th.

001-1	001-2	001-3	001-4	001-5
(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)
002-1	002-2	002-3	002-4	002-5
(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)

### Tasks of Part (b)

For this second part, you have two tasks, which should be accomplished in no less than three paragraphs.

First, I want you to **read each submission and watch the videos from each member in your group**. To do this, you'll need to search for each member of your group in this Discussion Forum. Once you find them, look over the whole of their submission. Please spend the time to do this (should take about an hour), as you'll be working with this group the whole semester. For your first task in Part (b) **respond to one member of your group. Write a brief paragraph** explaining what you found interesting either about their response to the significant meal question or about their interests, especially if these align with your own interests. **Name them explicitly** in your paragraph. **Explain what it is you found interesting and why** you found it interesting. This paragraph can be between 100 and 350 words.

Second, write at least two but no more than four paragraphs (each paragraph between 100 and 350 words). In the **first paragraph (or two)**, I would like you to **explain what you understand to be essential to one of the ethical theories we discussed**, i.e., utilitarianism or duty ethics. In your **second paragraph or two**, **explain how this theory differs importantly from the other theory**. So, for instance, if you decided to write on utilitarianism in your first paragraph, you need to explain how this theory differs from duty ethics; or vice versa.

#### ***Be clear, precise, and concrete.***

In your writing, try to be clear, precise, and concrete in your analysis. That is, for clarity's sake use shorter sentences rather than longer sentences. For precision's sake, focus only one idea or concept *per paragraph*. And lastly, it always helps to explain something abstract, such as a concept, with the help of a concrete example. However, be wary not to use the example as a substitute for the explanation. Rather, use the concrete example as an illustration of the concept you are trying to explain. Examples should always have a subordinate role to explanation in conceptual analysis.

**PHI 205, sections 001 & 002****Food Ethics**

Sec. 001: MWF 10:00am - 10:50am (CB 243)

**Spring 2022****Syllabus**

Sec. 002: MWF 11:00am - 11:50am (FAB 0308B)

## 02 Online Forum: Food Virtue

### This is a two part assignment

1. The first part (a) is due by Friday's class (02/04)
2. The second part (b) is due by Monday's class (02/14)

If you need to consult the instructions submission instructions or grading criteria, consult the [Discussion Forum Instructions](#).

### Part I: Virtue & Values

As Aristotle recognized, the nature of the society in which we live affects our choices and the kinds of people we become through them. For him, this idea is expressed in the influence the family and the polis have on the individual. In this global day and age, our purview must be more inclusive. Our choices and lives are affected by larger forces and can, in turn, influence them.  
(Snow, "Food Virtue," 185.)

For Part I, I want you to **post a video** to the discussion forum. In this video, I would like you to consider something that we discussed [when reviewing the history of \(Western\) food ethics](#). We saw two distinct traditions in regard to food consumption. One tradition, exemplified in the Hebrew bible, understands food consumption choices to be defined by a fundamental distinction: what is allowed (or clean) versus what is prohibited (or treif, unclean). Your food choices define your cultural identity, since these choices express a set of moral or religious commitments. Another tradition tends to view food consumption in terms of the cultivation of habits. In this tradition, the activity of eating is considered as a kind of moral exercise. In the Aristotelian tradition, for instance, our food cravings are the product of the need to survive, to be sure. Yet our habits of eating good foods in the right amounts can be shaped by practical reason. Forming good, i.e., virtuous, habits is a necessary condition to the good life. For in the Aristotelian, the end or goal of all our actions, including the activity of eating, is a flourishing life (aka the life of happiness). The virtue (or excellence) of temperance is thus a state or habit which we as individuals develop over the course of our lives in relation to our individual passions about food. Importantly in this moral tradition, these habits are shaped individually but also by the culture in which we live.

We all live in a food culture. But being part of a pluralistic society like the United States, there are many food cultures in this country. Clearly, there are dominant and subordinate cultures, but there are distinct and different food cultures nevertheless. **Explain how the society you grew up in, i.e., your family, particularly, but also your broader community of friends and relations as well as your extended interaction of with others in your area, influenced your food consumption choices.** On the one hand, did you come to regard food in terms of the binary: good and bad. Bad foods should be avoided at all costs; and good food choices are determined by the avoidance of proscribed foods. So your own sense of self is really defined by this binary, at least in some sense. Or, on the other hand, did you come to believe that eating is more like a moral exercise. Are good food choices the reflection of habits built up over the course of your life. Consequently your own pleasure for the right foods in the right amounts guide your food choices.

If this distinction between these two traditions seems utterly foreign to your experience, you may also explain why neither of these ways of relating to food applies to you in your video.

One request: when explaining yourself, be concrete. Use examples from your life that demonstrate the tradition you consider yourself to be a part of. This video should be relatively brief - about 3-5 minutes.

### Part II: Hindrances to Virtue

In part II, you should **watch the videos of everybody in your group**.

001-1	001-2	001-3	001-4	001-5
(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)

002-1	002-2	002-3	002-4	002-5
<i>(ca. 6 per group - names omitted)</i>	<i>(ca. 6 per group - names omitted)</i>	<i>(ca. 6 per group - names omitted)</i>	<i>(ca. 6 per group - names omitted)</i>	<i>(ca. 6 per group - names omitted)</i>

**Respond to one member of your group**, someone whom you haven't responded to before. In your response I want you identify shared values articulated by both of you. Nancy Snow argues that sustenance and sustainability is preserved when practical wisdom guides our food choices. **Particularly, explain what shared values are exemplified or preserved in the food choices detailed by your colleague?**

This reply should be a written paragraph, better two, of no less than 250 words, each. As usual, please refer by name to the other student in your group. (Perhaps invite your colleague to a meal, also.)

## PHI 205, sections 001 &amp; 002

## Food Ethics

Sec. 001: MWF 10:00am - 10:50am (CB 243)

## Spring 2022

## Syllabus

Sec. 002: MWF 11:00am - 11:50am (FAB 0308B)

## 03 Online Forum: To Eat Responsibly

### This is a one week, two part assignment

1. The first part (a) is due by Wednesday (03/09) - by 11:59pm
2. The second part (b) is due by Friday (03/11) - by 11:59pm

If you need to consult the instructions submission instructions or grading criteria, consult the [Discussion Forum Instructions](#).

### Part I: Do You Eat Responsibly?

Agrarian farmers know their very identity depends on their willingness to receive gratefully, use responsibly, and hand down intact an inheritance, both natural and cultural, from the past. Agrarians understand themselves as users and caretakers of some things they did not make, and of some things that they cannot make.

Berry, "[The Agrarian Standard](#)," 146.)

"Eaters, that is, must understand that eating takes place inescapably in the world, that it is inescapably an agricultural act, and that how we eat determines, to a considerable extent, how the world is used. This is a simple way of describing a relationship that is inexpressibly complex. To eat responsibly is to understand and enact, so far as one can, this complex relationship" (Wendell Berry, "[The Pleasures of Eating](#)," 231-32).

For Part I, I want you to **post a video** to the discussion forum. In this video, I would like you to **explain to what degree, if at all, you eat responsibly**. In "The Pleasures of Eating," Wendell Berry list 7 actions which one can do to *eat responsibly*. Look over the list and identify one or two items which you already do. Explain what it is about these actions particularly, i.e., the actions you've decided to talk about, that make you a responsible eater. If you don't already engage in any of the 7 action-items below, identify one, possibly two items, which you believe would have the greatest impact on the ethics of your eating.

Thus in this video you need to explain how your actions express an "accurate consciousness of the lives and the world from which food comes" (Berry, "The Pleasures of Eating," 234).

1. Participate in food production
2. Prepare your own food
3. Learn the origins of the food you buy
4. Deal directly with a local farmer, whenever possible
5. Learn the technology of industrial food production
6. Learn what is involved in the *best* farming and gardening
7. Learn about the life-histories of the food species (which you consume)

This video should be relatively brief - about 3-5 minutes.

### Part II: Who Eats Responsibly?

In part II, you should **watch the videos of everybody in your group**.

001-1	001-2	001-3	001-4	001-5
(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)
002-1	002-2	002-3	002-4	002-5
(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)

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**Identify one member of your group** who you believe best exemplifies the responsible eater in Wendell Berry's sense. Explain in writing how this person's actions most fully express an "accurate consciousness of the lives and the world from which food comes" (Berry, "The Pleasures of Eating," 234).

This second part should be a written paragraph or two, of no less than 250 words, each. As usual, please refer by name to the other student in your group.

**PHI 205, sections 001 & 002**

Food Ethics

Sec. 001: MWF 10:00am - 10:50am (CB 243)

**Spring 2022**Syllabus

Sec. 002: MWF 11:00am - 11:50am (FAB 0308B)

## 04 Online Forum: Food Insecurity

### This is a two week, two part assignment

1. The first part (a) is due by Friday (03/25) - by 11:59pm
2. The second part (b) is due by Friday (04/01) - by 11:59pm

If you need to consult the instructions submission instructions or grading criteria, consult the [Discussion Forum Instructions](#).

#### Part I

For Part I, I want you to **post a video** to the discussion forum. In this video, I would like you to do three things. First and second, explain what food security is and how food insecurity is not the same as hunger. (For helpful resources, see the readings and your class notes from February 21st). Third, discuss what are *the most important concrete actions required by individuals like yourself* to address the moral problem of food insecurity.

This is a no judgment zone. This video should be relatively brief - about 3-5 minutes.

#### Part II

In part II, you should **watch the videos of everybody in your group**.

001-1	001-2	001-3	001-4	001-5
(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)
002-1	002-2	002-3	002-4	002-5
(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)

**Respond to one member of your group**, ideally someone whom you haven't responded to before. Choose someone whose discussion of concrete steps required to address food insecurity has inspired you. Explain how their video inspired you, i.e., in what way their articulation of the concrete actions required to address the moral problem of food insecurity has inspired you to act.

This reply should be a written paragraph or two, between 250 and 500 words altogether. As usual, please refer by name to the other student in your group.



## PHI 205, sections 001 &amp; 002

## Food Ethics

Sec. 001: MWF 10:00am - 10:50am (CB 243)

## Spring 2022

## Syllabus

Sec. 002: MWF 11:00am - 11:50am (FAB 0308B)

## 05 Online Forum: (Food) Justice

### This is a two week, two part assignment

1. The first part (a) is due by Friday (04/08) - by 11:59pm
2. The second part (b) is due by Friday (04/15) - by 11:59pm

If you need to consult the instructions submission instructions or grading criteria, consult the [Discussion Forum Instructions](#).

### Part I

For Part I, I want you to **post a video** to the discussion forum.

In his article, "Famine, Affluence, and Morality," Peter Singer argues that "if it is in our power to prevent something very bad from happening, without thereby sacrificing anything else morally significant, we ought, morally, to do it." (235). Further, as we've seen, he simply assumes that "suffering and death from lack of food, shelter, and medical care are bad." (231).

- Singer's example of the 1971 famine in Bengal makes it plain that many people in the world are lacking basic resources necessary for survival
  - we'll assume for the sake of argument that similar catastrophes still occur and that areas of deep poverty and need still persist all over the world today
- Singer points out that many living in affluent consumer societies (i.e., the affluent in relation to the world's poor) have disposable incomes
  - that is, they have monetary resources with which they part without sacrificing anything of moral significance
- Following the greatest happiness principle, Singer argues that the affluent have an obligation to aid those with scarce resources
- Thus, he argues that to give money to help alleviate this suffering is a moral obligation
  - To give money, then, is not a mere act of charity.

In short, Singer is arguing that the the problem of world hunger is a distribution problem. Justice demands that resources be distributed in such a way to reduce suffering. That is to say, justice requires a redistribution of wealth as a central strategy to solving the problem of world hunger.

#### In your video, I want you to explain two things:

1. Discuss briefly whether you agree with Singer's conclusion, i.e., that the affluent *are obliged* to provide monetary resources to those in desperate need, as long as they can do so without sacrificing anything of moral significance.
  1. Do you think, in other words, that giving to charity is morally obligatory?
2. Explain how Singer derives his conclusion from the greatest happiness principle?

This is a no judgment zone. This video should be relatively brief - about 3-5 minutes.

### Part II

In part II, you should **watch the videos of at least five students** in the class. These may be people in your group or outside it.

001-1	001-2	001-3	001-4	001-5
(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)
002-1	002-2	002-3	002-4	002-5
(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)



**For part II**, you should write between two to four paragraphs.

- In one to two paragraphs, explain what is the relational theory of equality (or democratic egalitarianism) advanced by Lori Watson in her article, "Food is a Feminist Issue."
- In one to two subsequent paragraphs, explain why the theory of relational equality entails that aid to the world's poor ought to be directed, particularly, to women and their children, and most especially young girls - at least according to Lori Watson's argument.

This reply should be a written paragraph or two, between 250 and 500 words altogether.

### Sandmeyer – 3.b. Course Materials – PHI205 Food Ethics

Use bookmarks in PDF to jump to section pages for explanation of contents and pedagogy.

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### PHI205: Student Work

These examples of student work are correlated to the projects and forums indicated above. The Food Tracking submission and the Civic Engagement paper have been produced by an individual students. The Discussion Forum document includes submissions by the entire class. Care has been taken to scrub these documents from all identifying marks.

*(left blank intentionally)*

## FOOD TRACKING II – THE PLANETARY HEALTH DIET

Use this form to provide documentation of your food consumption

- track food and drink consumption from Monday, Feb 21, to Friday, Feb 26<sup>th</sup>.

### Directions

- 1) Record your food & drink consumption in the pages provided below. (Use as much room as needed.) If you track your consumption on your phone or something you carry with you, just transfer that data to this document.
- 2) Record everything. *This is a no judgment zone.* If no food or drink was consumed in a tracking period, just write "Nothing consumed."
- 3) Use the designated table *per day* for each new day of data.
- 4) Upload this completed Tracking Document to Canvas. The Submit Assignment button will be at the top of the assignment.

Name:

Date:	Monday, February 21st
-------	-----------------------

12:00am – 6:00am	Nothing consumed
6:00am – 12:00pm	Breakfast: Greek yogurt with strawberries and almonds Drinks: Coffee with almond milk creamer
12:00pm – 6:00pm	Lunch: Salad with lettuce, tomatoes, cucumbers, and vinaigrette dressing Snacks: Honey crisp apple with peanut butter Drinks: water
6:00pm – 12:00am	Dinner: Spaghetti with marinara sauce, bread with butter, and salad with vinaigrette dressing Snack: Skinny pop Drinks: water

Date:	Tuesday, February 22nd
-------	------------------------

12:00am – 6:00am	Nothing consumed
6:00am – 12:00pm	Breakfast: Hazelnut nougat Barebell protein bar Drinks: water
12:00pm – 6:00pm	Lunch: Wrap with whole wheat tortilla, tuna, pickles, tomato, and lettuce Drinks: Coffee with almond milk creamer, water
6:00pm – 12:00am	Dinner: Mexican rice, broccoli and cauliflower, potato wedges Snacks: Sugar cookie and vanilla tea Drinks: lemonade and water

Date:	Wednesday, February 23rd
-------	--------------------------

12:00am – 6:00am	Nothing consumed
6:00am – 12:00pm	Breakfast: Oatmeal with almonds and strawberries Drinks: water
12:00pm – 6:00pm	Lunch: Salad with tomato, cucumber, lettuce, and vinaigrette dressing Snacks: Blueberries and strawberries Drinks: water
6:00pm – 12:00am	Dinner: Bow tie noodles with marinara sauce, steamed carrots, piece of bread Snacks: skinny pop Drinks: Water with mio



Date:	Thursday, February 24 <sup>th</sup>
-------	-------------------------------------

12:00am – 6:00am	Nothing consumed
6:00am – 12:00pm	Breakfast: Special K cereal with almonds and almond milk Drinks: Coffee with almond milk creamer
12:00pm – 6:00pm	Lunch: Greek yogurt with strawberries, blueberries, and cinnamon Snack: Honey crisp apple Drink: water
6:00pm – 12:00am	Dinner: Black Bean burger with lettuce, tomato, and ketchup Snack: cashews and dark chocolate Drink: water and almond milk

Date:	Friday, February 25 <sup>th</sup>
-------	-----------------------------------

12:00am – 6:00am	Nothing consumed
6:00am – 12:00pm	Breakfast: Greek yogurt with half a honey crisp apple, cinnamon, almonds Drinks: water
12:00pm – 6:00pm	Lunch: Chicken breast with broccoli, carrots, and rice Snack: cashews and dark chocolate Drinks: water
6:00pm – 12:00am	Dinner: Caesar salad with croutons, lettuce, tomato Snacks: skinny pop Drinks: vanilla tea and water

### 3-page Reflection Paper

(Append your paper here. Either type or paste it into the Word document here. Upload the entire document by February 27<sup>th</sup> at 11:5pm.)

#### Reflection Paper

Overall, I would say that my diet is not very sustainable. Although I do not eat very much meat (usually only once a day), I still eat quite a bit of processed foods. There are some aspects of my diet that looking back, I am very happy with. For example, I eat quite a bit of fruit and I always try to get vegetables in at dinner. However, other parts of my diet are not sustainable. For example, I usually always get chicken at the dining hall for dinner, I eat quite a bit of cereal, and I usually have a sugary processed snack at the end of the day like cookies or an ice cream sandwich. When I did my ecological footprint I determined that my personal earth overshoot day is April 2<sup>nd</sup>. I also determined that if everyone lived like me, we would need 3.9 earths. I was shocked by these results and I honestly felt guilty after seeing this. However, I was very surprised by my results in the consumption category area. My consumption category said that food was my second lowest consumption category with a 0.9 gha. I expected my food category to be higher than this, but I was pleasantly surprised with how little damage the foods that I consume do to our earth. The overshoot food solutions page explains that animal calories are much more resource intensive than plant calories to produce. Considering I am not vegetarian or vegan, I am assuming that the foods I eat are very resource intensive. Along with this the foods I eat are also fossil fuel intensive. Although I eat a lot of fruits, a lot of the time I eat it them with things like honey or yogurt and both of these things involve animal exploitation. I would not consider my food habits to be wasteful. I am very good at using correct proportions based on serving sizes or how hungry I am feeling at the moment to determine how much food I will prepare for myself or get for myself. I am sometimes even guilty of eating my food until it is gone even when I am really full. Ever since I was younger my family has always said that I rarely don't finish my food unless I do not like it.

The planetary health diet is a diet that involves a wide range of plant-based foods and very little animal-based foods, sugary foods, and unhealthy foods in general. This diet aims to achieve a healthier diet by eliminating things like processed foods, starchy vegetables, added sugars, and refined grains. It is pretty obvious that eliminating foods like this will have a good impact on the body. The diet also focuses on unsaturated fats versus saturated fats. Eating too many saturated fats can cause too much cholesterol in the body which has many negative effects. Negative effects can also arise from eating processed foods which have a lot of sugar, fat, and sodium. Having too much of these things can lead to things like diabetes, obesity, or heart disease. By being on the planetary health diet, you are decreasing your risk of getting these health issues significantly. Many diets are extremely restrictive, making them almost impossible to follow and make a full-time part of your lifestyle, but the planetary health diet is actually pretty flexible. This diet can work for a wide variety of people whether you're vegan, vegetarian, or an omnivore. Not only is the planetary health diet good for us individually, but it is good for keeping a sustainable diet and earth. Some examples of foods that have very poor sustainability are chicken, pork, beef, and sugars. What else do all of these things have in common? They are all foods that the planetary health diet excludes (along with other foods). Foods that are encouraged on this diet are things like fruits, nuts, and vegetables which are all great foods for a more sustainable diet. This shows how the planetary health diet makes for a much more sustainable diet.

The planetary health diet proved to be pretty challenging for me considering I was not previously a vegan or vegetarian and was on the standard American diet. The meal that was most challenging for me everyday was dinner. I usually always have some sort of meat for dinner and I almost always eat at the dining hall, and although the dining hall does have a vegan counter, there was usually only two options to choose from. There were plenty of times where I found the diet a bit too challenging to follow and ate something I was not supposed to, and this was usually around dinner. I also did not realize how much I crave processed sugars until I tried to do this diet. I usually do not hold myself back from having dessert. Whether it's a cookie, ice cream, or whatever other sugary dessert the dining hall has available. I just eat what I crave, so not being able to eat those

cravings during the week was really challenging. When I wanted sugar really bad I would usually result to some sort of fruit; apples, strawberries, etc. However, I noticed that when I would eat the fruit instead of simply eating a cookie or whatever else I was really craving, it did not satisfy me. I was still wanting something else after I ate the fruit because I did not eat what my body craved. I think if I continued to do the planetary health diet, these cravings I had for processed sugars would slowly start to go away and the diet would get easier and easier. I also noticed that I was a lot more hungry than usual when I was doing the planetary health diet. Again, I am not sure if this was because I wasn't eating what I was actually craving, but that is something I noticed on the second or third day of attempting the diet. I have previously done a keto diet that my mom was doing a couple years ago just to see if I would be able to do it and see how my body felt afterwards. Doing that diet I actually had less difficulties than doing the planetary health diet. I think part of the reason for this is because I was at home when I was doing the keto diet and my mom cooked a lot of great meals for me that fit the criteria for the diet. Being at college while trying to do the planetary health diet made it much more difficult. I did not have my mom to help me with different meal ideas or snack ideas. All I had was the very few groceries I still had in my dorm room and the dining hall, which like I stated before, did not have as many options as you might think.

April 4, 2022

### Food Insecurity Paper

Food insecurity is often mistaken for hunger, starvation, or the absence of food in totality for an individual. This claim is not factual, as food insecurity is much different and more broadly explained than a lack of food. Food insecurity is not having access to nourishing food, or food that is healthy and keeps a balanced diet. It is different than hunger in that people who experience food insecurity still have access to food, but the food is not healthy. For example, a person may live in an area or have the monetary resources to buy fast food every day. They eat every day and can acknowledge where their next meal will come from, but the value of their food or the dietary nourishment they receive is not considered to be a part of the planetary health diet that is preferred. Often, nourishing food and a balanced diet is not easily attainable. It can be much more expensive to buy items such as vegetables, fruits, healthy fats and carbs, and protein when compared with a fast food meal that will equally satisfy the hunger of an individual. Also, farmer's markets and large grocery stores that supply these healthy foods are not found everywhere. People who have limited transportation methods can find it extremely difficult to venture to a place with healthy foods, even if they have the monetary resources to buy them. This is a large reason that food deserts formulate. A food desert is an area of high food insecurity. Living in a food desert means a good majority of the inhabitants find it difficult to get access to nourishing food either because of monetary restrictions or lack of access due to transportation and adequate places to find healthy foods. Food insecurity is a major problem that needs to be taken more seriously. Healthy and nourishing foods are the only way to achieve a balanced

lifestyle. If these foods are not accessible to a population, then they will be forced to eat unhealthy meals which causes a lot more problems than just unhealthy weight or overall bad health in an individual.

Many would see food insecurity as an ethical problem that needs to be redressed, but there are many different view points of how one could see this problem as being unethical. Utilitarianism is an ethical theory that uses the greatest happiness principle to determine the moral worth of an act. Utilitarians believe that an act should bring about the greatest happiness for the greatest amount of people, therefore minimizing suffering at the same time. When approaching food insecurity with a utilitarian mindset, the obvious problem is that people who are food insecure can not achieve the greatest happiness because they do not have access to nourishing food that will give them a balanced and healthy lifestyle. So, utilitarians would want to redress this problem and find a solution to minimize the suffering of individuals who are food insecure, because it is impossible to achieve the greatest happiness of a population if many people are experiencing suffering in some form. As stated before, the act of being food insecure is not morally acceptable. Utilitarianism is also defined as a consequentialist ethic, because they explain the moral worth of an act by whether it causes consequences. We have explained that food insecurity causes people to suffer. It brings about consequences for the individual's overall health, because they are not receiving optimal nutrition that helps the body function at the highest level. It also brings consequences to farmers and other workers that supply the healthy and nourishing food. If people are not able to buy the nourishing food they are offering, then not only are they unable to sell the produce, it will in turn have a consequences on their job and livelihood. Utilitarians want to end these consequences by working to redress food insecurity so

they can accomplish their mission of having the greatest number of people achieve the greatest happiness.





002-1	002-2	002-3	002-4	002-5

**Respond to one member of your group**, ideally someone whom you haven't responded to before. Choose someone whose discussion of concrete steps required to address food insecurity has inspired you. Explain how their video inspired you, i.e., in what way their articulation of the concrete actions required to address the moral problem of food insecurity has inspired you to act.

This reply should be a written paragraph or two, between 250 and 500 words altogether. As usual, please refer by name to the other student in your group.





← Reply

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(<https://uk.instructure.com/courses/2024139/users/7048922>)

Mar 23, 2022



([http](http://))

(<https://uk.instructure.com/courses/2024139/users/7053361>)

Mar 30, 2022

Hey ! I loved your explanation of food insecurity and security. It was great to hear you touch down on the fact that while you may be food insecure, you could still have food but not the nutritious food that our bodies need. I understand that hunger is a feeling, but I never thought of using that explanation to differentiate hunger and food insecurity.



The campus kitchen is a great resource. Not only does the campus kitchen provide food and resources for students on campus, but for people surrounding our campus as well. Your video inspired me to start being as hands-on as I can. Even though I may not have a lot of time to donate to the campus kitchen, I can always donate equipment or money to support them.

Your video also inspired me to start visiting the farmer's market more often! Before coming to college, my family and I would visit our local farmers' market every Saturday. I truly enjoy food from the farmer's market. Now that I live on campus it has been a little harder to store produce in my dorm's refrigerator. However, I know that there is always something that I can buy there that would not only benefit me but farmers as well. The farmer's market is a great example of how to address food insecurity. By supporting our local farmers and buying their produce, consumers can have access to healthy, whole foods. Without our support, farmers' markets would not be able to continue. Now I cannot wait to visit the farmer's market!

Lastly, I love the fact that you brought up "ugly" produce. Subscription boxes are an amazing way to receive whole, nutritious food. Many of these programs allow one consumer to pay more than their subscription to support another family with a box of food. This program is amazing because not only are you receiving healthy foods, but you have the opportunity to help another family that may be facing food insecurity.

(http

Apr 1, 2022

(<https://uk.instructure.com/courses/2024139/users/6969551>)

Hey ! I totally agree with you on helping out in kitchens and such, I did not think at all about how possibly helping with the kitchen on campus could help with food security! As someone who works part time in a kitchen, I see quite often how much food goes to waste or how much food is thrown away and not eaten for a number of reasons, so I feel that helping in kitchens to make sure things like this don't happen or it doesn't happen as often as it could. The way you described food being "ugly" is a fantastic representation on how sometimes we as humans let food go to waste that is completely fine and there is nothing wrong with it, except for the fact it doesn't look appetizing or maybe doesn't look as good as we thought it did.

Another thing I wanted to talk about that you mentioned were farmers markets, and these are great ways to get healthy clean food for surprisingly cheaper than people would think! I know growing up the biggest reason my family never got anything from farmers markets (besides being in a big city) was because they had this idea that all organic food grown locally is going to be super super expensive, when in reality its completely different per farmer and person, going and looking at some of the local farmers markets around here I realized how easy it is to get organic food, and how cheap I can find it if I look in the right markets too!

← Reply

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Mar 23, 2022

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Apr 1, 2022

Hey , I liked hearing about what you had to say with food insecurity and hunger. I agreed with a lot of the points that you made in your video. I also think that there is a big difference between hunger and food insecurity. Food insecurity and hunger are mainly different because hunger has to do with the physical feeling, while food insecurity is not having access to healthy and nutritious foods. I think that farmers markets and Whole Foods are great places to get healthy and nutritious foods. These are places that are very needed in food deserts. Food deserts often lack everything that Whole Foods and farmers markets have to offer. When it comes to what we can do to help improve food insecurity I think there are several different things we can do. One of the biggest ones would be volunteering at places that help recover food. That meaning these places make meals and find uses for food that would have otherwise been thrown in the trash. Another way that we can help with food insecurity is to grow your own food. By growing your own food you can provide healthy foods for your family and those around you. Along with having the option to sell some of those foods you are growing to those around you. Which then gives the people around you some more healthy foods that they have access to.

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Mar 23, 2022



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<https://uk.instructure.com/courses/2024139/users/6953162>

Apr 1, 2022

Hey , I really enjoyed the video. I really liked how you talked about how UK campus is a food desert, and the comparison between hunger and food insecurity. Many people do not know what exactly food insecurity is, and won't realize what the issue is, or where it is affecting people. Pointing out that UK campus is a food desert I think is important because a lot of people might only think of low income neighborhoods, or things like that as food deserts not realizing something like a large well developed college campus can also be a food desert. I agree with the solutions you brought up, they were very similar to what I included in my video. I believe the issue needs to be addressed at the individual level, and definitely agree that volunteering, or bringing better foods directly to food deserts are ways that we can immediately help alleviate some of the issues involved with food insecure areas.

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<https://uk.instructure.com/courses/2024139/users/7056650>

Apr 1, 2022



Hi , I liked how you included the University of Kentucky to be a place where food insecurity is prevalent. A lot of people may not see the University of Kentucky as being a place that is food insecure because they may just look at all the food options we have available, but in reality panda express, chick fil a, subway, and papa johns aren't very healthy and nutritious options for students to be eating. We also have the dining halls which also do not offer very culturally appropriate or healthy foods for the students on campus. As you said, food security is not just having access to food but also having access to healthy and culturally appropriate foods which is something the University lacks. The University of Kentucky does not have enough healthy and nutritious foods available to the students so most people have to try to go off campus if they can to buy healthy foods that fit their dietary and cultural needs. You also mentioned how some people who don't have the funds to be able to go off-campus and buy their own food which is another problem we face by living in a food desert on campus. I also liked how you talked about hunger being different than food insecurity and the distinction you made between those two. The solutions you offered are very good options that can be used to help combat food insecurity, but I know that not everyone is able to grow their own food so that is something that is a good solution but would not be available for everyone to do.

← Reply

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Mar 24, 2022

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Apr 1, 2022

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, I liked how in the beginning of your video you clarified the terms. Often times these terms can be a lot for people to take in and understand. One other aspect that I liked was how you talked about Uk being a food desert. If you look around on campus we have the dining halls, Chick-fil-A, canes and so many more places that aren't necessary healthy. Eating these places constantly becomes nasty and is very unhealthy. These meals are often anywhere from 1500 to 2500 calories a meal. In a normal day we are supposed to only eat 2000 calories. So when we eat these meals 2-3 times a week or can be terrible for our health. Since we have this problem we are often stuck with the problem of having no healthy foods. When you mentioned the stuff about campus kitchen and places like that I think it's huge. These are places that need more recognition. They do so much and are able to feed so many people. Since they do this we are slowly limiting the amount of people who have food insecurity on campus. Overall I liked your video and I think you did well explaining these terms.

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Apr 1, 2022

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, I like how you took the time to thoroughly explain your perspective and definition of the words I think you were spot on. Like Jake stated in the comment above I loved how you included our school statics as well as covering things we have learned in class. You also talked about Campus Kitchen which is a great alternative for all students. I am a senior and I had no idea this existed until this year. Campus kitchen is honestly not advertised enough around the community or campus. I no longer live on campus but when I was a freshman, I remember the struggles of getting to a grocery store or a food market, which therefore forced me to eat whatever was on campus. This definitely limits one's options to healthy eating, which is why it is understandable why our campus is a food desert. I always think why UK doesn't take advantage of the how close Kroger is to campus. A shuttle that runs students back and forth from the grocery store everyday would really increase the campus abilities to get to healthy foods. I think many students would take full advantage of that opportunity. But I think that UK knows in doing this they are losing out on a ton of money.

← Reply

(https://

Mar 24, 2022

(https://uk.instructure.com/courses/2024139/users/7048624)



Edited by

(https://uk.instructure.com/courses/2024139/users/7048624) on Mar 24 at 7:37pm

(http

Mar 31, 2022

(https://uk.instructure.com/courses/2024139/users/7010920)

Hello !! I thoroughly enjoyed watching your video, as you focused on several great points about issues pertaining to food insecurity. You mentioned how food insecurity has become an expanding issue, especially among college students. I completely agree that several college students struggle to establish nutritious and fulfilling meals 3 times a day, 7 days a week (at minimum). It can be quite challenging for students who live further away from grocery stores than others, as this reduces ones level of food security. You also mentioned how the majority of foods provided through the dining hall lack nutrients and sustainability. Dining hall meals are produced by large companies through industrial processes that refine foods of their nutrients, while also adding an abundance of preservatives. Furthermore, I felt that you provided plentiful resources that are provided by the University to appropriately address the issues that stem from food insecurity on campus. I personally was not aware of the Big Blue Pantry that is available for students. By providing non-perishable foods to students at no additional cost, students don't have to worry whether or not their next meal is guaranteed. The finances involved with buying meals tend to impact the majority of students on campus in a negative way. Big Blue Pantry, however, resolves this issue. Campus Kitchen is also a great organization that you mentioned. Campus Kitchen serves free lunch to any student at the University of Kentucky on Wednesdays. This weekly gathering further provides assurance to students that their next meal will be nutrient-dense and that meals through Campus Kitchen are dependable. In addition, Campus Kitchen recovers food around areas in Lexington in order to repurpose and distribute these foods to those in need. Both of these resources help address and reduce levels of food insecurity among populations in Lexington. Thank you so much for sharing !!



← Reply

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Mar 24, 2022



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Apr 1, 2022

Hey , I really enjoyed your video. I really liked how you distinguished food insecurity from being hungry, and how this relates to UK campus being a food desert. Not many people really know exactly what food insecurity is, and therefore will not know how to address the issue, or what areas of their community are affected. I really agree with what you pointed out as ways people could help out. You included some ideas that are very similar to what I included in my video. I definitely think that the issue needs to be addressed at the individual level, and this starts by volunteering when we are able to, like you have mentioned.

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Apr 1, 2022

Hey ,

Once again I must say I do really love your wonder bread hat. I also liked how you made a point to say that food insecurity is associated with a lack of food but also the lack of means of obtaining the food. This is generally a big misconception when food insecurity is being talked about. I was inspired by your idea of participating in the community with volunteering like the civic engagement project we have been tasked with. I also like how you mentioned how you as an individual can do your part in eating more consciously. For example participating in the local economy and like you said, preparing your own healthy foods. I agree with your point that the dining halls have a massive amount of wasted food, and I was inspired by your idea of making it known among other students to help fight the issue. I noticed you spoke about the Campus Kitchen which is a great way to help fight food insecurity, and I think it would be beneficial if more people on campus knew about what they do. I did not know about campus kitchen when I arrived at UK but it is a great resource for people who lack the means and the money to buy healthy and nutritious foods. Like you said it is also a great way to get involved with volunteering for your community. Another option I liked was the food pantries around Lexington and getting involved there to help more than just student on campus.

← Reply

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Mar 24, 2022

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Mar 24, 2022

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Mar 27, 2022

I really liked your ideas for working to help address food insecurity. I also really liked how you described that one of the ways people can be food insecure is having a lack of transportation to access food. I think it is important to realize how expensive cars can be nowadays and bus systems can be extremely time consuming and not align with a lot of schedules especially for those working individuals. Therefore, I think lack of transportation is a very important component and something that needs to be looked at further when addressing the issue of food insecurity. I really like the steps you chose as it shows that even individual actions can help make a difference in addressing this huge issue in our society. I also think it is awesome that you have volunteered before to help provide food for homeless people and I am glad that we get a chance to make a difference by volunteering at Campus Kitchen this semester. I also really liked your idea to contribute to helping address the problem by producing your own food. I think this is a very sustainable way to produce food and it can help lessen food insecurity by sharing it with others. Personally, I think the fact that you have volunteered before is incredibly noble and inspiring to me and hopefully to others. Some people may be scared to volunteer alone or scared that they may be made fun of, but by setting an example with action it makes me and others more comfortable volunteering and taking steps to lessen food insecurity.

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Apr 1, 2022

Hi

I really enjoyed and agree with your thoughts on addressing food insecurity. I really liked the steps that you talked about how we could fix the issue of food insecurity and the fact that even small efforts can make a huge impact towards an issue that is bigger than all of us. I also really liked and agree with the way that you mentioned transport being one of the huge issue. Especially with gas prices how they are nowadays as well as how inflated the car market is. I also believe that the transportation issue cannot be looked past in the issue of food insecurity. Another part that you mentioned that I thought was important was the part where you mentioned making your own food. I think that this is a very good way to help with the food insecurity issue. Also, I think it is incredible that you have volunteered already with the campus kitchen. I also just finished my first shift with them and I am realizing that it really is amazing work that they are doing to address this issue. Overall I think that you made some very valid points on this topic and I also think that you going and volunteering is setting a very good example. Especially the fact that you may have gone into it thinking it is stupid or a waste of time or people are going to make fun of you for it



because this is how I felt too. But once I was in there doing work it was actually kind of fun and I left there feeling better about myself knowing that my work was going to a good cause.

← Reply

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Mar 24, 2022

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Mar 24, 2022

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Apr 1, 2022

Hey ! First off I want to say how your definitions of both food insecurity and hunger and the differentiation between the two were very well addressed. I also really enjoyed the way that you suggested helping fight these problems by implementing the decrease of food waste. Everyone has the power to ration out their food and decrease on their food waste imprint so this is a great idea to help the problems. I also enjoyed how you talked about the talk show that had a segment on how to waste food. I think that this would be very interesting to watch and I hope more people watch this video so that they might want to watch the video too. In terms of the video that you talked about I think it's very smart on the women's part to start teaching their children young about rationing and not wasting their food. Many kids nowadays don't understand the impact actions such as these can have so it is very important to teach children these values while they are young so it may impact their adult and future lives. I also would agree that participating in service projects, such as campus kitchen, that help areas that would be classified as food deserts is a great way to prevent these food insecurity problems. I am very happy that we were given the service project in class because it gave me the opportunity to help with this problem also. Even when the project for the class is over, I hope that I can find time in my schedule to continue volunteering and helping out. Overall, both your ideas of decreasing food waste and participating in service activities were very well thought out and great inspiration on how anyone can help food insecurity.

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Mar 24, 2022

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Mar 30, 2022

Hi

First of all, I wanted to say that I enjoyed listening to your response to what food insecurity and hunger are. I agree with your statement about food insecurity being an insufficient number of food in a community and/or household levels, while hunger is more of a personal alignment. I described hunger as a feeling, but I like how you described it better. Volunteering is a very important part of addressing food insecurity, I also think that it is a way to bring awareness to people. I had no idea that the Nourish center was there until we went there for class. I also didn't know that the University of Kentucky has about 40% of students feeling as though they don't have access to nourishing foods. Volunteering has definitely opened my eyes to this problem in our society, and it will affect the way that I buy food, cook food, and throw away food. I had never really thought about working at a food kitchen, but it might have to be something I do in the near future. I now know that there are so many people needing nourishing meals, and it is my responsibility, as a person who has various options, to help those in need. As Mr. Sandmeyer discussed, we have moral obligations to help those around us. We just need to take that leap and actually make a difference in our society. Who knows, maybe we could end food insecurity at UK if we informed people of ways to end it and how to get nourishing meals.

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Mar 30, 2022

Hello

I agree with your thoughts on food insecurity and hunger and spoke on them very similarly in my video. I would like to add we have similar ideas when it comes to helping those in need, and I agree with your thoughts on volunteering time at kitchens, etc. I believe this upcoming assignment and the 6 hours of volunteer work we'll have to commit will be an extremely eye opening experience for me and could potentially open me up to the ideas of doing it in the future, beyond the assignment. There's so many people at our university experiencing food insecurity and I strongly believe that if more people were educated on this more people would be open to volunteering some of their time to potentially help those in need of it. If people who had the time to volunteer went out of their way and chose too, and embraced some of the ideas you've spoke on it could be extremely beneficial to those in need, and we could be one step closer to ending food insecurity, and in a smaller picture lowering the percentage of students in need of help. I also spoke on the campus kitchen in my speech, as well as the on campus resources as well. Many students are not aware of these on campus resources, and nor was I until this class. These resources being on campus are extremely beneficial as well as convenient. I say this because like we had talked about at our campus kitchen, many people do not have easy access to vehicles and these resources being on campus makes them much more realistic for students to be able to volunteer their time.

← Reply



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Mar 24, 2022

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Apr 1, 2022

Hi

Great job on your video response to the discussion question about food security, insecurity, hunger, and the ways you can help fight those issues. I enjoyed how you began your response by defining how nutrition plays a role in the definition of food security and insecurity. I think it was very important to mention that because a lot of times the word hunger is used in the definition. And that is not correct at all. I also enjoyed how you included how food insecurity and security affect certain groups of people. It is so interesting how it affects different groups in different parts of the world, but also just here in Lexington, Kentucky. Before understanding the real definition of food insecurity I just assumed that it was the same thing as hunger. Which is not the case at all. And after watching your video as well as some of the others, I have been able to brush up on some of the disparities. Great job on volunteering with Campus kitchen! That is an amazing way you can help address the moral problem of food insecurity. I am excited to get involved with them as well because I think it will be a great opportunity to give back. But I think it will also be a great learning experience. It is so crazy how much food we waste on a daily when there are people all around us who do not have access to nutritious food. Once again, great job! I enjoy watching your video response!

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Mar 25, 2022

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Mar 30, 2022

Hey ! Your video really inspired me and I agree with all the concrete ways to help address food insecurity in your video. I also believe that food waste is a huge problem and should be dealt with more accordingly. One way I try and address this issue at least while I'm home is that I weigh out all of my food to specific proportions and eat the entirety of the meal. This helps with my caloric intake as well as not wasting food. I have also participated in food pantries as a volunteer to help address food insecurity in my local community. Overall Tyler your video was very inspiring and motivates me to do more.

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Apr 1, 2022

Hey I really enjoyed your video. I definitely agree that becoming more involved with the food that we eat is very important. Like you said this could mean not being as wasteful, growing our own food, or buying locally. I have tried unsuccessfully in the past to grow my own food but will continue to work on having a "greener thumb", and I always will buy locally first if I am able to. I love to cook so especially during the summer I love going to the farmers market and trying to find new ingredients to use. I also believe that one of the most important ways to help alleviate the issue of food insecurity is at the individual level, and agree that volunteering is a great step everyone can take to address the issue.

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Mar 25, 2022

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Mar 28, 2022

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Hi, I liked your description of the actions steps that can be taken to reduce food insecurity and found it inspiring as well. What was particularly inspiring was your discussion of the variety of options that we have as community members in working to reduce food insecurity. Generally, I feel that some people (including myself) can easily fall under the misconception that the only thing that can be done on the individual level is to volunteer your time to organizations combatting food insecurity, such as the Campus Kitchen or other local charity organizations. Given this, when individuals are unable to volunteer their time, they can be discouraged altogether from participating in action against this issue or feel that they have nothing else to offer. However, there are a variety of ways that tackle food insecurity that don't involve strictly volunteering your time. Firstly, there is donation, which can be of money or of food items. Providing financial donations to organizations that are actively working against food insecurity allows you to support their mission without being physically involved. Financial support allows these organizations to grow and enhance their ability to provide their services to the community which indirectly reduces food security. Additionally, donating food items to organizations that distribute nutritious and healthful foods to food insecure



people can also make an impact, as this provides the resources to do so. There are many organizations that will gladly accept food donations, but the caveat is that it is only helpful if the type of food donated fits the food they are needing or is aligned with their plans. For example, the Campus Kitchen may not want donations of unhealthy foods as this would go directly against their goal of providing nutritious food to those they serve.

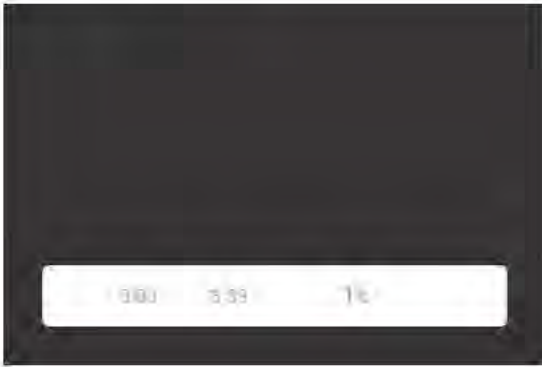
Finally, the most inspiring and arguably most important action that you noted in your discussion is that of education, which should always be the at the forefront of solving any issue. If the public is educated about the issues their community is facing, they may feel more inclined to make an active change in the situation, ultimately improving the issue overall. Additionally, if you are able to learn about the specifics of your community's struggle with food insecurity, then you can better tailor the action taken to intentional solutions that make solid change. This can also involve educating those around you on the situation to garner more support for the cause. This action is particularly inspiring because it is achievable by anyone and does not require any amount of affluence or resources to participate, as anyone can be educated. Therefore, this is a helpful step to reducing food insecurity within a given community.

← Reply

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(https://uk.instructure.com/courses/2024139/users/7023911)

Mar 25, 2022



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(https://uk.instructure.com/courses/2024139/users/7055011)

Apr 1, 2022

Hi ! I found it super inspiring that you were able to help others facing such difficulties and food insecurity with your previous job. I am sure you have made a strong impact on that family, that is such a great thing to do! When thinking about ways to reduce food insecurity, I did not think about the groups and organizations who travel out to areas with extreme poverty, food deserts, and other forms of community service done in that way. I also thought your idea of growing your own food in an attempt to reduce food insecurity is very sustainable and responsible!

Students in this class know that volunteering at food banks and shelters are very beneficial to society, but there are many others in the world who do not know the right steps to take. We should still participate in those activities, but it's also important to know that there are many more ways to achieve that same impact, like growing food and providing for yourself! Your solutions are very excellent and beneficial ideas, volunteering and working with food organizations is a very good step in assessing and reducing food insecurity. I really enjoyed hearing your thoughts and ideas, and it was really inspiring to learn about your experience with this!

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Mar 25, 2022

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Apr 1, 2022

Hi ! Your explanations of food insecurity, security and hunger were exceptionally well said and I think you have a strong perspective on the subjects. I found your explanations on how to reduce food insecurity particularly inspiring because of the way you were able to describe the different levels. I was able to connect this to what I have done in the past as well as gaining knowledge on more ways that I can help. When I have thought about food insecurity and ways to address it in our area, I continuously have thought back to simply volunteering at places like campus kitchen, which you touched on in your video. I somehow lacked to consider the fact that supporting local farmers markets and producers can play a vast role so I was inspired by this when you mentioned it. In my hometown, every Saturday morning from 9-11am local producers put little tents up in the "village square" and have the best produce. I found something similar in Lexington last semester and was able to get some awesome foods while supporting locally and, at the time, didn't realize the impact I could be having on issues such as food insecurity. I appreciate that you were able to bring this back up and reveal how such a small action could have such a large impact on society. When people think of making a difference, it is likely that they think about having to put a lot of time and effort into their impact, however it can be something so small as this to initiate a change.

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Mar 25, 2022



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Mar 25, 2022

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Apr 1, 2022

Hey ! I really liked the ideas that you brought up to counter food insecurity. To start I really liked your discussion about the campus kitchen and how helping with the meals there. I see that going into the kitchens system will give you a perspective on how we can help alter this situation, and how they affect people's lives here on campus. Giving people an inside look at things that are helping allows you to know more about issues and what is being done to fix them. Following that the idea of carpooling to the grocery store is a really great idea for fixing many food insecurities issues some face. Having a way to get to nutritious foods allows for the strength of food insecurity to be decreased, and allows for more healthy and sustainable diets. Taking more people to a nutrition source for less allows for a greater nutrition output than what is available. Your ideas are really important and really show ways to better the significantly large food insecurity issue on the campus.

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Mar 25, 2022

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Apr 1, 2022

Hi , your video inspired me because of how knowledgeable you sounded, and how much information I took from the video, it also inspired me to act because you pointed out some things I had not thought about when I talked in my video. After watching your video I am going to look further into the production side of the industry focusing on getting more flouting foods to people in need. My first shift for working in the food kitchen is in a few days from now and after hearing your participation it makes me excited to make a difference. In my video I talked about a town in the Appalachian mouton range that had horrible food insecurity, using what I learned in your video and the knowledge that I had before I am inspired to create a program to help these people by delivering the correct flourishing and nutritious foods to their doors. I think that our impact that we can have a the university is also important as well. I am sort of close minded when it comes to this but I wonder if there is any other way that we can help the food insecurity on campus besides working with the kitchen or doing food runs, I had an idea of having the university partner up with a delivery system through other brands to help everybody get the correct flourishing foods and cultural foods. let me know what your thoughts are and if you have any ideas on how to take action on this.

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Apr 1, 2022

Hi ! I enjoyed hearing what you have to say about food insecurity and how we can address it on campus and within the rest of our community. The way that you described volunteering at the campus food kitchen as such a positive experience is inspiring because it shows the joy that we can receive by giving to others. I think oftentimes volunteering is only seen as the volunteer doing a service for those in need rather than seeing the benefits and teachings that the volunteer can receive from the interaction. After finding out about campus food kitchen and volunteering, I am a little bit disappointed that I did not know about it sooner because I am a senior and am moving to Texas for graduate school next year, however, your post reminds me that there are options to get involved with fighting food insecurity in every community. You mentioned volunteering at churches or other organizations, which I think is a great way that I can get involved in the city that I am moving to. This inspired me to look up organizations in Austin, Tx that are involved with providing nourishing foods to the community, which lead me to find an organization that fits multiple of my interests. I grew up on a farm and have been a little bit bummed about moving to a city where I will not have the space to grow produce, however, by searching, I discovered a nearby farm that allows volunteers and that provides fresh produce to the local community. I think this will be a perfect way that I can participate in fighting food insecurity and an incredible learning opportunity.

← Reply

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Mar 25, 2022

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Apr 1, 2022

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Hey

I think you do a great job of defining food security and explaining the difference between food insecurity and hunger. You pointed out some of the causes of food insecurity that I had not thought about and I feel that you covered what hunger is really well and gave some major signs of hunger. You made some great points about eating at places that are wasteful and trying to support places that find ways to be sustainable and not as wasteful as places like McDonalds. Your video inspired me to continue trying to eat at places that support local businesses along with supporting local restaurants and establishments. Volunteering and helping out at places like campus kitchen is another great thing that we should continue to do and encourage others to do as well, at the very least we can try to educate others on why supporting places like this are important. I think by doing things like what you have mentioned in your video we can make a great impact on addressing food insecurity & hunger and continuing to work towards a goal of fixing these problems that take place not only in third world countries but also here in our own country.

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Apr 1, 2022

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Hi I found what you had to say very inspiring, and you hit the nail on the head with the way you explained what food insecurity, food security, and hunger. when explaining how you tackled some of the concrete morals concerning these themes it shed a new light on the topic I hadn't thought of. First, you said that you made conscious decisions about the places you ate at and whether these places were concerned about food waste and helping out the community, you would then decide whether that place was worth it to eat at. This is something I don't do myself, but after learning about the cause and effect of food waste in class and that others try to make these conscious decisions I think I should be striving to think in this way as well. I also realize that I'm not aware of the what the businesses I support morals are so making those decisions to help the community with food insecurity so that I can make decisions on if I am to support them. Your point about being naive to places that do support food insecurity I thought is very important because like you said I too hadn't thought about the people in this community suffering from this. I also didn't know much about the campus kitchen but I did see signs and now that I know about places that support this cause I will look into volunteering my time to help out the cause and the people who suffer from this.

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Mar 25, 2022

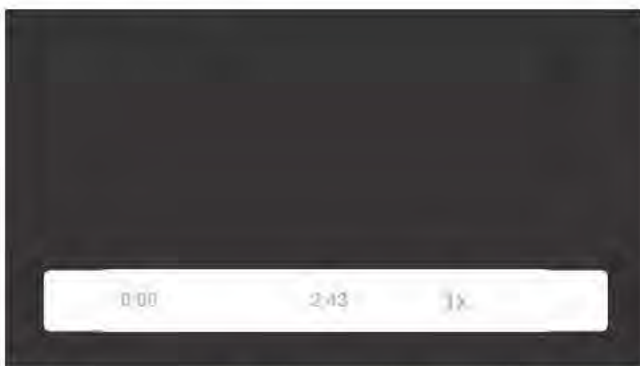
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Mar 25, 2022



Edited by (https://uk.instructure.com/courses/2024139/users/6930167) on Mar 25 at 5:10pm

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Mar 25, 2022

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Mar 27, 2022

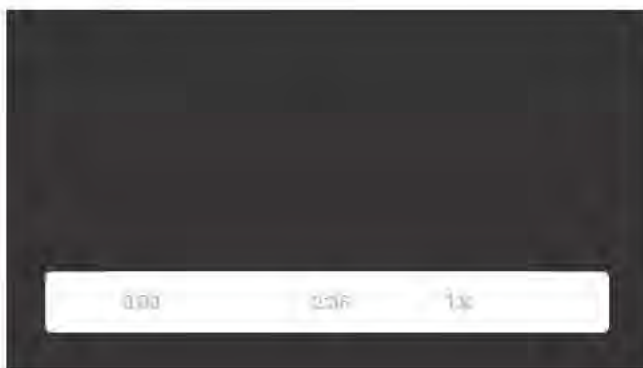
Hello I think you did an amazing job in explaining every aspect of each part of this discussion post. It was really helpful how you broke up how one can be insecure into four parts, including availability, access, utilization, and sustainability. You then went into explaining each one and how if you don't have one of these factors, how it makes you food insecure. I think you had great ways to get started with preventing this issue. First, you mentioned volunteering at the campus kitchen. I know you said that you're excited, and I think that is great that we are all volunteering because I think it is an important first step. I think by going to volunteer, it will allow for insight on how we can play a role and just by helping, we are bringing awareness to the issue. Next, you suggested buying locally. I think one hundred percent agree with this. I also mentioned this in my video and how it is a great cycle of giving back to the community. By purchasing locally, it gives money to the person who made that food, who then can use the money to make food for themselves and then the community again. Finally, my favorite thing you highlighted in your video is that all people who are hungry are food insecure, but not all those who are food insecure are hungry. I think that is an overall branching idea that should be kept in mind when making an effort to decrease food insecurity.

← Reply

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Mar 25, 2022



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Mar 31, 2022

Hey Ryan! I liked how you mentioned that food insecurity is a moral issue, and that action needs to happen to address these issues. I also liked that you mentioned farmers markets being introduced to farmers markets. I think this is a really good idea for communities that live in a food desert. Additionally, I liked how the food prices were based on the income of the individual as well. I think that including that for farmers markets is a smart and neat idea because that is addressing food insecurity in different ways. What I mean by that, is that the farmers market addresses food insecurity by being present in a community where there are limited to no healthy food options.



However, having prices based on income also addresses food insecurity because sometimes food insecurity comes from not being able to afford healthy food options. Therefore, farmers markets can address food insecurity in a variety of ways. I also liked the Wendall Berry quote you mentioned because it does a great job of tying together your thoughts about food insecurity and how to address it. I agree that returning to communal living is important for addressing food insecurity and sustainability for our world because this world is not made up of unlimited resources, but we often live in such a way that we think this world has unlimited resources. By connecting with farmers and growing your own food, we are able to address food insecurity and also make our living more sustainable. Overall, I think we are in agreement about how to address food insecurity and I definitely agree that taking action is super important when addressing issues like food insecurity.

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Apr 1, 2022

Hi Ryan. I love how you put emphasis on how the fight to end food insecurity is a community effort that starts on an individual basis. It sounds like common sense but most people think of the broad picture of "Yeah it's a community thing so other people in the community can serve and I don't really have to" and that couldn't be more wrong. In order for the community to make an impact you have to have individual support to make up that community, and its on all of us to contribute. Kinda like a machine if you will. If some parts are oiled and others aren't then it doesn't run as smooth, its not until all parts of the machine (everyone in this instance) that the machine runs to its best potential. The program at Woodhill Community center is something that I have never heard of and I think that you mentioning that was great. Their mission is great. Bring the local farmers to farmers markets in low income communities and **base the price on the individuals income**. I think that portion is key to ensure that everyone has access to the foods that they need at a cost that they can afford. This is key because it benefits the individuals because they an afford the product but it also benefits the farmers too to sell their product at a margin that helps them too. It's a complete symbiotic relationship that works wonders for our local community. I thank you for the information you provided in this video and I appreciate the selfless service you give to the community.

← Reply

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Mar 25, 2022

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Mar 25, 2022

I couldn't get the video to submit the other way so this was the best I could do !

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Mar 27, 2022

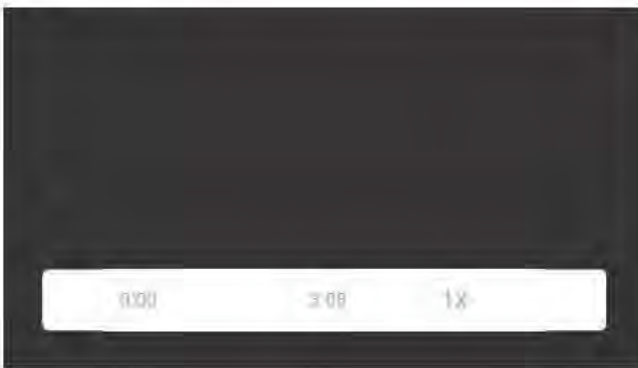
I thought it was interesting how in your explanation of what food security is, you explained that people who are food secure have a choice of what they want to eat for their meals. I have never really thought about it in that way. People who are food secure have the option to eat healthy and nutritious meals, but people who are food insecure could not eat well-balanced meals even if they wanted to because they don't have access to these foods. I liked how you said

that a good way to try to eliminate food insecurity would be to work at a place like the Campus Kitchen. This is an excellent way to get involved and try to help those on campus who are struggling with food insecurity. It is important for those of us who do not struggle with food insecurity to try to make an impact and do the best we can to help these people. You explained that working at the Campus Kitchen helps to get healthy and nutritious food to those who are lacking them and I would agree with this. I would love to continue volunteering at the Campus Kitchen even when this class is over for the semester. Volunteering at the Campus Kitchen is such an easy and fun way to involve yourself and try to eliminate food insecurity at the University of Kentucky where the issue is so prominent. Of course there are other ways that one can work to redress food insecurity, but at the University of Kentucky the Campus Kitchen is most likely the best way one can help to do this.

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Mar 25, 2022



<https://uk.instructure.com/courses/2024139/users/6953162>

Apr 1, 2022

Hey I really enjoyed your video. I liked the way that you distinguished food insecurity from hunger. Many people do not fully understand what food insecurity, and therefore do not know how to address it, or what areas of their community are affected. Quality nutritious foods are so important, and it is very important that we understand what the issues are so that we can properly address them. I liked what you included on how we can help alleviate food insecurity. I believe that fixing the issue begins at the individual level, and agree that volunteering is a great option for everyone to immediately help out

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Mar 25, 2022



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Mar 31, 2022

Hi

I really enjoyed how you made sure to mention that food insecurity is where people don't have access to nutritious food every day. I think that may be a misconception that people overlook. Just because you are able to get nutritious food during the week does not mean you are food secure. All 7 days of the week need to be thought about, not just Monday through Friday.

Aside from mentioning Campus Kitchen, which is a great way to get involved, I really liked how you mentioned the education and marketing side of the issue. It is extremely important for anyone and everyone to get involved in organizations like Campus Kitchen but it is even more important that people know what it is and where they can access these resources. I have volunteered at Campus Kitchen and did a Kroger Recovery, where we brought so much food back it was kind of crazy how much was going to be thrown away. It all seemed to be perfectly fine too. Volunteers are needed but they don't matter if no one knows about it. If students or other members of Lexington do not know they have access to this amazing resource, then it unfortunately will not be used. I believe the education side of food insecurity is the most important!

Going along with the marketing side, you said how you had not heard of Campus Kitchen until we went that one time during class. I also had no idea that was even a thing. I think people who are involved in it know a lot about it but those who are not, don't. If I had not taken this class I am not sure I would have ever known about it!

Your video has inspired me to get the word out to as many people as possible. You bring up great points that no one knows about the resources that are right under their nose! Volunteering is obviously very important too, I just think we should have a reason to volunteer! If there is no one to benefit from the hard efforts of others, then it is hard to make an impact.

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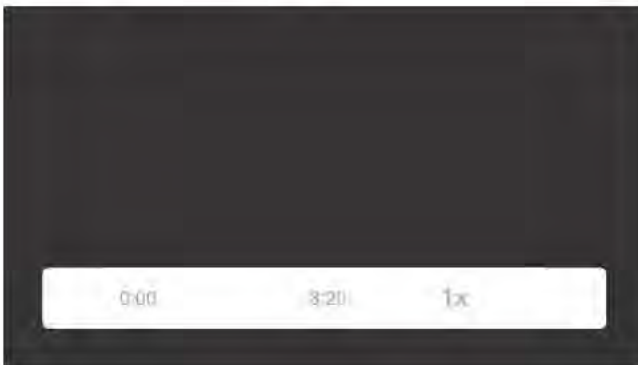
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Mar 25, 2022

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Mar 31, 2022

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Hello

I want to start off by saying that I really enjoyed your video and hearing your own definitions of what food security and insecurity is and how it differs from hunger. I agree with all of your thoughts and how you stated them in your video. I liked that you brought up the issue with transportation on campus. That is a big issue, so it can lead to students having food insecurity. I thought it was interesting how we have similar ideas when it comes to doing the volunteer hours for the campus kitchen. I became aware of these issues when I started this class, and now that I know that there are these issues I want to try and help as much as I can. Being able to do the volunteer hours on campus is an amazing this to get to do! I didn't think I would necessarily like doing it, but now that I have started volunteering, I would like to continue to do it so that I can help limit the food insecurity on campus. I think that doing these hours is a good way to become more aware of the issue and it can lead to more opportunities so spread the word about food insecurity on campus. I enjoyed volunteering as it is, so to be able to volunteer on campus and help a big issue that not many people know about probably is a good feeling. I can say that I will be continuing to work on spreading the word about food insecurity around campus and try to get more people involved with this issue.

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Mar 25, 2022



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Mar 30, 2022

Hey ! I loved how you defined and contrasted the three terms food security, food insecurity, and hunger. I liked details about each one and you went into details about how each of them are different from each other. When you mentioned hunger, I noticed that there was two types and they are when you are barely able to get food and the other is when you go hungry and don't have any food around. I know that hunger in 3rd world countries is more common in the United States. Yes'm, there are people that go hungry but, we are able to have local organizations that can help people get access to some meals. When you also talked about food insecurity, I loved how you mention that Campus Kitchen is a great way to help with people with food insecurity especially here at Kentucky. Campus Kitchen is able to provide people with nutritious foods and can help out people who struggle with food insecurity. I also liked how you added the different ways you can help out Campus Kitchen so they can provide people with the food and there are many ways in helping the Kitchen out. I know that volunteering is one of the easiest ways to volunteer because you can help package the food, making the foods, and picking up the foods from the different places. I loved how you also added that Campus Kitchen has great close partners to help provide them with the foods. There are other organizations that you mentioned that partners with food chains so that they can help provide people with nutritious meals. There are many great local organizations that you mentioned that are right here in Lexington to help out the local people.

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Mar 31, 2022

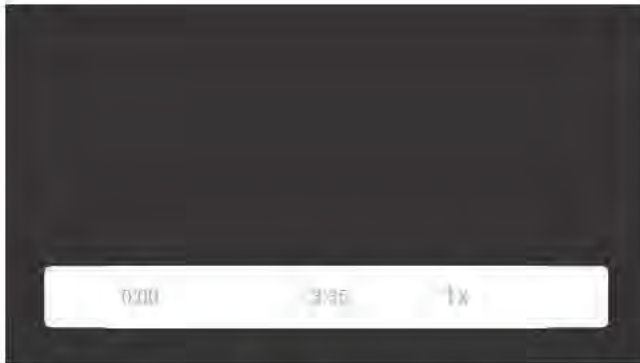
Hi I like how you reiterated the importance of helping out locally, especially with our campus's own need for more nutritious foods (plus the possible lack of economic and physical access). It's scary to think that 40% of UK's campus is food insecure, or in other words, a food desert! Similarly, I like how you articulated the different positions you can volunteer for that meet an individual's preferences—packaging the foods, making the foods, or helping out with the recovery or delivery processes. I found it interesting how you mentioned the close bond UK Campus Kitchen shares with Panera—I didn't realize that they also donated leftover food to the Hope Lodge. It's nice to know that these organizations work together to support each other's joint mission: to reduce food insecurity by first reducing food waste. Besides volunteering, you offered another simple approach: donating nutritious foods to these local organizations as a way to supply more stock that will, in turn, help even more people in need. Finally, I found it inspiring when you talked about the importance of buying food from local farmer's markets or other local businesses. Even though I don't go to farmer's markets myself, I strive to support these businesses by buying locally grown produce and Kentucky Proud foods from places like Whole Foods. As you said, this not only promotes individual well-being and flourishing but serves to support these businesses' service to our communities and ensure their continued agrarian practices for years to come.

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Mar 25, 2022

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Edited by (https://uk.instructure.com/courses/2024139/users/6888164) on Mar 25 at 9:57pm

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Mar 25, 2022

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(http

Apr 1, 2022

(https://uk.instructure.com/courses/2024139/users/7057007)

Hi After watching your video, I could tell that you invest yourself into making sure that food insecurity is fixed in our area. You have a great perception of what food insecurity is and ways to combat it. Some points that came up in your video were that you drive your international friends to different grocery stores. This is a great way to help people, especially those who aren't used to the American cuisine, get good and nutritious food. It's very generous for people with a car to take people with limited transportation to get food. That's a wonderful way to help with food insecurity. It's something that I am not starting to think about doing for my friends. You also stated that donating to places such as food drives or businesses that work towards overcoming food insecurity was a good way to individually help. I totally agree with this because you are supporting people who have the power and resources to fix this problem. I did notice that you were unaware of any places that you could donate to around the area. Dare to Care is based in Louisville, KY, and they love for people to donate food and their time to help package and deliver food to people dealing with food insecurity. It would also be great for you to do some research on places in Lexington that are similar in nature so that you could start volunteering because it is a great idea as you said. Other than that, I think you are doing wonderful things in your community to help with food insecurity and brought up ideas for me to do as well.

← Reply



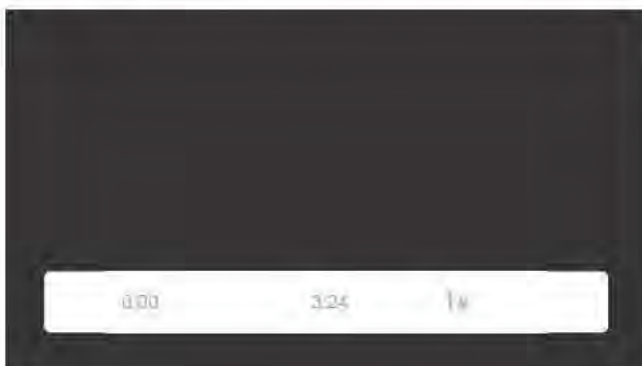


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Mar 25, 2022

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Mar 25, 2022



<https://uk.instructure.com/courses/2024139/users/6940530>  
Apr 1, 2022

Hi , I really liked how you described food insecurity and talked about the many problems that it creates. I did not know that 40% of UK students dealt with food insecurity before watching your video. That number is pretty staggering to me due to the reasons you discussed about dining hall options that are available. One thing I am going to strive to be better about is educating myself on these issues and contributing to help when I can. Volunteering for such organizations like Campus Kitchen can not only provide me volunteer hours but allow me to know that I am making a difference in the struggles that are present on campus. As you discussed, I have packed meals for my church so that they could send them to people in need of them and opportunities like that are ones I would love to take advantage of more often. I think one major issue with people our age is we get caught up in our daily lives and forget about little stuff that we can do to help the greater good when it is not that much of an inconvenience for us. I was glad to see you talked about this and thought you did a great job with the video.

← Reply



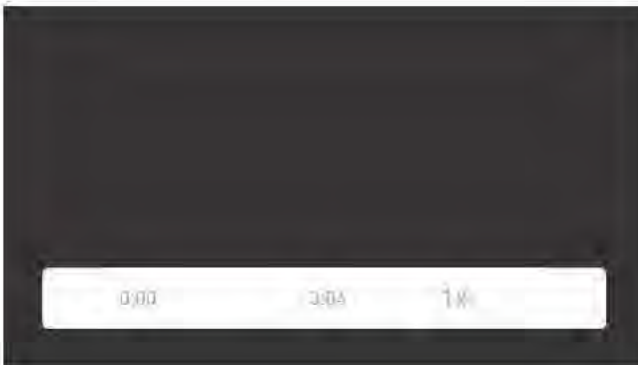
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Mar 25, 2022

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Mar 25, 2022



(http

(https://uk.instructure.com/courses/2024139/users/6994836)

Apr 1, 2022

Hey I think you said it really well when you were talking about being empathetic to those who are food insecure. Even though we often think of performing certain actions or practices when we think of combatting food insecurity, the first step is realizing that we may be part of the problem. We have to think about how others may not be as fortunate as us, and how our actions may be affecting someone other than ourselves. Even if we aren't directly limiting someone's access to food, things we do may lead to food insecurity down the line. In order to change our actions, we have to change our mindset first. I also thought of buying from farmers' markets when I was doing my discussion post. This is such an easy way to promote locally grown, *nutritious food*, in your own area. Purchasing food from farmer's markets is not only benefitting yourself by filling your body with nutritious, healthy food, but you are also helping make healthy food more accessible. This is one of the foundations of being food secure. While making an area and those around you food secure may be a tough process, over time it will pay off. I like how you not only talked about changing our own mindsets but also our actions. Learning about food insecurity is not only about doing, but it is about learning and I think you articulated that really well. I'll definitely try to work some of your suggestions into my everyday life in the future. Great post!

← Reply

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Za'kariah R

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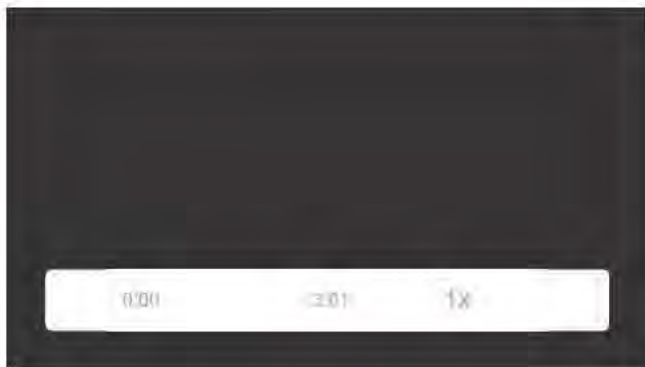
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Mar 29, 2022

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Apr 1, 2022

[https://uk.instructure.com/courses/2024139/users/7048794\)](https://uk.instructure.com/courses/2024139/users/7048794)

Hi

Listening to your video I really liked your definitions of food insecurity and hungry. I think we both have the same under-staining of both of these terms. I liked that you said, "all hungry people are food insecure but food insecure people aren't hungry." I also like that you said with food insecurity it can be an economic problem or a sociological problem. I never looked at it in that type of way.

You talk about how people who aren't food insecure should stop wasting food as much because we normally eat some food and then end up just throwing the rest away. I have a problem with doing this and realizing that I could make a change and stop getting so much food to where I have to waste it. You brought up instead of us wasting the food and throwing it away we could



refurbish it and distribute it out to the people that need a good nutritious meal. This is a good way to give food insecure people meals that will fuel their bodies in a good and healthy way.

That is something that the campus kitchen does. From volunteering there and seeing them make the meals it makes me happy knowing that they're able to refurbish so much food from other stores. They're able to give people the right food for their body so they can get the right nutrients and have healthier food options.

← Reply

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Mar 25, 2022

← Reply

(https://

uk.instructure.com/courses/2024139/users/6964286)

Mar 26, 2022

Couldn't get the video to load up the way I usually post it. Hope this works

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(https://uk.instructure.com/courses/2024139/users/7048922)

Mar 27, 2022

Hi I really appreciate your definition of food security, insecurity, and hunger. I think what you said really depicts the difference between the three. I like the whole idea of bringing more awareness to the issues of food insecurity, I think a lot of people just group it with hunger even though it is very different. Hunger is something that a lot of people just affects 3<sup>rd</sup> world countries when really it could be your next door neighbor., I think hunger and food insecurity is something that creates other issues too. Like if someone is not being fed then they will fall more susceptible to disease. If we fix the while food insecurity issues, then maybe the amount of ill people would lessen. The issue with these problems is a lot of people are unaware, as it doesn't affect them. People today tend in live in their own bubble, I'm guilty of it too. Sometimes we get caught up in our problems which are minuscule compared to being food insecure. Bringing awareness will help with being able to get more volunteers, monetary donations, food donations, etc. With the more donations the more food insecurity issues we can solve. Being able to give is important as well. I know that not everyone is able to give their time or money. But something small as \$5 or 2 hours of time will make a huge difference to someone in need.

← Reply

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Mar 26, 2022

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← Reply

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Mar 28, 2022



(http

(https://uk.instructure.com/courses/2024139/users/6970974)

Mar 30, 2022

I really liked and agreed with your definitions of food insecurity and hunger. You said that food insecurity was when someone did not have access to nourishing and healthy foods. You also stated that if you were insecure with food, that does not necessarily mean you have no access to food. You stated that hunger is when it is hard to obtain food whatsoever or possibly not being able to afford food on the table at all. I totally agree with your take on these two definitions. One of my favorite things that you said to do to combat hunger was to donate canned goods or dry goods. I feel like a lot of households have so many canned products that eventually go to waste because they never use them. It is so important to stay educated on these things for this reason. You said you can help for free which really stood out to me. Taking time out of our days or lives to volunteer is truly one of the best ways to solve the problem. Although we live very busy lives, it is important to serve the community and can truly turn things around for people. Like you Brooke, I was unaware of the food desert that we live in right now on campus. I also did not know that the campus kitchen existed. Often times students who do not have food insecurity, do not think about combating these issues. Thanks to this class I think we have both become a lot more educated on how to combat hunger and food insecurity!

(http

(https://uk.instructure.com/courses/2024139/users/7049350)

Mar 31, 2022

Hi

I really enjoyed hearing your perspective on food insecurity vs hunger. It hadn't really occurred to me that many people may not even be aware of food insecurity like you said which now makes a lot of sense, as I would be if I hadn't taken this class too. It was so surprising to hear about how high the rates of food insecurity are on our campus and is very inspiring to do something to help out. I was also very inspired by what you were saying about raising awareness. Most people probably don't know the difference between food insecurity and hunger and just how many of their peers are affected every day by food insecurity, and im sure if people were made more aware, they would be more inclined to help out. Like you said, donating goods or money is a great way to get started and would make a huge impact to the people who are struggling around us and to get that support we need to raise awareness! A great place to start would be social media or through clubs and organizations here at UK and working to get more people involved, more donations, and reduce food insecurity here on campus.

← Reply

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Mar 28, 2022

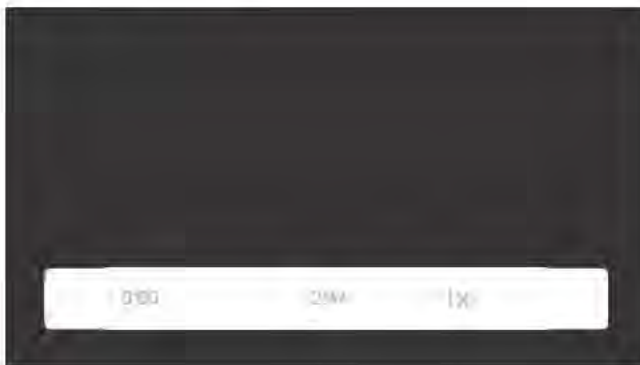
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Mar 28, 2022

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Mar 31, 2022

(<https://uk.instructure.com/courses/2024139/users/7055793>)

Hi great video and great response. I like how you brought up the food desert and applied it to the University of Kentucky, because not many people are aware that there is food insecurity at UK. I also think you did a great job describing the difference between food insecurity and hunger. You made it very clear which is good because not everyone know the difference between the two. Steady access to nutrient food is so important and people who



experience food insecurity can become very sick or malnourished because of the lack of healthy and nutrient options. People who experience food insecurity are also more susceptible to diseases.

I like that you said people can address food insecurity by being more sustainable, because that not only helps the environment it helps those who are suffering from food insecurity. Wasting food is a huge problem and I know that I can personally be better about wasting food. I am guilty of wasting food, and so is pretty much everyone else, but I never realized that my food waste was impacting others and harming their chances to getting nutrient and healthy food. I did my first shift in the campus kitchen and it really opened my eyes to how lucky I am to not be food insecure. I loved working in the campus kitchen because I knew I was doing something good for my community but it also taught me that I need to be more sustainable and make better choices when choosing food so that I am not contributing to the food desert. Your video has inspired me to think more about the food I eat and throw out, I need to make a change in the way I consume food, because I now know that my actions do impact others. I am going to waste less food and try to help end the food desert here at UK to the best of my ability.

← Reply

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Mar 28, 2022

(<https://uk.instructure.com/courses/2024139/users/6969551>)

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← Reply

## Sandmeyer – 3. Course Materials – PHI336 Environmental Ethics

Jump to each section for a brief discussion of those materials.

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### PHI336: STATEMENT OF GENERAL PEDAGOGY

I wrote the original PHI336 syllabus approved by the UK Faculty Senate first in AY 2008-2009. Then, during the AY 2010, the Dean of A&S tasked a group of faculty, myself included, to design a new interdisciplinary A&S Environmental Studies program. The Environmental & Sustainability Studies B.A. was approved by the Faculty Senate in 2011 with PHI336 as one of the 5 major requirements for that degree. In 2015, the Faculty Senate approved a change to the Natural Resources and Environmental Sciences interdisciplinary B.S. program in the College of Agriculture making PHI336 a major requirement for their students. Hence, in its very DNA this class is an **interdisciplinary environmental studies** course offering at UK and stands at the heart of my work as an environmental philosopher.

I present Aldo Leopold's land ethic as a preeminent example of an environmental ethic. The study of this work includes critical analyses by traditionally excluded voices in environmental studies. Also, given the **service needs the class fulfills** there are substantive units on (i) the history and philosophy of conservation, (ii) the idea of sustainability, its history, and critical assessments of policies of its implementation, and (iii) the application of utilitarian theory, duty ethics, feminist ethics, metaethics, and virtue theory to animal life and ecological systems.



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<b>1. SYLLABUS &amp; DAILY SCHEDULE – COVID CLASS .....</b>	<b>3</b>
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### **PHI336: Syllabus & Daily Schedule**

**Fall 2020, UK returned to in-person classes** (if faculty assented) but with alternating attendance. Only a third of my classes attended on any one day, while the other two-thirds participated synchronously online. It is important to note that not all my classrooms had the infrastructure to accommodate this modality. Since all UK students receive an iPad upon entering UK, I created a system where everybody mic'd up via Zoom, regardless. This allowed all members of the class to participate in-time. To make this work, I set up a system of clear and continuous communications that began weeks before the actual first day of classes (for all my classes 202F, ultimately 6 sections of classes – including both PHI100 & PHI 336).

Ultimately all my classes **transitioned back to a fully online synchronous modality**. The reasons for this were multitudinous. Ultimately, though, this was due to the heavy stress students experienced trying to attend both hybrid courses and their fully online synchronous courses at UK. (The vast majority of students' coursework this semester was fully online.) Happily, I can attest that this transition went quite easily, as I had spent all summer working with our Center for Excellence in Learning and Teaching team to create an effective pedagogical model for hybrid teaching.

From August 1<sup>st</sup> until the beginning of classes, I also worked closely with our PHI graduate Teaching Assistants to help them design their own courses under these trying circumstances.

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If you contract COVID-19, you must let me know as soon as possible: [bob.sandmeyer@uky.edu](mailto:bob.sandmeyer@uky.edu)

[Daily Schedule](#)

[Print PDF Version](#)

<https://uk.instructure.com>

# PHI 336 - Environmental Ethics

## Fall 2020 Syllabus

### Professor Bob Sandmeyer

#### Section 001

MWF 11:00-11:50am

[Jacobs Science Bldg. 347](#)

#### Section 002

MWF 1:00-1:50pm

[Jacobs Science Bldg. 357](#)

#### Sandmeyer's Contact Information

**Bob Sandmeyer, Ph.D.**

[bob.sandmeyer@uky.edu](mailto:bob.sandmeyer@uky.edu)

(include "PHI336" in subject of email)

pronouns: he/him/his

or

ph. 859-257-7749 (leave a message)

**"Office" Hours: Tues/Thurs (online only)**

Schedule an Appointment:

[calendly.com/dr-sandmeyer/office-hours](https://calendly.com/dr-sandmeyer/office-hours)

Zoom Address:

[uky.zoom.us/my/bobsandmeyer](https://uky.zoom.us/my/bobsandmeyer)

A note on communications

- To contact me, email me directly I recommend *against* sending me messages through Canvas.
  - Type "PHI336" in the subject line of your email.
  - I will respond usually within 24 hours. NB: due to personal considerations, I can only reply to emails during business hours, i.e., M-F 9:00am – 5:00pm. So, if you send me an email over the weekend or outside of these hours, I will not be able to respond until the next business day at the earliest.

#### Required Texts

##### Book

Aldo Leopold, *A Sand County Almanac*.

Introduction by Barbara Kingsolver. ISBN:

[9780197500262](#).

**All other readings** (primary content of class) available in Canvas via the [Daily Schedule](#) and located in [Files: Library](#).

#### Course Description

Welcome to PHI 336, Environmental Ethics. Our primary objective in this class will be to understand and evaluate the idea of an environmental, or as I prefer, an ecological ethic. We will begin the semester by studying Aldo Leopold's idea of the land ethic, both its meaning and its scope. We'll then study the underlying philosophies of conservation which gave rise to Leopold's idea of a land ethic. In the second half of the semester, we will turn to consider "alternatives" to an ecological ethic, e.g., utilitarianism and animal liberation theory, deontology and animal rights theory, metaethics, and ecofeminism. This comparative ethical study will give us tools by which to critique the coherence and consistency

of a land ethic as an ethical theory. Given the fundamental importance of sustainability to environmental philosophy, we will conclude the semester with a critical study of the idea and implementation of sustainability, both locally and globally.

The primary textual content in this class will be available as PDFs in Canvas. However, we will also read the whole of Aldo Leopold's book, *A Sand County Almanac: Sketches Here and There*. This is available for purchase, if you do not already own a copy.

This course fulfills a Major Requirement for the [ENS B.A.](#) and the [NRES B.S.](#) degree.

## Teaching and Learning in a Time of Crisis

By definition, a crisis is a time of decision. We have all decided to be here, either to teach or to learn, during a global pandemic whose virulence is not currently waning. But the local conditions of this global pandemic create unique difficulties. Physical distancing, sickness, anxiety, etc., all create barriers to teaching and learning. It is up to each of us to take responsibility for this decision and to make this semester as successful as possible.

- First, I want to say that **if you ever need to talk to me**, please contact me ([bob.sandmeyer@uky.edu](mailto:bob.sandmeyer@uky.edu)). If you are struggling, I will do what I can to help you.
- There will be many uncertainties this semester. The key to confronting these is **consistent and clear communication** between the instructor and students.
  - **Coursework**
    - Follow the [Daily Schedule](#).
      - **Check this page regularly**, at least three times a week.
        - As its content will likely change from time to time, there is no need to print a hard copy.
        - Alterations to this schedule will be indicated by the "Date of last update" marker at the top of the page.
      - Each day's lesson(s) will be embedded the [Daily Schedule](#). Consequently, no matter if we meet in person or not, you will need to work through lessons available online.
    - Links to each day's lesson(s) will be embedded in the Daily Schedule.
      - No matter if we meet in person or not, you will need to **work through lessons available online**.
    - Homework assignments will be announced in both the Daily Schedule and the Daily Lessons.
  - **Class-wide messages**
    - I will send messages to the class as a whole via the [Announcements](#) function in Canvas.
    - Make sure your Canvas settings push these notifications to your email or your phone: [check your notification settings](#).
  - **Individual Communications**
    - Send emails to [bob.sandmeyer@uky.edu](mailto:bob.sandmeyer@uky.edu); I don't recommend using the Canvas Inbox for email communication.
    - Always include the phrase **"PHI336" in the subject of your email**.
  - **Be Proactive**
    - Contact me *before* a problem arises. I will try to do the same.
    - If you are unable to contact me in advance of an issue, you must - at the latest - contact me as soon as you return to the class.

## In-Person Instruction

- For this to work, all students must abide by [University-wide COVID-19 restrictions](#).
  - For the record, Professor Sandmeyer has a family member who is immunocompromised. Teaching the class in-person thus entails genuine risks for this individual. There are other members of the class who likely have family or friends who are at risk. Given the nature of this virus, each student attending the class correspondingly has to accept responsibility for their behavior both inside and outside the classroom. **By participating in-person in this class, each student thus agrees to act in a responsible manner outside of it.**
- Whenever the University allows in-person classes:
  - **The decision to hold this class in-person will be made on a day-to-day basis by the instructor teaching in-person.**
  - **If any student cannot attend** class in-person due to issues related to COVID-19, they may continue their work for this class entirely online.
    - Official **medical documentation is not required** for such absences.
    - **Contact the instructor** to inform them of your absence, though.
- If at any time in-person class is cancelled due to issues related to COVID-19, the **class will continue online** for the duration of the disruption.

### Face Covering/Distancing Policy

- In accordance with University guidelines, students must wear [UK-approved face coverings](#) in the classroom and academic buildings (e.g., faculty offices, laboratories, libraries, performance/design studios, and common study areas where students might congregate). If UK-approved face coverings are not worn over the nose and mouth, students will be asked to leave the classroom.
- Students should complete their daily online wellness screening before accessing university facilities and arriving to class.
- Students should not move chairs or barriers in classrooms and should socially distance at all times, leaving a six (6) foot radius from other people. Masks and hand sanitizer can be found in the class building, if needed.
- Students should leave enough space when entering and exiting a room. Students should not crowd doorways at the beginning or end of class.
- At no time during this semester will the instructor physically meet with any student individually, not even before or after in-person class. All instructor-student meetings - including "office" hours - will be held in an online setting.
- The instructor may choose to remove a mask when pedagogically necessary at the front of the classroom. The instructor's mask will be replaced when it is no longer necessary to have it removed, or when the class meeting is complete.
- If student(s) refuse these policies, in-person class may be cancelled until the situation is resolved.

### Learning Outcomes

At the conclusion of this class, students will be able to:

- articulate the main features of an ecological ethic
- explain and defend one's own ethical standpoint, especially in relation to an ecological ethic.
- speak and write intelligently about the idea of conservation.
- critique the idea of an ecological ethic with reference to other ethical theories, especially those which prioritize animal life
- explicate the concept of sustainability.
- evaluate the implementation of sustainable development, esp. from the perspective of traditionally

underrepresented groups.

## Grading

### Grading Scale

Students will be provided with a midterm evaluation grade (by the midterm date) that reflects course performance based on criteria laid out below.

A = 100% - 90%

B = 89% - 80%

C = 79% - 70%

D = 69% - 60%

F = ≤59%

- |  |      |
|--|------|
| • Reading Quizzes - drop the lowest scoring quiz                   | 40 % |
| • Online Discussion - drop two lowest scoring                      | 20 % |
| • End of Unit Assessments - must complete all, drop lowest scoring | 40 % |

## Accommodations

If you have a documented disability which requires academic accommodations, please contact the professor as soon as possible. In order to receive accommodations in this course, you must provide the professor with a Letter of Accommodation from the [Disability Resource Center](#). If you have not already done so, please register with the Disability Resource Center (Suite 407 of the Multidisciplinary Science Building, 725 Rose Street, 859-257-2754, [dtbeac1@uky.edu](mailto:dtbeac1@uky.edu)) for coordination of campus disability services available to students with disabilities.

## Academic Integrity

Everyone understands that while cheating may be tempting, in all cases it is wrong. Do not cheat or plagiarize! If the professor determines that a student or group of students has cheated, or that a student has plagiarized any part of any assignment, he/she/they will receive a grade of zero for the assignment without the possibility of redoing the assignment. Be forewarned, though, that *evidence of cheating or plagiarism may also result in course failure*. If the case is especially egregious, the issue will be directed to the appropriate University Dean and the student will receive a grade of XE/XF for the course.

As per the [Ombud's definition](#), academic integrity requires creating and expressing one's own ideas in all course work including draft and final submissions; acknowledging all sources of information properly; completing assignments independently or acknowledging collaboration; accurately reporting one's own research results; and honesty during examinations. Further, academic integrity prohibits actions that discriminate and harass on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation. **By participating in this class, you accept the injunction not to cheat in any way. You also agree to comport yourself with integrity and honor throughout the semester.** You further agree to have all or some of your assignments uploaded and checked by anti-plagiarism or other anti-cheating tools.

Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>; see especially "Rights and Responsibilities" and "Academic Integrity." A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information.

## Class Recordings

Meetings of this course may be recorded. All video and audio recordings of lecturers and class meetings, provided by the instructors, are for educational use by students in this class only. They are available only through the Canvas shell for this course and are not to be copied, shared, or redistributed.

Video and audio recordings by students are not permitted during the class unless the student has received prior permission from the instructor. Any sharing, distribution, and or uploading of these recordings outside of the parameters of the class is prohibited. Students with specific recording accommodations approved by the [Disability Resource Center](#) should present their official documentation to the instructor.

### Final Remark

This syllabus is a contract between the professor and student. Participation in the class indicates the student understands and accepts the terms of this syllabus, i.e., the expectations and requirements laid out herein.

See the [Daily Schedule](#) for the day-by-day agenda.



If you contract COVID-19, you must let me know as soon as possible: [bob.sandmeyer@uky.edu](mailto:bob.sandmeyer@uky.edu)

Check this schedule regularly. Changes are likely during the semester.

(Date of last update: 18 Nov 20)

# PHI 336

## Environmental Ethics

### Section 001

MWF 11:00am - 11:50am

### Section 002

MWF 1:00pm - 1:50pm

**All classes are now delivered via Zoom at the time of class. (No in-person class.)**

[PHI336.001 Zoom Portal](#) [PHI336.002 Zoom Portal](#)

(password: Sandmeyer) (password: Sandmeyer)

<i>Date</i>	<i>Day</i>	<i>Topic &amp; Presentation</i>	<i>(due on day listed)</i> <i>Homework</i>
08/17	Mon	<b>Attendance Group A</b> <a href="#">Syllabus &amp; Course Expectations</a>	Handout: <a href="#">PHI336 Syllabus</a> <a href="#">01 Discussion: Aug 10-21 - Introductions</a>
<b>1. The Idea and Scope of The Land Ethic</b>			
08/19	Wed	<b>Attendance Group B</b> <a href="#">What is an economy?</a>	<a href="#">Wendell Berry - Idea of a Local Economy</a> <b>Quiz #01</b> * <a href="#">#01 Questions</a> * <a href="#">#01 Survey</a> * <a href="#">Submit Quiz #01 Online</a>
08/21	Fri	<b>Attendance Group C</b> <a href="#">How Berry is a virtue ethicist</a>	<a href="#">Wendell Berry - Two Economies</a> <b>Quiz #02</b> * <a href="#">#02 Questions</a> * <a href="#">#02 Survey</a> * <a href="#">Submit Quiz #02 Online</a>
<b>Read Leopold's book - the whole thing by Oct 2nd</b>			<a href="#">Aldo Leopold - A Sand County Almanac (ASCA)</a>
08/24	Mon	<b>Attendance Group B</b> <a href="#">The Land Ethic</a> <a href="#">Discussion Board 02: Berry and Leopold</a>	Aldo Leopold - <i>A Sand County Almanac</i> (ASCA) (come to class prepared to discuss) * <a href="#">Thinking Like a Mountain</a> , pp. 120-123 * <a href="#">Unpublished Intro to ASCA</a>
08/26	Wed	<b>Attendance Group C</b> <a href="#">The Land Ethic</a>	Aldo Leopold - ASCA, "Forward" (xxi-xxiii), and "The Land Ethic" (190-212) <b>Quiz #03</b> * <a href="#">#03 Questions</a> * <a href="#">#03 Survey</a> * <a href="#">Submit Quiz #03 Online</a>
08/28	Fri	<b>Attendance Group A</b>	Aldo Leopold - ASCA, "The Land Ethic"

		<a href="#">The Land Ethic</a>	(190-212) and " <a href="#">Song of the Gavilan</a> " (138-143)
08/30	Sun		<a href="#">Discussion Board 02: Berry and Leopold</a> (due by 11:59 pm E.S.T.)
08/31	Mon	<b>Attendance Group C</b> <a href="#">The Land Ethic, for whom?</a>	<a href="#">Lauret Savoy - Alien Land Ethic Quiz #04</a> * <a href="#">#04 Questions</a> * <a href="#">Submit Quiz #04 Online</a>
09/02	Wed	<b>Attendance Group A</b> <a href="#">The Land Ethic, for whom?</a>	J. Drew Lanham * <a href="#">Birding While Black</a> * <a href="#">9 Rules for the Black Birdwatcher</a> * <a href="#">Nine New Revelations</a> <a href="#">NYTimes (Nir) - How 2 Lives Collided in Central Park</a>
09/04	Fri	<b>Attendance Group B</b> <a href="#">The Land Ethic, for whom?</a>	Attendance Schedules ( <a href="#">Collaborations</a> ) * Section 001 * Section 002 <a href="#">Unit 1 Assessment</a> (weekend assignment - due Mon at 11:59pm)

## 2. The Idea of Conservation

09/07	Mon	<a href="#">Attendance</a> (Click Link) John Locke - <a href="#">Of Property</a> (Nature <sup>1</sup> - as resource; Abrahamic conception)	<a href="#">John Locke - On Property Quiz #05</a> * <a href="#">#05 Questions</a> * <a href="#">#05 Survey</a> * <a href="#">Submit Quiz #05 Online</a> <a href="#">Unit 1 Assessment Due by 11:59pm</a>
09/09	Wed	<a href="#">Attendance</a> (Click Link) Mill - <a href="#">Nature</a> (Nature <sup>1</sup> - proper meaning of "nature"; "obey nature...as to command it")	<a href="#">John Stuart Mill - Nature Quiz #06</a> * <a href="#">#06 Questions</a> * <a href="#">#06 Survey</a> * <a href="#">Submit Quiz #06 Online</a>
09/11	Fri	<a href="#">Attendance</a> (Click Link) <a href="#">Nature</a> <sup>1</sup>	<a href="#">Discussion Questions</a>  1. What is ◦ ecocentrism? ◦ anthropocentrism? 2. Is anthropocentrism ◦ unavoidable? ◦ a pernicious worldview?
09/14	Mon	<a href="#">Attendance</a> (Click Link) Gifford Pinchot: <a href="#">Conserving Nature</a>	<a href="#">Pinchot - Fight for Conservation Quiz #07</a> * <a href="#">#07 Questions</a> * <a href="#">#07 Survey</a> * <a href="#">Submit Quiz #07 Online</a>
09/16	Wed	<a href="#">Attendance</a> (Click Link) <a href="#">Natura</a> <sup>2</sup>	<a href="#">Emerson - Nature Quiz #08</a>

		<ul style="list-style-type: none"> <li>• <a href="#">Discussion Board 03: Pinchot and Muir</a></li> </ul>	<ul style="list-style-type: none"> <li>* <a href="#">#08 Questions</a></li> <li>* <a href="#">#08 Survey</a></li> <li>* <a href="#">Submit Quiz #08 Online</a></li> </ul>
09/18	Fri	<a href="#">Attendance (Click Link)</a> <a href="#">Walking in Nature<sup>2</sup></a>	<a href="#">Thoreau - Walking</a> <b>Quiz #09</b> <ul style="list-style-type: none"> <li>* <a href="#">#09 Questions</a></li> <li>* <a href="#">#09 Survey</a></li> <li>* <a href="#">Submit Quiz #09 Online</a></li> </ul> (Discussion Board 03: Pinchot and Muir)
09/21	Mon	<b>Discussion entirely remote; no in-person attendance</b> <a href="#">Daily Lesson 09/21</a>	For class discussion gather together quotes, arguments, examples, etc. from the unit readings: <ol style="list-style-type: none"> <li>1. what is the place of the human being in nature as understood within a non-anthropocentric worldview?</li> <li>2. does an environmental ethic necessarily imply a non-anthrocentric conception of nature?</li> </ol> (Discussion Board 03: Pinchot and Muir)
09/23	Wed	(Zoom Mtg: <a href="#">336.001</a> or <a href="#">336.002</a> ) John Muir: <a href="#">Preserving Nature<sup>2</sup></a>	<a href="#">Muir - Selected Essays</a> <i>Recommended: John Muir's Evolving Attitudes Toward Native American Cultures</i> <b>Quiz #10</b> <ul style="list-style-type: none"> <li>* <a href="#">#10 Questions</a></li> <li>* <a href="#">#10 Survey</a></li> <li>* <a href="#">Submit Quiz #10 Online</a></li> </ul> (Discussion Board 03: Pinchot and Muir)
09/25	Fri	(Zoom Mtg: <a href="#">336.001</a> or <a href="#">336.002</a> ) The Idea of Conservation: <a href="#">wilderness preservation</a>	<a href="#">Cronon - Trouble with Wilderness</a> , pp. 7-17 <b>Quiz #11</b> <ul style="list-style-type: none"> <li>* <a href="#">#11 Questions</a></li> <li>* <a href="#">#11 Survey</a></li> <li>* <a href="#">Submit Quiz #11 Online</a></li> </ul> (Discussion Board 03: Pinchot and Muir)
09/27	Sun		<a href="#">Discussion Board 03: Pinchot and Muir</a>
09/28	Mon	(Zoom Mtg: <a href="#">336.001</a> or <a href="#">336.002</a> ) The Idea of Conservation, <a href="#">the trouble with wilderness</a>	<a href="#">Cronon - Trouble with Wilderness</a> , pp. 17-25 <b>Quiz #12</b> <ul style="list-style-type: none"> <li>* <a href="#">#12 Questions</a></li> <li>* <a href="#">#12 Survey</a></li> <li>* <a href="#">Submit Quiz #12 Online</a></li> </ul>
09/30	Wed	(Zoom Mtg: <a href="#">336.001</a> or <a href="#">336.002</a> ) <a href="#">Ideas of Conservation</a>	<a href="#">Leopold - Coon Valley</a> <b>Quiz #13</b> <ul style="list-style-type: none"> <li>* <a href="#">#13 Questions</a></li> <li>* <a href="#">#13 Survey</a></li> <li>* <a href="#">Submit Quiz #13 Online</a> (due by class time today)</li> </ul>
10/02	Fri	(Zoom Mtg: <a href="#">336.001</a> or <a href="#">336.002</a> )	<a href="#">End of Unit 2 Assessment</a> (due Sun, Oct 11,

### 3. "Alternative" Ethics

10/05	Mon	(Zoom Mtg: <a href="#">336.001</a> or <a href="#">336.002</a> ) <a href="#">Utilitarianism: the Principle of Utility</a>	<a href="#">Bentham - On Principle of Utility</a> (pp. 395-397)
10/07	Wed	(Zoom Mtg: <a href="#">336.001</a> or <a href="#">336.002</a> ) <a href="#">Singer &amp; the Equal Consideration of Interests</a>	<a href="#">Singer - The Animal Liberation Movement</a> (pp. 1-6) <b>Quiz #14</b> * <a href="#">#14 Questions</a> * <a href="#">#14 Survey</a> * <a href="#">Submit Quiz #14 Online</a> (due by class time today)
10/09	Fri	(Zoom Mtg: <a href="#">336.001</a> or <a href="#">336.002</a> ) <a href="#">Open (discussion of assessments 1 &amp; 2)</a>	no homework
10/11	Sun		<a href="#">End of Unit 2 Assessment</a> (due at 11:59pm today)  • Window of Submission Extension
10/12	Mon	(Zoom Mtg: <a href="#">336.001</a> or <a href="#">336.002</a> ) <a href="#">Kantian Duty Ethics</a>	<a href="#">Kant - Indirect Duties to Nonhumans &amp; On Price and Dignity</a>
10/12		<i>Academic Midterm</i>	
10/14	Wed	<i>(Class cancelled)</i>	<a href="#">Regan - The Case for Animal Rights</a> (pp. 19-23) <b>Quiz #15</b> * <a href="#">#15 Questions</a> * <a href="#">#15 Survey</a> * <a href="#">Submit Quiz #15 Online</a> (open until class time Friday)
10/16	Fri	(Zoom Mtg: <a href="#">336.001</a> or <a href="#">336.002</a> ) <a href="#">Animal Rights: Duties toward Animals</a>	
10/19	Mon	(Zoom Mtg: <a href="#">336.001</a> or <a href="#">336.002</a> ) <a href="#">In-class Discussion</a> Discussion Board Assignment: <a href="#">"Alternative" Ethics</a>	Discussion Prompts  1. what do you believe is the most important point of disagreement concerning the moral considerability of animals between (i) animal liberation theory aka utilitarianism advanced by Peter Singer in his <a href="#">The Animal Liberation Movement</a> , and (ii) animal rights theory aka deontology advanced by Tom Regan in his <a href="#">The Case for Animal Rights</a> ,  2. which of the two theories, i.e., utilitarian theory or deontology, deals with the problem of the moral considerability of the animal most adequately. Explain your reasoning

			here.
10/21	Wed	(Zoom Mtg: <a href="#">336.001</a> or <a href="#">336.002</a> ) <a href="#">Metaethics &amp; Asymmetrical Moral Relations</a>	<a href="#">Midgley - Duties Concerning Islands</a> (pp. read the whole thing)
10/23	Fri	(Zoom Mtg: <a href="#">336.001</a> or <a href="#">336.002</a> ) <a href="#">Argument against Ethical Universalism</a>	<a href="#">Plumwood - Animals and Ecology</a> (pp. 77-85)
10/26	Mon	(Zoom Mtg: <a href="#">336.001</a> or <a href="#">336.002</a> ) <a href="#">Respectful Use &amp; Ecological Animalism</a>	<a href="#">Plumwood - Animals and Ecology</a> (pp. 86-90) (ignore the "stop reading here" line on p. 88) <b>Quiz #16</b> (over the whole article, opens 10/21 & closes before class, 10/26) * <a href="#">#16 Questions</a> * <a href="#">#16 Survey</a> * <a href="#">Submit Quiz #16 Online</a>
10/28	Wed	(Zoom Mtg: <a href="#">336.001</a> or <a href="#">336.002</a> ) <a href="#">In-class discussion</a>	Come prepared to assess both utilitarian animal liberation theory and deontological animal rights theory by reference both Val Plumwood's <a href="#">Animals and Ecology</a> and Mary Midgley's <a href="#">Duties Concerning Islands</a>
10/30	Fri	(Zoom Mtg: <a href="#">336.001</a> or <a href="#">336.002</a> ) <a href="#">Daily Lesson 10/30</a> <a href="#">End of Unit 3 Assessment</a> (due Sun, Nov 8, at 11:59pm)	(Discussion Board Assignment: <a href="#">"Alternative" Ethics</a> )
11/01	Sun		Discussion Board Assignment: <a href="#">"Alternative" Ethics</a>

#### 4. Sustainability - Implementation, Idea, and Critique

11/02	Mon	(Zoom Mtg: <a href="#">336.001</a> or <a href="#">336.002</a> ) <a href="#">Sustainability at UK</a>	* Read the <a href="#">UK Sustainability Strategic Plan</a> * Familiarize yourself with the <a href="#">UK Commitment to Sustainability</a> (skim through pages in this link)
11/04	Wed	(Zoom Mtg: <a href="#">336.001</a> or <a href="#">336.002</a> ) <a href="#">Sustainability at UK and the sustainability continuum</a>	<a href="#">Yanarella et. al. - Green vs. Sustainability</a> <i>Recommended:</i> <a href="#">Mebratu - Sustainability and Sustainable Development</a>
11/06	Fri	(Zoom Mtg: <a href="#">336.001</a> or <a href="#">336.002</a> ) * <a href="#">The 2030 UN Agenda</a> * <a href="#">Discussion Board Assignment</a>	The 2030 Agenda * <a href="#">UN Resolution 25 Sep 2015 - Transforming our World: the 2030 Agenda</a> * <a href="#">UN website</a> (familiarize yourself with this) <b>Quiz #17</b> * <a href="#">#17 Questions</a> * <a href="#">Submit Quiz #17 Online</a>
11/08	Sun		<a href="#">End of Unit 3 Assessment</a> (due at 11:59pm today)
11/09	Mon	(Zoom Mtg: <a href="#">336.001</a> or <a href="#">336.002</a> ) <a href="#">Sustainability - the triple-bottom line</a>	<a href="#">Elkington - Making Capitalism Sustainable</a> <b>Quiz #18</b> (may submit as late as Monday, November 22, at 11:59pm) * <a href="#">#18 Questions</a> * <a href="#">Submit Quiz #18 Online</a>

11/11	Wed	(Zoom Mtg: <a href="#">336.001</a> or <a href="#">336.002</a> ) <a href="#">Sustainability and the Problem of Intertemporal Moral Relations</a>	<a href="#">Norton - The Ignorance Argument</a> , pp. 534-539b (to "Sustainability and Community-Based Obligations")
11/13	Fri	(Zoom Mtg: <a href="#">336.001</a> or <a href="#">336.002</a> ) <a href="#">Community-Based Obligations and What We Owe the Future</a>	<a href="#">Norton - The Ignorance Argument</a> , p. 539-543 <b>Quiz #19</b> (may submit as late as Monday, November 22, at 11:59pm) * <a href="#">#19 Questions</a> * <a href="#">#19 Survey</a> * <a href="#">Submit Quiz #19 Online</a>
11/25	Sun		<a href="#">Discussion Board (b) Assignment</a> (due by 11:59pm)
11/16	Mon	(Zoom Mtg: <a href="#">336.001</a> or <a href="#">336.002</a> ) <a href="#">Traditional Ecological Knowledge</a>	<a href="#">McGregor - TEK and Sustainable Development</a>
11/18	Wed	(Zoom Mtg: <a href="#">336.001</a> or <a href="#">336.002</a> ) <a href="#">Development as Underdevelopment</a>	<a href="#">LaDuke - Traditional Ecological Knowledge and Environmental Futures</a>  <ul style="list-style-type: none"> <li>• required pp. 127-134, 145-148</li> <li>• recommended pp. 139-142</li> </ul> <b>Quiz #20</b> (may submit as late as Monday, November 22, at 11:59pm) * <a href="#">#20 Questions</a> * <a href="#">#20 Survey</a> * <a href="#">Submit Quiz #20 Online</a>
11/20	Fri	(Zoom Mtg: <a href="#">336.001</a> or <a href="#">336.002</a> ) <a href="#">In-class Discussion</a>	
11/22	Sun		<a href="#">Discussion Board (b) Assignment</a> (due by 11:59pm)
11/23	Mon	(Zoom Mtg: <a href="#">336.001</a> or <a href="#">336.002</a> ) <a href="#">Daily Lesson 11/23</a> (attendance not required) <b>End of Unit/Class Assessment</b> (due Wed, Dec 2, at 11:59pm)	
11/25	Wed	No Class - Thanksgiving Holiday	
11/27	Fri	No Class - Thanksgiving Holiday	
11/30	Mon	University Reading Day No classes - available this week for online office hours	
12/02	Wed	No class - available for online office hours	<b>End of Unit/Class Assessment</b> - due by 11:59pm today
12/04	Fri	No class	<i>Stay safe &amp; sane out there</i>

## Sandmeyer – 3. Course Materials – PHI336 Environmental Ethics

Jump to each section for a brief discussion of those materials.

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### PHI336: COVID - Communications & Class Modalities

There is no question that the pandemic has disrupted the work of the university and had a serious impact on student learning. Over the summer of 2020, I worked diligently with our Center for the Enhancement for Learning and Teaching to create systems to redress these impacts. The documents included here indicate the contour of those changes. Not only do these documents address the need for clear and frequent communications with students, but these announcements also speak to the **radical restructuring of teaching modalities** demanded by the pandemic. In fall 2020, I agreed to in-person teaching in my classes.

Unfortunately, the experiment to institute a **hybrid modality** failed after only a few weeks. I had to return to a fully online synchronous modality because the stress this system imposed on my students. All faculty at UK were encouraged this semester to return to in-person classes, but this was a decision left to the conscience of the instructor. Only a handful of professors actually returned in-person. Consequently, for nearly all my students my classes were the only in-person experience they had. The stress of accommodating one in-person class while remotely attending all their other classes turned out to be quite severe. I employed an alternating attendance policy, and no one was required to attend in-person if they felt uncomfortable doing so. Thus, by the end of the first month on average only two students actually came to the in-person class. Nevertheless, these documents reflect the nature of the modality changes introduced into the design of my classes this term.

*(left blank intentionally)*



Dear Students of Bob Sandmeyer's PHI336 Environmental Ethics, sections 001-002,

Typically, I don't open the Canvas shell for my classes, in this instance [PHI336 \(2020F\)](#), until the first day of classes. But these are anything but typical times. So, I've decided to publish the Canvas page early in order to facilitate communications with you.

A number of you have asked me *how* I plan on teaching this class, which is listed in the course catalog as "in-person," and whether attendance is absolutely required.

## What teaching modality will PHI336 use?

UK has designated the way classes are taught this term as either "In-Person," "Hybrid," or "Fully Online." A description of these terms' meaning can be found on the [University's Course Delivery Modality FAQ](#), but for the sake of convenience these definitions are posted here:

- **In-person** courses are primarily held face-to-face on the main University of Kentucky campus.
- **Hybrid** courses have a blend of in-person and online instruction. They may include "alternating attendance" models (where different subsets of students attend in-person on different days), "flipped classrooms" (where students meet for working problems or discussions) and other models mixing in-person and online instruction.
- **Fully Online** meetings are held fully online and do not require any in-person attendance.

As noted, PHI336 class has been listed as "in-person." This is an error which I am trying to remedy. In reality, this course will have a blend of in-person and online instruction. By and large, day-to-day classes will be "[flipped](#)." Traditional in-class activity, such as the class lecture, will be delivered online, and in-class time will be used to engage at a deeper level with the content you all have viewed and worked through online *before* meeting in-person. In point of fact, we will not all be able to meet in-person at the same time in the classroom due to COVID-19 physical distancing restrictions. Hence, we'll implement an alternating attendance model in this class, whenever have class in-person. This is all to say that *this course will use a hybrid model*.

Bear in mind, also, that it is distinctly possible that the University will require all classes to be taught fully online at some point this semester. The hybrid design of this class works under the assumption of this possibility. If we move entirely online, there will likely be no serious disruption to the [daily schedule](#).

**In-person attendance** in class will be tricky. I will say at this stage, though, that every student will be able to complete the requirements of the course online. But, the class will have an in-person component. How this will all work is still in flux. *Please be patient*. I will make an announcement that details the running of the course on August 10th, i.e., one week before the semester actually begins.

## Peruse the Canvas site

You are welcome to peruse the [PHI336 Canvas site](#). Just bear in mind that everything there is provisional at this stage. I'm still working out the details of the class. However, you can get a fairly good sense of the form and content of the class now. And you can purchase [the Leopold book](#) in the meanwhile, if you don't already have a copy of it.

## Contacting Me

If you feel the need, you may contact me about the class. However, I ask you to contact me only for truly pressing issues at this early stage. I'll make the class fully available on August 10th, and I'll be able to answer all questions satisfactorily at that time. So, if you could wait until that date, that would be very helpful to me. If

something truly pressing requires my attention, my email address is: [bob.sandmeyer@uky.edu](mailto:bob.sandmeyer@uky.edu). Thank you for your patience.

Despite the anxieties of the current situation facing us as a nation and globally, I am very excited to get back to teaching and to working with you all. Don't forget, you'll hear from me about the running of PHI336 on August 10th. So, be on the look out for that announcement. If the need arises, I may make other announcements from time-to-time as well.

Yours,

[Bob Sandmeyer](#)

Assistant Professor of Philosophy

[University of Kentucky](#)

Dear Students of Bob Sandmeyer's PHI336 Environmental Ethics, sections 001-002,

Well, there's just one week to go before classes begin. As you know, the class Canvas shell is open and available for you to peruse. Given the day-to-day precariousness of the situation, I have designed the Canvas shell around some very simple elements.

## CANVAS SITE

- [The Front Page](#)

When you enter the course Canvas site, this page should automatically load. If you are using the Canvas mobile app, you may have to click the Front Page button. This page will remain relatively *unchanged* throughout the course of the semester. It contains:

- Course and contact information, including links for making and attending "office" hours
  - In this section, you'll also find a link to the Course Syllabus
- The Daily Schedule link at the top-left of the page
- The Course Navigation link at the top-right of the page
- A Course FAQ, and
- Details how to contact ITS Customer Service, if you have having technological problems.

- [The Daily Schedule](#)

This is perhaps the most important page in the Canvas site. It is designed to be a one-stop-shop for all you have to do in this class.

- Study this page
  - Each day, there will be lessons posted under "Topic & Presentation" and Homework Due (that day) under "Homework"
- You'll notice this week before the semester actually begins, I have created a "lesson." Check it out; it contains an assignment which you can complete before classes begin even

Date: (Pre-Semester - Aug 10-14)



## PHI 336 Environmental Ethics

### Learning Objectives:

By the conclusion of this lesson, students should be able to:

1. understand the way the course will be taught this semester.
2. know their assigned attendance group.
3. determine when during the semester they will be required to attend in-person and when they will be "attending" at-home.

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### What teaching modality will PHI336 use?

UK has designated the way classes are taught this term as either "In-Person," "Hybrid," or "Fully Online." A description of these terms' meaning can be found on the [University's Course Delivery Modality FAQ](#), but for the sake of convenience these definitions are posted here:

- **In-person** courses are primarily held face-to-face on the main University of Kentucky campus.
- **Hybrid** courses have a blend of in-person and online instruction. They may include "alternating attendance" models (where different subsets of students attend in-person on different days), "flipped classrooms" (where students meet for working problems or discussions) and other models mixing in-person and online instruction.
- **Fully Online** meetings are held fully online and do not require any in-person attendance.

This class has been listed in the course catalog as "in-person." This is an error which I am trying to remedy. In reality, this course will have a blend of in-person and online instruction. By and large, day-to-day classes will be "[flipped](#)." Traditional in-class activity, such as the class lecture, will be delivered online, and in-class time will be used to engage at a deeper level with the content you all have viewed and worked through online *before* meeting in-person. In point of fact, we will not all be able to meet in-person at the same time in the classroom due to COVID-19 physical distancing restrictions. Hence, we'll implement an alternating attendance model in this class, whenever have class in-person - more on this below. This is all to say that *this course will use a hybrid model*.

Bear in mind, also, that it is distinctly possible that the University will require all classes to be taught fully online at some point this semester. The hybrid design of this class works under the assumption of this possibility. If we move entirely online, there will likely be no serious disruption to the [daily schedule](#).

### Before the Semester Begins

This "lesson" details some things I want you to be aware of before the semester begins, and I have a pre-semester assignment for you as well.

1. If you haven't done so you, read the [Course Syllabus](#). (The link for this is also embedded in the [Daily Schedule](#) and the [Front Page](#).)
2. Read through the [Daily Schedule](#).
3. Complete the Pre-Semester Discussion Board Assignment: [Discussion: Aug-10-21 \(M-F\) - Introductions](#). (This assignment is due Aug. 21st. So, if you cannot work on it until the semester begins, no worries.)

## Meeting in-person during the semester: how-to

Given physical distancing requirements, the classrooms that we've been assigned for this class cannot accommodate all students in the classroom at once. In point of fact, only 12 students at most, i.e., 1/3 of the class, at any one time. I have already broken the two sections into three distinct groups, each. Click here [to view your group assignment](#) to in this course.

PHI 336 Alternating Attendance Groups					
(The <a href="#">Daily Schedule</a> details the attendance schedule for the semester. )					
Section 001			Section 002		
Group A (11 students)	Group B (11 students)	Group C (10 students)	Group A (11 students)	Group B (10 students)	Group C (11 students)
<a href="#">PHI336.001 Zoom Portal</a> for At-Home Students			<a href="#">PHI336.002 Zoom Portal</a> for At-Home Students		
Password: Sandmeyer			Password: Sandmeyer		

**Only come to class only on the day your group meets.**

### At home

- You are required to "attend" class both in-person and at-home. So, when you're at home, you will Zoom into class. **Turn off your monitor and mute your mic!** Follow the daily lesson online (accessible through the Daily Schedule).

### In-Person

- You will need to bring your computer or tablet to class, when you come in-person. (*A phone will not be sufficient.*) The in-person venue will allow us to talk about the lesson. But we'll all (those in-person and at-home) need to follow the lesson embedded in the Daily Schedule. Hence, you'll need a device that allows you to follow along in class, read text, take notes, that sort of thing.

## Contact me, if you have questions/concerns

I have a favor to ask. Before you shoot me an email, *please* try to find the answer yourself either in the [Course Syllabus](#), this lesson, or the in the FAQ in the [Front page](#). If you can't find the answer to your question or you have an issue that needs my input, just click this link: [bob.sandmeyer@uky.edu](mailto:bob.sandmeyer@uky.edu). It would be helpful to tell me what section you're in, as well.

## End of Lesson

### Homework:

- Study the [class syllabus](#).
- Read through the [Daily Schedule](#).
- Complete the Pre-Semester Discussion Board Assignment: [Discussion: Aug-10-21 \(M-F\) - Introductions](#).

- Order book: Aldo Leopold's [\*A Sand County Almanac\*](#) (any edition will do).
- Get a head start, if time permits. Read one or both of the Wendell Berry readings due next week:
  - [Wendell Berry - Idea of a Local Economy](#)
  - [Wendell Berry - Two Economies](#)

**If you contract COVID-19, you must let me know as soon as possible: [bob.sandmeyer@uky.edu](mailto:bob.sandmeyer@uky.edu)**

**Attending class at the scheduled time is a requirement. If you are not scheduled to meet in-person, you must attend via Zoom. If you are scheduled to attend in-person but cannot, e.g., for reasons associated with COVID-19, then attend via Zoom.**

## Alternating Attendance in PHI336

<b>Section 001</b> MWF 11:00am - 11:50am <a href="#">Jacobs Science Bldg. 347</a>	<b>Section 002</b> MWF 1:00pm - 1:50pm <a href="#">Jacobs Science Bldg. 357</a>
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Due to physical distancing requirements, occupancy restrictions in the classroom do not adequately allow the full class to meet during lecture. Therefore, the class population has been divided into three attendance groups:

Click [here](#) to see [your attendance group assignment](#) in this course.

### 336-001 Attendance Groups

Group A  
Group B  
Group C

### 336-002 Attendance Groups

Group A  
Group B  
Group C

To find out which group meets in-person on whatever day, consult the [Daily Schedule](#) online. The order changes from week to week. However, this week:

- Group A meets on Monday (B & C attend via Zoom)
- Group B meets on Wednesday (A & C attend via Zoom)
- Group C meets on Friday (A & B attend via Zoom)

## Attending in-person Today

When finding a seat in the classroom, please try to leave the table in the back to the left empty.

[Masking](#) is a requirement to attend this class in-person. The class has been designed to meet both in-person and online concurrently and seamlessly. If for any reason you cannot wear a face mask, just attend via the Zoom session.

### **If you are attending in-person:**

- We must maintain physical distancing in the classroom. Find a seat at least six (6) feet away from your nearest neighbor.
  - **Take note of where you sit. This will be your seat for the rest of the term.**
- Keep your mask on while in the Jacobs Science Building
  - put it before entering the building
  - have it on throughout the whole class period, especially when talking
  - keep it on as you exit the building
- You may also log into the Zoom meeting as well
  - do this before class begins

- mute mic, turn off video
- you may ask questions also by using the chat function
  - Help out your peers. If you see a good question that is being overlooked, ask it live and in-person.

## Today's Lesson - What to Bring

Additionally, everybody - whether you're in-person or online - will be required to follow the daily lesson online. So, bring an iPad, tablet, or computer to class. (A phone really is insufficient.)

To access the day's lesson, go to the [Daily Schedule](#), particularly to 08/17, and click on the link [Syllabus & Course Expectations](#) (or just click the link here).

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## Attending via Zoom Today

If you are not scheduled to attend in-person today, you need to log into the **Zoom session of the class**. The link for this is always posted at the top of the [Daily Schedule](#), but I'll post it here also:

[PHI336.001 Zoom Portal](#) - the password to enter is **Sandmeyer**

[PHI336.002 Zoom Portal](#) - the password to enter is **Sandmeyer**

**If you are attending online via the Zoom meeting:**

- please **log in** to the class Zoom meeting **before** class begins.
  - also open today's lesson, i.e., the [Syllabus & Course Expectations](#) link in the Daily Schedule (or just click the link here)
- Mute your mic and turn off your video.
  - My video will also be turned off. You're listening to the lecture and following the daily lesson on your device.
- You may ask questions by using the chat function in Zoom.



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### PHI336: Assessment Styles

PHI336, a course representing the heart of my work as a teacher here at UK, has an enormous service impact on two of the three interdisciplinary sustainability programs at UK, i.e., the Environmental and Sustainability Studies program (a B.A. degree) and the Natural Resources and Environmental Science program (a B.S. degree). [For my impact on the sustainable agriculture B.S. degree, see my PHI205 teaching materials included in this packet and my SERVICE statement.]

This course, particularly, **has a unique and consciously developed interdisciplinary constituency**, which I have been cultivating since writing its syllabus for Senate approval. The majority of students are NRES or ENS students, as PHI336 fulfills a major requirement for those programs. PHI336 has also become a recruitment course for students who discover an interest in philosophy in it. Indeed, most philosophy majors I have taught here at UK are those that I have recruited to philosophy as double majors with ENS or – less typically – NRES.

Given the variety of students in this class, I employ a **diversity of assessment modalities**. All these assessments have their telos in the final cumulative paper, i.e., the so-called "conclusory" paper assignment. I announce this paper question on the first day of class and at the beginning of each unit. Hence all the variety of assessments employed herein related together comprehensively.

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# Berry and Leopold on the Standard of Goodness

## Resources:

- Wendell Berry
  - [Idea of a Local Economy](#)
  - [Two Economies](#)
- Aldo Leopold
  - [Thinking Like a Mountain](#),
  - [Unpublished Intro to ASCA](#)
  - *A Sand County Almanac*, xxi-xxiii, 190-212

## This is a two part assignment: (i) post and (ii) respond.

- **Posting Assignment: complete this by Wednesday (08-26), beginning of class**
  - Post a short video, just a minute or three, at most, during which you answer this question: **how does Wendell Berry's dichotomy between the ideal of the farmer and the strip miner (sketched below) reflect different *standards of goodness*?**
    - It is your responsibility to make sure the video you post loads correctly and can be viewed by all. (Be sure to finish uploading the video before you submit it. All you need to do after you select the video is to wait for the grey box in the text box to show the picture of their video before submitting.)

◦ The Nurturer (ideal of farmer)	The Exploiter (strip miner)
<ul style="list-style-type: none"><li>▪ A generalist</li><li>▪ Guided by norm of care</li><li>▪ Goal is health</li><li>▪ Values good work</li><li>▪ Serves land, household, community, place</li><li>▪ Thinks fundamentally in terms of character and quality</li><li>▪ An economics of needs/necessities</li></ul>	<ul style="list-style-type: none"><li>▪ A specialist</li><li>▪ Guided by norm of efficiency</li><li>▪ Goal is money</li><li>▪ Degrades work as drudgery</li><li>▪ A servant of a more powerful organization</li><li>▪ Thinks strictly in terms of quantities</li><li>▪ An economics of wants</li></ul>

(Be creative! For instance, if you'd like to shoot your video outside in a location that provides context or setting appropriate to what you say, by all means do so.)

- **Response Assignment: complete this by Sunday (08-30), 11:59pm**
  - Watch *all* the videos by your colleagues in your attendance group.
  - Respond to one video of your choice in writing, ca. 200-400 words.
    - **The nature of your response is "Yes, and..."** That is to say, you are affirming your colleagues insight and adding to it.
      - Refer to the colleague by name, so I'll know to whom you are responding.
      - You'll have to summarize briefly the view your responding to. Otherwise, we won't know what you are affirming and adding to.
    - In your response, you must show **include a discussion of Aldo Leopold's idea of a land ethic**. You decide what topic to discuss and how you wish to tie this in your colleague's analysis of the Berry dichotomy.

## Discussion Posting Rules

- **Number of Postings Rule**
  - 2 postings: (i) original video post and (ii) written "yes, and..." response
- **Accomplishment Rule**
  - Original post: a video discussion of the question above.
  - "Yes, and..." response: ca. 200-400 words (a paragraph, two at most)
- **Quality Rule**
  - bring Wendell Berry and Aldo Leopold together with clear references to the content of the course readings
    - First posting: about Wendell Berry's concept of a standard of goodness exemplified in his dichotomy between the farmer and the strip miner
    - Second posting: about Leopold's land ethic, especially how it accords with the standard of goodness articulated by Berry.

#### Quiz #04 – Lauret Savoy's "Alien Land Ethic: The Distance Between"

This "reading quiz" is different from the others you have completed this semester. I want to discuss the text during class. Consequently, the questions here are questions I want to discuss together. But first, I want you to prepare your own answer. So, please read Lauret Savoy's chapter, "Alien Land Ethic: The Distance Between". Then answer these four questions. We'll discuss some or all of them together next class. (So, please have your answers with you at next class.)

There's no time limit to submit these answers. But you are given only one attempt. So, I recommend you download the questions first, answer them, and then copy and paste your answers into the quiz online. (In other words, don't just write your answers into the quiz.)

1. On pages 32-33, Lauret Savoy quotes from her favorite passage in *A Sand County Almanac*. You are reading this whole book right now. So far, what is your favorite passage (please copy it here in your answer) and explain what about it you find so appealing. (Two paragraphs, including quoted passage)
2. On page 33, Savoy speaks of passages in *A Sand County Almanac* that have confused her, not because she didn't understand the words. Rather, she didn't understand the thinking that spawned those words. Taking this as your cue, identify one passage from *A Sand County Almanac* (please copy it here in your answer) and describe what confuses you about this passage. (Two paragraphs, including quoted passage)
3. Savoy notes that "Leopold was concerned not just about the primacy of utilitarian values in the United States, but also the inadequacies of dis-integrated thinking and living " (44). How, *if at all*, do the social divisions which she details in her chapter undergird or, perhaps, destabilize the A-B cleavage which Leopold details in his essay, "The Land Ethic?" (One or two paragraphs)
4. Savoy says at the end of her chapter, "I want the *alien land* and the *land ethic* meet and to answer each other in turn" (47). But both *Alien Land* and "The Land Ethic" were published in 1949. How is the tension she's detailing between these two men, between these two visions, relevant today? (One or two paragraphs)

001 MWF 11 00am 11 50pm (CB 203)

**PHI 336: 001 & 002**  
Environmental Ethics

002 MWF 1 00pm 1 50pm (CB 205)

**Fall 2021**  
Syllabus

### 03 Reading Journal Exercise

#### This is a two-part assignment

- 1 The first part (03a) is due by Wednesday, October 27th, by 11 59pm
2. The second part (03b) is due by Wednesday, November 3rd, by 11:59pm

If you haven't read the [Reading Journal Instructions](#), read them now

#### Journal 03a

For Part I, I want you to **post a video** (or an audio recording) to this discussion forum. Please embed the video and not merely a link to the video. If you don't know how to embed a video, consult, the reading journal instructions (link above). If it still isn't working for you, contact tech support to help you (see link at top of this page).

This video should be relatively brief - about 5 minutes.

For this task, please **explain what essentially distinguishes** the utilitarian moral consideration of animal life articulated by Peter Singer from the moral consideration of the animal in duty ethics articulated by Tom Regan. That is, both **Singer and Regan** argue that animals (at least some animals) ought to be included in our moral considerations. But they differ as to why animals ought to be included. What defines this difference essentially?

For this task, you need to be concrete. That is to say, you need to show us where in the texts by page number you see this difference articulated.

#### Unit 3 readings for part 03a

- Theory
  - Utilitarianism - [Jeremy Bentham - On Principle of Utility](#)
  - Duty Ethics - [Immanuel Kant - Duty Ethics](#)
- Application to Animals
  - Utilitarianism - [Peter Singer - The Animal Liberation Movement](#)
  - Duty Ethics - [Tom Regan - Animal Rights](#)

#### Journal 03b

Starting Tuesday, the October 28th, **watch the videos by all members in your group.**

001-1	001-2	001-3	001-4	001-5
-------	-------	-------	-------	-------

002 1	002 2	002 3	002 4	002 5

**Then, produce three paragraphs.** A paragraph is about 300 words

### *Unit 3 readings for part 03b*

- [Val Plumwood Animals & Ecology](#)
- Robin Wall Kimmerer, *Braiding Sweetgrass*, "Picking Sweetgrass"

#### 1 First Task (one paragraph)

Of the videos you watched, identify the one in **which the author presents their reasoning most elegantly and in the most logically sound way** Reply to this individual by name In one paragraph, explain what in the two passages discussed captures something really important to the idea of nature (or the idea of conservation) in the first set of readings

#### 2 Second Task (two paragraphs)

For this next task, **(i) compare** the way **Val Plumwood and Robin Wall Kimmer** articulate an ethics toward animate life, particular animal life Use both Plumwood's essay and *Braiding Sweetgrass*, particularly the third section of that work titled "Picking Sweetgrass" for this task. You may include quotations from the text, if they aren't too long **(ii)** In a separate paragraph, go on to highlight a striking **contrast between Kimmerer's ethics and** either that of the utilitarian (Singer) or the duty ethicist (Regan) toward animal life (pick one of the other **Singer or Regan but not both**)

# 11 Quiz (Kant) ↕

⚠ This is a preview of the published version of the quiz

Started: Jul 1 at 11:06am

## Quiz Instructions

You are allowed 1 attempt on this quiz; there is no time limit. See the Daily Schedule for deadline.

### Directions:

1. Download the questions and look them over before reading the assignment.
  - The link to download the quiz questions is in the Daily Schedule.
2. As you read the assignment, create an answer key on your copy of the questions.
3. When finished, take the quiz online using the key you made.
  - The link for the quiz is in the Daily Schedule.
4. On your key, keep a record of which questions you get incorrect or which you'd like to discuss in class.



### Question 1

1 pts

In "Duties towards Animals and Spirits," why, according to Kant, is the way we act towards animals relevant to our duty to humanity?

- ☐ Since we have no direct duties to animals, there is no relevant connection to our duties to humanity.
- ☐ Animals are in essence identical to humans. Consequently, there is no moral difference between actions toward humans and actions toward animals.
- ☐ Since we have only indirect duties to animals, there is no relevant connection to our duty to humanity.
- ☐ Acts of cruelty to animals damage the humanity in one's own person.
- ☐ None of the above.



### Question 2

1 pts



We can, according to Kant, judge the heart of a man by his treatment of animals.

- ☐ True
- ☐ False



### Question 3

1 pts

When discussing our indirect duties to animals, which example is NOT used by Kant

- ☐ A master's duty to a faithful dog.
- ☐ A child's treatment of a dog or cat.
- ☐ The treatment of a worm by a scientific observer.
- ☐ The treatment of elephants in India.
- ☐ The Greek fable of the ass and the bell.



### Question 4

1 pts

Do we have duties to immaterial spirits according to Kant

- ☐ Yes, but these duties are only negative.
- ☐ Yes, but only to those spirits of our relations.
- ☐ Yes. These duties are equivalent to our duties to living persons.
- ☐ Yes, but like our duties to animals these are only indirect duties.
- ☐ None of the above.

**Question 5****1 pts**

What other duties do we have other than those to humans, animals, and spirits.

- ☐ We have direct duties to humanity in our treatment of inanimate objects.
- ☐ We have indirect duties to humanity in our treatment of inanimate objects.
- ☐ We have direct duties to the earth and its ecosystems.
- ☐ We have indirect duties to the earth and its ecosystems.
- ☐ None of the above.

**Question 6****1 pts**

In "Kant on Price and Dignity," what defines that which has price value according to Kant?

- ☐ What has price can sold in any marketplace, that is to say, the actual currency used is irrelevant.
- ☐ What has price can be given without price.
- ☐ What has price can be replaced with something else of equivalent price value.
- ☐ What has price has value.

**Question 7****1 pts**

In "Kant on Price and Dignity," what worth does a being capable of morality have?

- ☐ It is a worthless entity
- ☐ Market price

☐ Fancy price

☐ A worth that transcends price value.

Quiz saved at 11:06am

Submit Quiz

Name: \_\_\_\_\_

Section: \_\_\_\_\_

**Unit 1: Introduction: The Idea of an Ecological Ethic? (Planting Sweetgrass)**

Section 001: Friday, Sep 17, 11:00am-11:50am (CB203)

Section 002: Friday, Sep 17, 1:00pm-11:50pm (CB205)

**Directions:**

1. Print your name on this test.
  2. Input (bubble) your name on the back of Scantron Sheet *with a #2 pencil*
    - a. Last Name (space) First Name
  3. Circle the best answer for each question on this sheet.
    - b. Double-check your answers, as time permits.
  4. Input (bubble) your answers on the Scantron Sheet.
  5. Submit both the test and the Scantron Sheet.
- 

1. What does it mean to think like a mountain?

- a. To think like a mountain means to give greater weight to spiritual over sensual values, when deciding how best to act.
- b. To think like a mountain means to understand that public lands must be managed for multiple uses.
- c. To think like a mountain is to think in a geological time scale.
- d. To think like a mountain is to understand that each member of the biotic community has a role in the healthy functioning of that community.

2. Why did Leopold kill the wolf as described in "Thinking Like a Mountain"?

- a. To increase the prey population for the sake of enriching the hunting experience
- b. To regulate the number of wolves, which had grown to a disproportionate size since the turn of the century
- c. Because the Forest Service had explicitly assigned him and his colleague to predator eradication that summer
- d. To eradicate a disease which was threatening to jump from wolves to domestic herd populations

*(continued on next pages)*

3. Leopold says that "food is the continuum in the Song of the Gavilan." But whose food does Leopold mean here?

- a. Food for the oak which feeds the buck, who feeds the cougar
- b. Food for the human hunter
- c. A & B
- d. None of the above

4. According to Leopold in "Song of the Gavilan," what is the great moral contribution of science?

- a. Its method of analysis
- b. Its objectivity or scientific point of view
- c. Its specialization into different distinct disciplinary studies
- d. The technological progress that accompanies pure research

5. If the human being has the role of conqueror, then what role does land have according to Leopold?

- a. The role of providing the place for the community of humans, plants, and animals, together.
- b. A purely recreational role
- c. The role of slave and servant
- d. The sacred role of providing a connection to that which is genuinely natural in us

6. What was Aldo Leopold's first job?

- a. Professor of Game Management at the University of Wisconsin-Madison
- b. Forest Ranger in the White Mountains of Arizona
- c. Associate Director of the U.S. Forest Products Laboratory in Madison, Wisconsin
- d. Assistant Professor of Forestry at the Yale School of Forestry

7. What is an evolutionary possibility and ecological necessity according to Aldo Leopold?

- a. The extension of the boundaries of the community to include land
- b. Declines in the number of human beings populating the Earth
- c. Proper land management policy at all levels of government
- d. The development of a coherent and effective program of conservation education

8. Which is not a concept welded together (or braided together) by Leopold's in the essays comprising *A Sand County Almanac*

- a. The anthropocentric concept of land
- b. The cultural concept of land
- c. The ecological concept of land
- d. The understanding of land as a cultural determinant

9. Why was Odysseus not prohibited, morally speaking for that time, to kill the slave girls all on one rope?

- a. The girls were unmarried
- b. The girls all came from foreign lands
- c. The girls were his property
- d. The girls were the servants of the suitors, who he had just all killed

10. Why, according to Leopold, is there as yet no ethic dealing with man's relation to land and to the animals and plants which grow upon it?

- a. Because land management is considered the job of the government
- b. Because land is still merely property.
- c. Because conservation education is still in its infancy
- d. Because the U.S. is incapable governing itself according to moral principles

11. What change or changes are implied by the land ethic?

- a. The land ethic changes the human role to that of member of the biotic community
- b. The land ethic insinuates that all members of the biotic community are to be respected intrinsically
- c. The land ethic implies a respect for the biotic community, itself, as a whole
- d. All of the above

12. When is an act or policy right, according to Leopold

- a. When it tends to preserve the integrity, stability, and the beauty of the biotic community
- b. When it tends to preserve a land's capacity to renew itself, i.e., when it maintains land health
- c. A & B
- d. None of the above

13. What links all individuals together in a biotic community?

- a. Sexual reproductive behaviors
- b. Food chains
- c. Death and decay
- d. B & C.

14. According to Lauret Savoy, Aldo Leopold's call for an extension of ethics to land relations seemed to express a sense of responsibility and reciprocity...

- a. embedded in many Indigenous peoples' traditions of experience.
- b. that could never take hold in America.
- c. that have been practiced by rural communities all across this country for generations.
- d. that excludes or marginalizes peoples of color.

15. In her chapter, "Alien Land," Lauret Savoy says, "Only teenage encounters with writings by authors who also seemed to be searching prompted me to speak. I met them question to question." Which is NOT a question she asked in that chapter?

- a. "Alien Land. Land Ethic. What is the distance between them?"
- b. "Did Aldo Leopold consider me?"
- c. "What happened in the postwar years while my father and Aldo Leopold wrote and revised?"
- d. "Where are Aldo Leopold's accounts of native land philosophies that he encountered while working as a forester in Arizona and New Mexico?"

16. According to Lauret Savoy, her father's *Alien Land* grew from the recognition of a hypocrisy at the very heart of this country. What was/is this hypocrisy?

- a. That the the doctrine all men were created free and equal is, in the very next breath, denied to millions
- b. That the land of the free is, at once, so loved but treated so unlovingly
- c. That a country which "does not see color" remains continuously defined by its racial history
- d. All of the above

17. Which is not one of J. Drew Lanham's "Nine Rules for the Black Birdwatcher"

- a. Always carry a video recording device.
- b. Don't bird in a hoodie.
- c. You're an endangered species — extinction looms.
- d. Carry your binoculars — and three forms of identification — at all times.

18. What is meant by "range map restrictions" as J. Drew Lanham refers to them?

- a. The professional limitations imposed upon the black birder within academia
- b. The full extent of the habitat of a particular species of bird
- c. A history or knowing that there are places that he may not be able to go safely
- d. Geological or other topographical features that determine the boundaries of any particular species

19. What lesson does Robin Wall Kimmerer see in the mast fruiting of pecan trees, who "make fruit only when you can afford it"?

- a. The fruiting of such trees are mechanical responses to environmental cues
- b. All flourishing is mutual
- c. That land is a biotic community whose integrity, stability, and beauty is the responsibility of all
- d. Abundance is predictable

20. What is the cardinal difference between gift and commodity exchange according to Robin Wall Kimmerer.

- a. A gift economy is ideal and exists only as an aspiration, and so gift exchanges are, in reality, merely commodity exchanges
- b. Commodity exchanges should never be practiced among indigenous peoples
- c. A gift exchange can only exist and is only meaningful within a property economy
- d. A gift establishes a feeling-bond between two people

21. What question did Robin Wall Kimmerer's advisor say was not scientific?

- a. Why do the astor and the goldenrod always stand together in such a beautiful pattern?
- b. Which traditional method of harvesting sweetgrass is the most sustainable?
- c. How do the astor and the goldenrod propagate their pollen?
- d. How can one distinguish one species from another?

22. Robin Wall Kimmerer argues that the Powtawatomi understanding of what it means to be alive diverges from the list of attributes of living beings as learned in introductory biology. How so?

- a. The language is primarily metaphorical in its description of living things
- b. The language is infused with a spiritual history that ties it to the very creation of life
- c. The language does not allow for distinctions between animate and inanimate beings
- d. The language is verb-based, whereas most non-native languages are noun-based



001: MWF 11:00am - 11:50pm (CB 203)

**PHI 336: 001 & 002**  
Environmental Ethics

002: MWF 1:00pm - 1:50pm (CB 205)

**Fall 2021**  
Syllabus

## Final Cumulative Paper

### General Directions

Answer all elements of the question. A formal opening or conclusion is unnecessary. Your response should be between 1,000 and 1,800 words. The grade for your essay will be calculated using the rubric, below.

### Question

*How do you understand your own ethical relation to the land and/or to non-human creatures? Explain and defend your ethical standpoint.*

In order to answer this question properly, you have to discuss substantively and critically – at a minimum – the following issues:

- articulate what you consider to be **the essential features of an ecological ethic**; and **include** in this analysis **critical perspectives** from traditionally underrepresented groups;
- explain how your own ethical view **aligns with the idea(s) of conservation** that we've studied, if at all; particularly address here whether your standpoint is **anthropocentric** or **non-anthropocentric**,
- **assess the validity of an ecological ethic** by reference to other ethical theories, especially those prioritize animal life;
- **explicate the idea of sustainability** distinguishing between the weaker or stronger senses of this term; and discuss where, if anywhere, you would place your own ethical stance in a sustainability continuum;
- and, explain and defend your own ethical standpoint by direct reference to Robin Wall Kimmerer's analysis of **the Windigo mythology**.

You can, of course, discuss any other topic or issue that you deem relevant *as long as the core concerns mentioned above are dealt with in your essay*. The issues you take up can be dealt with sequentially or in a more integrated approach, e.g., as inter-related concepts.

Remember, **this is an assessment** of your understanding of the source materials studied in this class this term. So, I'm asking you to articulate your ethical standpoint by *reference to the ideas and texts* we've studied together this semester. Notice the defined elements of this essay correspond to the units in this class and the Kimmerer readings woven throughout. While you are not required to discuss each and every text we've studied this semester, you are required to demonstrate an understanding and a critical evaluation of some of the main figures/theories represented in these units and in Kimmerer's book.

Submit this document any time between December 6th and the **deadline Monday, 12/13, by 11:59pm**. Late submissions are strongly discouraged; no submissions will be accepted 24 hours after the deadline.

## Using Sources

This is an assessment of your understanding of the source material studied in this class. Consequently, you are required to integrate important class source materials into to your essay. Given this requirement, you have to include in-text notes and an end of essay "works cited" section. For in-text notes, use a simple *author, chapter title, & page number system* for sources from this class. For these sources, you need only provide the document title, e.g., the chapter or excerpt title. That is to say, you need not cite the book from which book title from which the selection was taken.

### Example:

"I thought that because fewer wolves meant more deer, that no wolves would mean hunters' paradise. But after seeing the green fire die, I sensed that neither the wolf nor the mountain agreed with such a view" (Leopold, "Thinking Like a Mountain," 130).

For sources studied in this class, your "works cited" list need only indicate *author* and *chapter title*.

However, you may include external source materials supplementary to the course materials as well, if you wish. Be careful that these materials add a distinctive perspective to your analysis and do not stand in as a substitute for course materials studied in this class. If you use external source materials, provide full note and bibliographic information for these, i.e., both when citing in-text and detailing the source in your "work cited" section. You may use whatever citation system you have been trained to use, as long as you use it properly. If you haven't learned (or forgotten) how to cite from sources, use the [Chicago Manual of Style Sample Citations](#) as your model.

## Grading Rubric for Essay Responses

The score for your essay will be the sum of three outcomes assessed using in this rubric.

<i>Rich</i> ————— <i>Poor</i>				
	(A) Exemplary	(B) High Achievement	(C) Satisfactory Achievement	(D) Inadequate
<b>Accomplishment</b>	<b>Addresses all parts of the question</b>			
	Addresses all elements in prompt thoroughly; discloses underlying complexities; explains why explication of these complexities is relevant and necessary	Addresses all elements in prompt thoroughly; some analysis of underlying complexities.	Straightforwardly and simply addresses all elements in prompt	Does not address all elements in prompt
<b>Evidence</b>	<b>Integration of source material</b>			
	Uses <i>and synthesizes</i> evidence in an integrated way to reveal insightful integration and clear	Uses evidence substantively in the articulation and defense of your own ethical viewpoint,	Uses evidence, but application does not consistently demonstrate substantive analysis	May list evidence but bears little to no relation to prompt; fails to address a

	critical engagement with course source materials.	though lacks clear analysis of relevantly important critical perspectives.	of or critical engagement with source materials.	core concern in prompt
<b>Language</b>	<b>Clear, coherent, and elegant expression</b>			
	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free.	Uses clear language that conveys meaning to readers. The writing may display minor errors but none are substantive.	Uses language that generally conveys meaning to readers but sometimes style or grammar obscures rather clarifies. Grammatical errors evident, but none so substantive as to impede meaning.	Uses language that impedes meaning because of errors in usage.

## Grading

- Scoring per Outcome
  - *Exemplary* = 10 - 9 points
  - *High Achievement* = 9 - 8 points
  - *Satisfactory Achievement* = 8 - 7 points
  - *Inadequate* = 7 - 6 points
- Cumulative Score:
  - A paper or *Exemplary* = 30 - 27 points
  - B paper or *High Achievement* = 26.99 - 24 points
  - C paper or *Satisfactory Achievement* = 23.99 - 21 points
  - D paper or *Inadequate* = 20.99 - 18 points
  - < 18 points: *Fail*
- See the [course syllabus](#) for the grading scale used in this class.

## Upload and Formatting Requirements & Deductions

Double-check your submission follows these requirements and understand the automatic deductions *before* uploading your essay.

### Upload and Formatting Requirements

1. Papers must be submitted either as Word documents with the extension .docx or .doc, or PDF documents. No other format is acceptable.
  - Upload to Canvas as a single document, which includes both your essay and a works cited section.
2. Paper formatting requirement
  - Margins: 1" top/bottom and left/right.
  - Font: Times New Roman, 12 pt
  - Pagination: each page should be numbered. Number should be placed bottom center.
  - Line Spacing: Paper should be double-spaced

3. First three lines of document:

- First Line: Student's Name, Number, and Course Number & Section Number :
  - Example: Student name: Bob Sandmeyer, 123456789 - PHI336.002
- Second Line: "By submitting this essay, I attest that it is my own work, completed in accordance with University regulations."
- Third Line: Word Count, e.g., "Word Count: 1,250 words"
  - don't include the following in your word count
    - first three lines
    - works cited section
- Do not create a cover page. Just start the essay with these three lines.

4. Citation Requirement:

- Per section as defined by bullet points above, cites properly from at least one relevant material source.
- Includes works cited section at conclusion of essay.

**Automatic Deductions**

Upload and Formatting Requirements

2.5% for each of the upload and formatting requirement not followed

Late Submission Policy

5% for day late or fraction thereof

100% No submissions later than the 24 hours after deadline indicated herein

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### **PHI336: Student Work**

Tests are one element of my grading scheme. I use tests to evaluate student comprehension of class content. I administer most tests in-class with the exception of the conclusory assignment in PHI336.

In-class tests are built from the reading quizzes students take over the term (see for instance the Kant reading quiz above). The first document included here is the key for a midterm test, which was held in-class.

In PHI336, however, I also have students complete a take-home test. This is a conclusory essay, cumulative in scope. I announce this question on the first day of class and at the first and last day of every unit. Hence, by the time students sit down to write this essay, they have been reflecting on the question the whole semester. The second document included here is one such answer.

*(left blank intentionally)*

001: MWF 11:00am - 11:50pm (CB 203)

002: MWF 1:00pm - 1:50pm (CB 205)

**PHI 336: 001 & 002**  
Environmental Ethics**Fall 2021**  
Syllabus**01 Unit Test Key**

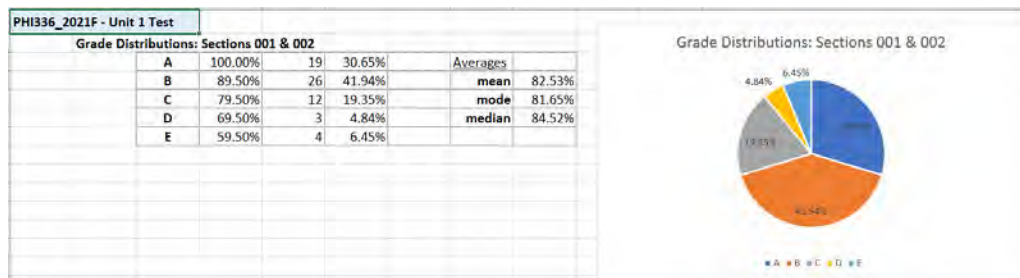
This is a self-directed review. Please note that I don't indicate which questions (if any) you got wrong. You must have your copy of the test in order to work through this review. Your test indicates both the answer options for each question and which option you selected.

The quotations supplied typically do provide a specific textual reference which demonstrates the answer. This isn't to suggest, however, that every question required rote memorization of that particular passage (or any passage, really). Rather, most questions were written to assess understanding of themes or, if not about important themes, something we discussed explicitly in class.

**Grading Methodology**

See note in question 8, which explains why the total possible is 21 (rather than 22).

When calculating your score, I used a square root curve. Here's the formula: Curved Score =  $\sqrt{x/y}$  (where x = Raw Score Earned ; y = Total Possible). For instance, if a student got a raw score (x) of 18, then  $x/y = 0.86$  or 86%. The square root of 86% or  $\sqrt{86\%} = 92.58\%$ .



(click picture to see a larger version)

If after finishing this review you have questions or concerns, just shoot me an email (by clicking the Email Prof link at the top of the page).

**Unit 1 Test - Self-Directed Review****1. What does it mean to think like a mountain?**

d.  
"The cowman who cleans his range of wolves does not realize that he is taking over the wolf's job of trimming the herd to fit the range. He has not learned to think like a mountain. Hence we have dustbowls, and rivers washing the future into the sea" (Aldo Leopold, "Thinking Like a Mountain," 132). To think like a mountain is thus to understand that each member of the biotic community has a role in the healthy functioning of that community.

**2. Why did Leopold kill the wolf as described in "Thinking Like a Mountain"?**

a.  
"I was young then, and full of trigger-itch; I thought that because fewer wolves meant more deer, that no wolves would mean hunters' paradise. But after seeing the green fire die, I sensed that neither the wolf nor the mountain agreed with such a view" (Aldo Leopold, "Thinking Like a Mountain," 130). So, Leopold in his youthful naiveté thought shooting the wolf would lead to an increase in the prey population, and so enrich the hunting experience, i.e., the recreational value of hunting.

**3. Leopold says that "food is the continuum in the Song of the Gavilan." But whose food does Leopold mean here?**

c.  
"Food is the continuum in the Song of the Gavilan. I mean, of course, not only your food, but food for the oak which feeds the buck who feeds the cougar who dies under an oak and goes back into acorns for his erstwhile prey. This is one of many food cycles starting from and returning to oaks, for the oak also feeds the jay who feeds the goshawk who named your river, the bear whose grease made your gravy, the quail who taught you a lesson in botany, and the turkey who daily gives you the slip" (Aldo Leopold, "Song of the Gavilan," 152-53). So, yes, food is for the oak, which feeds all the animals that feed upon the acorn. But food is also for the hunter, who in partaking of the bounty of nature ought to listen and understand this song. Food is for both.

**4. According to Leopold in "Song of the Gavilan," what is the great moral contribution of science?**

b.  
"Science contributes moral as well as material blessings to the world. Its great moral contribution is objectivity, or the scientific point of view." (Aldo Leopold, "Song of the Gavilan," 153-54).

**5. If the human being has the role of conqueror, then what role does land have according to Leopold?**

c.  
"Conservation is a pipe-dream as long as *Homo sapiens* is cast in the role of conqueror, and his land in the role of slave and servant. Conservation becomes possible only when man assumes the role of citizen in a community of which soils and waters, plants and

**6. What was Aldo Leopold's first job?**

b.  
As we discussed in class, upon graduating from the Yale School of Forestry in 1909, he took a job as forest ranger in the White Mountains of Arizona and New Mexico. (See also [About: Aldo Leopold](#))

	animals are fellow members, each dependent on the others, and each entitled to his place in the sun." (Aldo Leopold, "Unpublished introduction to <i>ASCA</i> ," 874).	
<p><b>7. What is an evolutionary possibility and ecological necessity according to Aldo Leopold?</b></p> <p>a. "There is as yet no ethic dealing with man's relation to land and to the animals and plants which grow upon it. Land, like Odysseus' slave-girls, is still property. The land relation is still strictly economic, entailing privileges but not obligations. The extension of ethics to this third element in human environment is, if I read the evidence correctly, an evolutionary possibility and an ecological necessity. It is the third step in a sequence. The first two have already been taken" (Aldo Leopold, "The Land Ethic," 203).</p>	<p><b>8. Which is not a concept welded together (or braided together) by Leopold's in the essays comprising <i>A Sand County Almanac</i></b></p> <p>a. "That land is a community is the basic concept of ecology, but that land is to be loved and respected is an extension of ethics. That land yields a cultural harvest is a fact long known, but latterly often forgotten. These essays attempt to weld these three concepts" (Aldo Leopold, "Preface" to <i>ASCA</i>," viii-ix).</p> <p>(Nota Bene: The list of possible answers in this question included the cultural concept twice, i.e., b &amp; d. This was not my intent when I wrote the list of answers. Actually, I meant to write "b" as "the ethical concept." Nevertheless, the answer is clearly "a". Leopold does not attempt to weave the the anthropocentric concept of land into the essays. Rather, in the weaving of the ecological, ethical, and cultural concept of the land, Leopold develops a new eco-centric view of land in these essays. I <u>subtracted</u> this question from the calculation of the grade, since it contains an error in my formulation of the answer set which led to some confusions.)</p>	<p><b>9. Why was Odysseus nor prohibited, morally speaking for that time, to kill the slave girls all on one rope?</b></p> <p>c. "When god-like Odysseus returned from the wars in Troy, he hanged all on one rope a dozen slave-girls of his household whom he suspected of misbehavior during his absence. This hanging involved no question of propriety. The girls were property. The disposal of property was then, as now, a matter of expediency, not of right and wrong." (Aldo Leopold, "The Land Ethic," 201).</p> <p>(The question as published contains a typo. But this grammatical infelicity did not seem to affect anybody's score. The question should have read more properly: "Why was Odysseus not prohibited, morally speaking for that time, from killing the slave girls all on one rope?")</p>
<p><b>10. Why, according to Leopold, is there as yet no ethic dealing with man's relation to land and to the animals and plants which grow upon it?</b></p> <p>b. See question #9</p> <p>"The 'key-log' which must be moved to release the evolutionary process for an ethic is simply this: quit thinking about decent land-use as solely an economic problem. Examine each question in terms of what is ethically and esthetically right, as well as what is economically expedient" (Aldo Leopold, "The Land Ethic," 224).</p>	<p><b>11. What change or changes are implied by the land ethic?</b></p> <p>d. "In short, a land ethic changes the role of <i>Homo sapiens</i> from conqueror of the land-community to plain member and citizen of it. It implies respect for his fellow-members, and also respect for the community as such" (Aldo Leopold, "The Land Ethic," 224). That is to say, all answers are correct.</p>	<p><b>12. When is an act or policy right, according to Leopold?</b></p> <p>c. "A land ethic," Leopold argues on page 221, "reflects the existence of an ecological conscience, and this in turn reflects a conviction of individual responsibility for the health of the land. Health is the capacity of the land for self-renewal. Conservation is our effort to understand and preserve this capacity. And this is why he later says that A thing is right when it tends to preserve the integrity, stability, and beauty of the biotic community. It is wrong when it tends otherwise" (Aldo Leopold, "The Land Ethic," 224-25). That is, a thing, i.e., an act or policy, is right when it preserves these attributes of the land for in preserving these the land's very capacity to renew itself, its health. The best answer is thus both the first and second answer.</p>
<p><b>13. What links all individuals together in a biotic community?</b></p> <p>d. "Land, then, is not merely soil; it is a fountain of energy flowing through a circuit of soils, plants, and animals. Food chains are the living channels which conduct energy upward; death and decay return it to the soil" (Aldo Leopold, "The Land Ethic," 216). So, of the answers provided, only sexual reproductive behaviors are not indicated as essential to this material continuum in Leopold's articulation. (Is there an omission here on his part?)</p>	<p><b>14. According to Lauret Savoy, Aldo Leopold's call for an extension of ethics to land relations seemed to express a sense of responsibility and reciprocity...</b></p> <p>a. "In 'The Land Ethic,' Aldo Leopold enlarged the boundaries of 'community' to include 'soils, waters, plants, and animals, or collectively: the land.' Though I couldn't find words then, his call for an extension of ethics to land relations seemed to express a sense of responsibility and reciprocity not yet embraced by this country but embedded in many Indigenous peoples' traditions of experience - that land is fully inhabited, intimate with immediate presence" (Lauret Savoy, "Alien Land Ethic," 33).</p>	<p><b>15. In her chapter, "Alien Land," Lauret Savoy says, "Only teenage encounters with writings by authors who also seemed to be searching prompted me to speak. I met them question to question." Which is NOT a question she asked in that chapter?</b></p> <p>d. See <a href="#">Lesson 9/8 Alien Land Ethic</a> (near the bottom, i.e., "Savoy's Questions")</p>
<p><b>16. According to Lauret Savoy, her father's <i>Alien Land</i> grew from the recognition of a hypocrisy at the very heart of this country. What was/is this hypocrisy?</b></p> <p>a. "My father's 'alien land' grew from the 'hypocrisy which, in one breath preached the doctrine that all men were created free and equal and, in the very next breath, denied to millions the simple respect which</p>	<p><b>17. Which is not one of J. Drew Lanham's "Nine Rules for the Black Birdwatcher"</b></p> <p>a. See the readings from <a href="#">lesson 9/10 The Work of a Black Naturalist</a>, particularly <a href="#">9 Rules for the Black Birdwatcher</a>. Nowhere in that list, nor in the <a href="#">Nine New Revelations</a>, does Lanham suggest that the black naturalist always carry a video recording device. (Although, after seeing what happened to Christian</p>	<p><b>18. What is meant by "range map restrictions" as J. Drew Lanham refers to them?</b></p> <p>c. See the readings from <a href="#">lesson 9/10 The Work of a Black Naturalist</a>, particularly the youtube video titled <a href="#">Birding While Black</a> (timestamp: 19:00 - video link here is cued to this spot).</p>



should naturally go with such a belief" (Lauret Savoy, "Alien Land Ethic," 38).	Cooper in Central Park, I think it is a good idea and would recommend it.)	
<p><b>19. What lesson does Robin Wall Kimmerer see in the mast fruiting of pecan trees, who "make fruit only when you can afford it"?</b></p> <p>b.</p> <p>See "The Council of Pecans" most especially, though this idea is expressed in numerous places throughout her book.</p> <p>"If one tree fruits, they all fruit - there are no soloists. Not one tree in a grove, but the whole grove; no one grove in the forest, but every grove; all across the county and all across the sate. The trees act not as individuals, but somehow as a collective. Exactly how they do this, we don't yet know. But what we see is the power of unity. What happens to one happens to us all. We can starve together or feast together. <i>All flourishing is mutual</i>" (RWK, <i>Braiding Sweetgrass</i>, 15 italics mine).</p>	<p><b>20. What is the cardinal difference between gift and commodity exchange according to Robin Wall Kimmerer.</b></p> <p>d.</p> <p>See especially "The Gift of Strawberries." "A gift creates ongoing relationship. I will write a thank-you note. I will take good care of them and if I am a very gracious grandchild I'll wear them when she visits even if I don't like them. When it's her birthday, I ill surly make her a gift in return. As a scholar and writer Lewis Hyde notes, 'It is the cardinal difference between give and commodity exchange that a gift establishes a feeling-bond between two people'" (RWK, <i>Braiding Sweetgrass</i>, 26). Discussed in class, both sections on <a href="#">9/13 Planting Sweetgrass</a>.</p>	<p><b>21. What question did Robin Wall Kimmerer's advisor say was not scientific?</b></p> <p>a.</p> <p>"Why do they (asters and goldenrod) a stand beside each other when they could grow alone? Why this particular pair? There are plenty of pinks and whites and blues dotting the fields, so is it only happenstance that the magnificence of purple and gold end up side by side? Einstein himself said that 'God does not place dice with the universe.' What is the source of this pattern? Why is the wold so beautiful? It could easily be otherwise: flowers could be ugly to us and still fulfill their own purpose. But they're not. It seemed like a good question to me. But my adviser said, 'It's not science," not what botany was about" (RWK, <i>Braiding Sweetgrass</i>, 41). This is in the chapter "Asters and Goldenrod." (See also Leopold's discussion of science and poetry in "The Song of the Gavilan.")</p>
<p><b>22. Robin Wall Kimmerer argues that the Powtawatomi understanding of what it means to be alive diverges from the list of attributes of living beings as learned in introductory biology. How so?</b></p> <p>d.</p> <p>see page 53 of "Learning the Grammar of Animacy," in which RWK discusses the verb-based structure of Powtawatomi. This is especially relevant to her analysis of the word <i>Puhowee</i> in that chapter. "In the three syllables of this new word I could see an entire process of close observation in the dame morning words, the formulation of a theory for which English has no equivalent. The makers of this word understood a world of being, full of unseen energies that animate everything" (RWK, <i>Braiding Sweetgrass</i>, 49).</p>		

By submitting this essay, I attest that it is my own work, completed in accordance with University regulations.

Word Count: 1,497

When considering what I find to be essential features of an ecological ethic, several concepts come to mind. I think of *Song of the Gavilan*, where Leopold considers the continuum of food and humanity's place within it (152). He develops this idea in more detail within *The Land Ethic* when discussing the biotic pyramid where "man shares an intermediate layer with the bears, raccoons, and squirrels" (Leopold, *The Land Ethic*, 215). Val Plumwood furthers this thought when stating that "human identity positions humans outside and above the food web" and yet we must remember that "humans are food, food for sharks, lions, tigers..." (*Animals and Ecology*, 81). In these works it is the recognition of humans as a part of the biotic community and the continuum of food that I find both refreshing and necessary for an ecological ethic. Along with acceptance of ourselves as integral members of the biotic community, respect for it is equally necessary. William Cronon says that we must "abandon the dualism" between our perceived human domain and nature and "acknowledge the autonomy and otherness of the things and creatures around us" to the end that we "will at least think carefully about the uses to which we put them... if we should use them at all" (*The Trouble with Wilderness*, 24). An ecological ethic must contain a sense of respect and kinship with the earth, and a desire for respectful and sustainable use. I must also acknowledge that the idea of an ecological ethic was developed in part by Leopold, who was a white man, and therefore the concept as he writes it contains inherent bias. Lauret Savoy expresses her discomfort in *Alien Land Ethic* when referencing Leopold's only example of slavery in *The Land Ethic: The Odyssey* (35). Leopold's disregard for

America's history of slavery is testament to the racism in America and is a prime example of why old texts must be explored and improved upon with modern inclusivity. My ecological ethic applies to all, my "we" and "us" includes all people of any ancestry.

Just as Leopold's texts must evolve with changing times, my personal ethical view of nature and conservation changed as I grew from teenager to mid-twenties adult. As a teenager, my conception of conservation aligned with Muir's in that I believed conservation meant preservation. Like Muir, I felt that nature should be pristine and remain so for human enjoyment. Muir makes his view clear when arguing against the damming of the Hetch Hetchy valley: "as well dam for water-tanks the people's cathedrals and churches, for no holier temple has ever been consecrated by the heart of man" (*The Hetch Hetchy Valley*, 12). I have therefore also agreed with Mill's second sense of the word *nature* "in which Nature stands for that which takes place without human intervention... [and] is the spontaneous course of things when left to themselves" (*On Nature*, 54). Muir's preservation of nature is only necessary if human action spoils it, meaning that there is an inherent human/nature dualism, as Mill suggests. With adulthood and personal introspection, my beliefs about nature and conservation have evolved and are now closely aligned with the following assertion by Leopold: "Conservation is a state of harmony between men and land" (*The Land Ethic*, 207). Robin Wall Kimmerer echoes this statement throughout her book *Braiding Sweetgrass* when she expresses a similar ethic of conservation as harmonious sustainable use. In the chapter "Mishkos Kenomagwen: The Gift of Grass," Kimmerer explores the idea of sustainable harvesting as a necessary component of sweetgrass thriving; she goes on to say, "Through reciprocity the gift is replenished. All of our flourishing is mutual" ("Mishkos Kenomagwen," 166). Overall, I think that today my view of conservation is

less anthropocentric than it has been previously; I wish for humanity to thrive, and yet I also wish for consideration and respect to be paid to the earth when we interact with it.

An ecological ethic tends to consider entire swaths of species rather than concerning itself with individuals, considering instead the biotic community in its pyramid formation as Leopold depicts in *The Land Ethic*. The stability of the biotic pyramid is tantamount, as Leopold states: “A thing is right when it tends to preserve the integrity, stability, and beauty of the biotic community” (*The Land Ethic*, 224). The validity of this ecological ethic is called into question by other ethical theories we have studied that prioritize animal life. Utilitarian ethicist Peter Singer considers animals as individuals who can suffer; he says that “if a being suffers, there can be no moral justification for refusing to take that suffering into consideration” (*The Animal Liberation Movement*, 4). Utilitarianism is consequentialist, and therefore Singer proposes that any decision ending in the suffering of humans or animals is equally abhorrent. An ecological ethic does not desire the suffering of humans or animals, yet differs from utilitarianism in that it recognizes human and animal death as a function of the biotic pyramid. The ecological ethic sees this energy transfer as a necessary component to the life cycle, but Singer would rather dismantle the biotic pyramid and spare animals any suffering or death whatsoever, an idea I find to be wholly unrealistic and unnatural. Considering duty ethicist Regan, his proposal for the consideration of animals does not hinge on ability to suffer, but instead on the inherent value of cognitively adept mammals: “One either is a subject of a life... or one is not. All those who are, are so equally” (*Animal Rights*, 22). The approach taken by Regan at first appears to align with an ecological ethic, as animals are to be respected, and yet there is a difference. Regan considers animals as individuals with rights, unlike an ecological ethic that considers entire species. An ecological ethic embraces necessary killing of animals, but duty ethics, like utilitarianism, says

“no.” Despite potential benefits to the larger biotic community, killing individual animals that pass Regan’s subject of a life criterion is out of the question as it would not respect their inherent value (*Animal Rights*, 23). It is evident that while all three ethical views take animals into account, they do so in different ways that contradict each other. I stand firm in my belief that while suffering is not desired, human and animal death is a natural part of a healthy biotic pyramid. I do not believe that the killing of animals should be completely eradicated, but it should be reimagined into a humane and sustainable relationship.

My personal ethical views as described above align with strong sustainability models. To explicate the idea of strong and weak sustainability, I will begin with Norton, who defines weak sustainability as “based on the intuition that what we owe the future is to avoid actions that will make them poorer than we are” (*The Ignorance Argument*, 535). He goes on to say that “no environmental goals should be given priority over other investments that have equal or greater expectation of return in terms of capital” (535). Yanarella et al. define weak sustainability as embracing the Brundtland Commission report definition of sustainability and as a “never-ending pathway pursued through sustainability indicators marking progress toward an ambiguous, unarticulated goal” (*Green versus Sustainability*, 298). Weak sustainability does not place importance on environmental welfare any more than economic capital. If systemic changes are not conducive to earning capital, weak sustainability will not strive for systemic change that will improve the environment for future generations. Yanarella et al. go on to state that strong sustainability is balance-seeking and generates policies that promote sustainability at local and regional levels (298). Strong sustainability models push for systemic change in order to create a more sustainable future. I support the lofty goals of strong sustainability and am excited for the prospect of societal changes that will improve our human relationship with the earth.

Throughout this essay, I have referred to my ethical perspectives of conservation and sustainability as being rooted in sustainable, respectful use. Kimmerer employs the opposing “windigo-mind” in her chapters on windigo mythology, using the creature as a representation of modern consumerism (309). The windigo is a creature of indigenous folklore born from relentless hunger; it is a person driven to cannibalism who devours anyone in their wake. The story teaches children to fight greedy impulses that are detrimental to the communal living of indigenous tribes. I think that Kimmerer’s relation of the windigo folklore to the overconsumption ingrained in modern society is enlightening. Her comparison highlights the importance of understanding the windigo thinking we all fall victim to in the marketplace; we must also recognize that windigo thinking has been externalized into the structure of our economy. Lasting changes that fight the destructive cycle of overconsumption can be achieved through systemic changes implemented by strong sustainability models. In closing, the windigo myth is relevant to my view of sustainability as explicated in this essay because it affirms my desire for sustainable, respectful use by highlighting the grave errors of overconsumption.

## Works Cited

Cronon, William. *The Trouble With Wilderness; or, Getting Back to the Wrong Nature*.

Kimmerer, Robin W. *Braiding Sweetgrass*.

Leopold, Aldo. *The Land Ethic*.

---. *Song of the Gavilan*.

Mill, John S. *On Nature*.

Muir, John. *The Hetch Hetchy Valley*.

Norton, Bryan. *The Ignorance Argument*.

Plumwood, Val. *Animals and Ecology: Towards a Better Integration*.

Regan, Tom. *The Case for Animal Rights*.

Savoy, Lauret. *Alien Land Ethic*.

Singer, Peter. *The Animal Liberation Movement*.

Yanarella et al. *Green versus Sustainability*.

## Sandmeyer – 3. Course Materials – PHI/ENS300 History & Philosophy of Ecology (experimental)

Jump to each section for a brief discussion of those materials.

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### PHI/ENS300: STATEMENT OF GENERAL PEDAGOGY

This course, The History and Philosophy of Ecology, has two unique characteristics. First, this is an experimental course **designed to service the explicit needs of two different interdisciplinary programs**. Second, this course took place during the height of the pandemic and so taught fully online synchronously.

As noted, this class services two departments. First, the Environmental and Sustainability Studies program lacks a core ecology class. This class fulfills that need. It further provides (or will provide, once it is approved by the UK Senate as a regular offering) a stable offering which can fulfill an ENS major requirement. Second, the Philosophy Department has recognized the need to revise its out-of-date list of course offerings. We need in Philosophy courses that better reflect the current strengths of our department, and this class fulfills this need.

All 2021S classes were **taught fully online** at UK. The pedagogy of this course meets the demands of this unique situation. The assignment structure was very simple: just four papers of all the same kind and length. Discussion forums were designed to provide a means for isolated students to collaborate on these papers. Built-in redundancies proved successful in achieving the define outcomes. Further, I designed daily lessons as either structured lectures (lessons 3-8 or 4-21) or structured in-class discussions (lessons 3-12 or 4-14).

It almost goes without saying, but this **semester was probably the hardest** I have ever experienced. While the redundancy designed into the discussion and paper assignments were successful pedagogically, engaging students in-time all while online proved a real difficulty. Students attended without videos turned on, which was by design. They only turned their videos on during break-out sessions, and only if they were comfortable doing so. Like so many others, my classes felt at times like seances: "Can you hear me? Are you there?" Nevertheless, I did see some genuine success engaging students and generating robust participation in discussions, which was due in large measure to the intuitive design and simple-to-accomplish assignment structure of the course.



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## Sandmeyer – Course Materials – PHI/ENS300 History & Philosophy of Ecology (experimental)

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### PHI/ENS300: Syllabus & Daily Schedule

I created this class to **fulfill a basic need of the Environmental and Sustainability Studies program**. From the earliest days of this program we have, at once, recognized the fundamental importance of ecology to our students and lamented the paucity of such offerings at UK in this subject. This has become especially poignant with the retirement of the one biologist who taught ecology on a regular basis here at UK. This class was thus designed to meet this scientific need. Consequently, the course readings include a healthy selection of original articles fundamental to the development of ecology as a science.

Given the paucity of ecology education at UK and among the ENS students, particularly, it was essential to determine a baseline of knowledge coming into the class. Hence the prior- and post-knowledge assessments give students and the professor, alike, an indication of this baseline and the progress made moving that line forward.

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[Daily Schedule](#)Email Prof: [bob.sandmeyer@uky.edu](mailto:bob.sandmeyer@uky.edu)[\(frontpage\)](#)[Zoom Portal](#)

(password: Sandmeyer)

Classes are *typically* conducted via Zoom at the time of class.

## ENS/PHI 300 History & Philosophy of Ecology

[\(Print PDF Version\)](#)

# Syllabus

ENS 300.003

MWF 1:00-1:50am

PHI 300.001

MWF 1:00-1:50pm

### Sandmeyer's Contact Information

#### Professor Bob Sandmeyer, Ph.D.

[bob.sandmeyer@uky.edu](mailto:bob.sandmeyer@uky.edu)

pronouns: he/him/his

ph. 859-257-7749 (leave a message)

A note on communications: I will respond usually within 24 hours. Bear in mind, though, that I can only reply to emails during business hours, i.e., M-F 9:00am – 5:00pm. So, if you send me an email over the weekend or outside of these hours, I will not be able to respond until the next business day at the earliest.

### Sandmeyer's Online "Office" Hours

MWF 2:00pm - 3:00pm

Schedule an Appointment:

[calendly.com/dr-sandmeyer/office-hours](https://calendly.com/dr-sandmeyer/office-hours)

(contact me, if scheduled times are inconvenient for you)

Zoom Address (for "office" hours):

[uky.zoom.us/my/bobsandmeyer](https://uky.zoom.us/my/bobsandmeyer)

### Required Texts

#### Book(s)

- (NE) Worster, Donald. *Nature's Economy: A History of Ecological Ideas*. 2nd edition. Cambridge: Cambridge University Press, 1994.  
ISBN: [9780521468343](https://www.amazon.com/dp/9780521468343)
- (KG) *The Philosophy of Ecology: From Science to Synthesis*. Edited by David R. Keller and Frank B. Golley. Athens: University of Georgia Press, 2000.  
ISBN: [9780820322209](https://www.amazon.com/dp/9780820322209)

#### All other readings

- available in Canvas via the [Daily Schedule](#) and located in [Files: Library](#).
- a note on *recommended* texts
  - the Daily Schedule includes links to a number of recommended texts. These are typically important primary sources or elucidatory secondary source material. These materials are provided for further study and will not necessarily be integrated into course content by the professor.

### Course Description

In this class we will study both the history of ecological thought, important papers in development of ecology, and some of the philosophical problems special to ecology as a scientific discipline. Given these two aims, this class has two required texts: Donald Worster's history of ecological thought, *Nature's Economy: A History of Ecological Ideas* (hereafter *NE*), and *The Philosophy of Ecology: From Science to Synthesis*, edited by David Keller and Frank Golley. The substance of the course is divided into three units: (i) the history of proto-ecology to Darwin, (ii) the development of the self-consciously scientific discipline of ecology after Darwin, (iii) and an overview of the some of the basic paradigms at work in ecological thinking and practice today.

Students will write four short analysis papers: one per section (i) and (iii) and two per section (ii). These papers will

allow students to articulate a particular issue in precise and concise manner. Class discussion will play an important role in this class. Consequently, many days in class will be devoted solely to discussing together the readings, and students should come prepared on those days for substantive discussion of the pertinent readings with the professor and with other students in the class. These on-class discussions will be followed up online in a series of asynchronous discussion forums. Class participation in these discussion forums - both in-class and online - thus constitutes an essential component of this class.

## Schedule (in Outline)

See the [Daily Schedule](#) for the day-by-day agenda.

### 1. Thoreau to Darwin

- A. Henry David Thoreau
  - i. the Romantic conception of nature
- B. Excursus
  - i. mechanism (René Descartes on animal-machines)
  - 2. organicism (Immanuel Kant on natural purposes)
- C. Charles Darwin
  - i. radical contingency and the new ontology of life

### 2. The Development of Ecology as a Science

- A. Dynamic Ecology
  - i. Frederick Clements' notion of plant succession
- B. The New Ecology
  - i. Henry A. Gleason and the individualist concept of plant association
  - 2. Arthur Tansley and the ecosystem concept
  - 3. Raymond Lindeman and trophic dynamic concept

### 3. Ecological Paradigms

- A. Ecology and environmentalism
- B. Essentialism, materialism, probabilism
- C. Dialectical ecology

## Learning Outcomes

This class aims to lay the foundation for effective and responsible participation in a diverse society by preparing students to make informed choices in the complex or unpredictable cultural contexts that can arise in U.S. communities.

- articulate important problems in the development of ecology clearly, precisely, and concisely in writing;
- demonstrate proficiency at expressing complex and difficult ideas in clear and simple language;
- understand the development of ecology from its origins in the 19th-century to the present day; and
- explain basic ecological theoretical models using appropriate conceptual language pertinent to the discipline.

## Grading

### Grading Scale

A = 100% - 90%  
B = 89% - 80%  
C = 79% - 70%

Students will be provided with a midterm evaluation grade (by the midterm date) that reflects course performance based on criteria laid out below.

### Writing Assignments

40 %

D = 69% - 60%  
F = ≤59%

- four 3-5 short analysis papers of between 3 to 5 pages, each;
- score for each will be determined by a rubric;
- final forums score = cumulative earned score for all forums / total possible.

### **Discussion Forums**

**40 %**

- 7 discussion forums are scheduled over the course of the semester;
- drop the lowest scoring discussion forum scores;
- score for each forum will be determined by a rubric;
- final forums score = cumulative earned score for all forums / total possible.

### **Attendance during Zoom sessions**

**10 %**

- attendance will be taken via attendance survey;
  - simply completing the survey earns full credit for each survey
  - if you cannot meet during class time, you must contact the professor immediately and you may be asked to provide documentation that verifies the legitimacy of absence
    - students will be allowed to complete any missed work due to an excused absence; this work must be completed within one week upon return to the class at the very latest
- each attendance counts for 1 point; drop the 3 lowest scores (i.e., 3 absences);
- final attendance score = total attendance surveys completed / total number of attendance surveys

### **Prior-Knowledge Assessment**

**5 %**

- a simple survey of knowledge of the history and philosophy of ecology administered at the beginning of term;
- 100% score = completing survey.

### **Post-Class Knowledge Assessment**

**5 %**

- an online quiz on the history and philosophy of ecology administered at the end of term;
- score = total correct / total possible.

## **Teaching and Learning in a Time of Crisis**

This class is being taught entirely online, but most of the lessons are presented at the time of lecture. Attendance during these synchronous lessons is mandatory.

By definition, a crisis is a time of decision. We have all decided to be here, either to teach or to learn, during a global pandemic whose virulence is not currently waning. But the local conditions of this global pandemic create unique difficulties. It is up to each of us to take responsibility for this decision and to make this semester as successful as possible.

- First, I want to say that **if you ever need to talk to me**, please contact me ([bob.sandmeyer@uky.edu](mailto:bob.sandmeyer@uky.edu)). If you are struggling, I will do what I can to help you.
- There will be many uncertainties this semester. The key to confronting these is **consistent and clear communication** between the instructor and students.
  - **Coursework**
    - Follow the [Daily Schedule](#).
      - **Check this page regularly**, at least three times a week.
        - Alterations to this schedule will be indicated by the "Date of last update" marker at the top of the page.
      - Each day's lesson(s) will be embedded the [Daily Schedule](#). Consequently, no matter if we meet in person or not, you will need to work through lessons available online.
    - Homework assignments will be announced in both the Daily Schedule and the Daily Lessons.
  - **Class-wide messages**
    - I will send messages to the class as a whole via the [Announcements](#) function in Canvas.
    - Make sure your Canvas settings push these notifications to your email or your phone: [check your notification settings](#).
  - **Individual Communications**
    - Send emails by clicking the "Email Prof" link at the top of every page in Canvas.
    - Or email the professor at [bob.sandmeyer@uky.edu](mailto:bob.sandmeyer@uky.edu)
      - Always include the phrase **"ENS-PHI300" in the subject of your email**.
      - I recommend *against* using the Canvas Inbox for email communication.
  - **Be Proactive**
    - Contact me *before* a problem arises. I will try to do the same.
    - If you are unable to contact me in advance of an issue, you must - at the latest - contact me as soon as you return to the class.

## Academic Integrity

Everyone understands that while cheating may be tempting, in all cases it is wrong. Do not cheat or plagiarize! If the professor determines that a student or group of students has cheated, or that a student has plagiarized any part of any assignment, he/she/they may, at the very least, receive a grade of zero for the assignment without the possibility of redoing the assignment. Be forewarned, though, that *evidence of cheating or plagiarism may also result in course failure*. If the case is especially egregious, the issue will be directed to the appropriate University Dean and the student will receive a grade of XE/XF for the course.

As per the [Ombud's definition](#), academic integrity requires creating and expressing one's own ideas in all course work including draft and final submissions; acknowledging all sources of information properly; completing assignments independently or acknowledging collaboration; accurately reporting one's own research results; and honesty during examinations. Further, academic integrity prohibits actions that discriminate and harass on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation. **By participating in this class, you accept the injunction not to cheat in any way. You also agree to comport yourself with integrity and honor throughout the semester.** You further agree to have all or some of your assignments uploaded and checked by anti-plagiarism or other anti-cheating tools.

Further, each student affirms that they will act with honor and integrity to fellow students, the professor, and the course grader.

Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>; see especially "Rights and Responsibilities" and "Academic Integrity." A plea of ignorance

is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information.

## Accommodations

If you have a documented disability which requires academic accommodations, please contact the professor as soon as possible. In order to receive accommodations in this course, you must provide the professor with a Letter of Accommodation from the [Disability Resource Center](#). If you have not already done so, please register with the Disability Resource Center (Suite 407 of the Multidisciplinary Science Building, 725 Rose Street, 859-257-2754, [dtbeac1@uky.edu](mailto:dtbeac1@uky.edu)) for coordination of campus disability services available to students with disabilities.

## Class Recordings

Meetings of this course will be recorded by the professor and made available to all students. These recordings are available through the Canvas shell. Go to the lesson in question; the "recording" link will be in the header of the lesson.

All video and audio recordings of lecturers and class meetings provided by the instructors are for educational use only. These recordings are not to be copied, shared, or redistributed. To repeat, any sharing or distribution of class recordings outside of the parameters of the class is prohibited and constitutes an academic offense.

Students with specific recording accommodations may be allowed to record the class for their own use. But this exception must be approved by the [Disability Resource Center \(DRC\)](#) and you should present the official documentation from the DRC granting this exception to the instructor as soon as possible.

## Final Remark

This syllabus is a contract between the professor and student. Participation in the class indicates the student understands and accepts the terms of this syllabus, i.e., the expectations and requirements laid out herein.



**Zoom Portal**

(password: Sandmeyer)

Classes are *typically* conducted via Zoom at the time of class.**ENS/PHI 300**  
**History & Philosophy**  
**of Ecology****Syllabus**  
**2021S**

MWF 1:00pm - 1:50pm

Check this schedule regularly. Changes are likely during the semester.

(Date of last update: 05 May 21)

<i>Date</i>	<i>Day</i>	<i>Topic &amp; Presentation</i>	<i>(due on day listed)</i> <i>Homework</i>
01/25	Mon	<a href="#">Welcome</a>	
01/27	Wed	<a href="#">Navigating ENS-PHI300: the Arcadian Tradition in Ecology</a>	1. Study Handout: <a href="#">ENS-PHI300 Syllabus</a> 2. Recommended: <a href="#">Snell - The Discovery of a Spiritual Landscape</a> 3. Recommended: <a href="#">Sears - Ecology: A Subversive Subject</a>
01/29	Fri	<a href="#">Histories of Ecology</a>	1. Take <b>Prior Knowledge Assessment</b> (assessment questions) 2. Read <a href="#">McIntosh - Background</a> , pp. 6-19 3. Review <a href="#">Haeckel - Zoology</a> 4. Recommended: <a href="#">Friederichs - Definition of Ecology</a>
<b>Thoreau to Darwin</b>			
02/01	Mon	<a href="#">Discussion: In-Class and Online</a> (class mechanics) (Please note: I added a task to Discussion Forum: <a href="#">Introductions</a> today. The whole thing is due Friday.)	none (change in schedule)
02/03	Wed	<a href="#">The Imperial View of Nature</a>	1. Read Worster - <i>Nature's Economy</i> (hereafter <i>NE</i> ), pp. 31-55 2. Recommended: <a href="#">Linnaeus - The Oeconomy of Nature</a>
02/05	Fri	<a href="#">Linnaeus &amp; Thoreau</a>	1. Read <i>NE</i> , 59-76 2. <b>01 Discussion Forum: <a href="#">Introductions</a></b>
02/08	Mon	<a href="#">Thoreau and the New Natural Science</a>	1. Read <i>NE</i> , 77-97 2. Recommended: <a href="#">Thoreau - Succession of Forest Trees</a>
02/10	Wed	Excursus: <a href="#">René Descartes and the Theory of Mechanism</a> <b>02 Discussion Forum</b>	1. Read <a href="#">Descartes - Automatism of the Brutes</a>
02/12	Fri	Excursus: <a href="#">Immanuel Kant's Theory of the Organism</a>	1. Read <a href="#">Kant - 3rd Critique</a> , paragraphs 64-66 2. Recommended: <a href="#">Kant's conception of organisms as natural ends</a>
02/15	Mon	Excursus, redux: <a href="#">Kant</a>	1. Read <a href="#">Mayr - Cause and Effect in Biology</a> (as background)
02/17	Wed	In-Class discussion: <a href="#">Mechanistic &amp; Teleological Explanations</a> <b>03 Discussion Forum: Darwinian Evolutionary Theory &amp; Ecology</b>	1. <i>NE</i> , 130-169 2. <b>02 Discussion Forum</b> 3. Recommended: <a href="#">Humboldt - Tableau physique</a>
02/19	Fri	<a href="#">Darwinian Evolution Theory - Historical Background</a>	1. Read <a href="#">Darwin - Origin</a> (selections).
02/20	Sat	Darwin	1. <b>03 Discussion Forum: <a href="#">Darwinian Evolutionary Theory &amp; Ecology</a></b> (part I)
02/22	Mon	<a href="#">Darwin and the Origin of Species</a>	

02/24	Wed	<a href="#">Darwin and the Ontology of Life</a>	1. Read <a href="#">Grosz - Darwin and the Ontology of Life</a>
02/26	Fri	<a href="#">Paper Writing: Paper 1</a> (due Mar 5)	1. Review Learning Objectives ("Thoreau to Darwin") 2. <i>Optional</i> : formulate an essay question for a 3-5 page paper
02/27	Sat		1. <b>03 Discussion Forum: <a href="#">Dawinian Evolutionary Theory &amp; Ecology</a></b> (part II)
<b>The Development of Ecology as a Science</b>			
03/01	Mon	<a href="#">Early Ecology</a>	1. Read <i>NE</i> , 191-204 2. Read <a href="#">McIntosh - Background</a> , 39-49
03/03	Wed	<a href="#">Early Ecology</a>	1. Read <i>NE</i> , 205-220
03/05	Fri	<a href="#">Eugenius Warming: <i>Oecology of Plant Geography</i></a>	1. Read <a href="#">Warming - Oecology of Plants</a> , excerpt pp. 40-65 2. <i>Recommended</i> : <i>Warming - Oecology of Plants</i> , excerpt pp. 7-39 3. <b>Submit <a href="#">Paper 01</a></b> (by 11:59pm)
03/08	Mon	<a href="#">Clements and Others on Plant Succession</a>	1. Read <a href="#">McIntosh - Background</a> , 71-85 2. Read Keller & Golley - <i>Philosophy of Ecology</i> (hereafter <i>KG</i> ), 21-29; 35-41
03/10	Wed	<a href="#">Clements, continued</a>	1. Read <i>NE</i> , 235-253 2. <b>04 Discussion Forum: <a href="#">Paper 01 Topics</a></b> (part I <a href="#">due by 11:59pm</a> )
03/12	Fri	<a href="#">Gleason's Individualistic Concept of the Plant Association</a>	1. Read <i>KG</i> , 42-55 2. <i>Recommended</i> : <a href="#">Gleason's article in full</a>
03/14	Sun		1. <b>04 Discussion Forum: <a href="#">Paper 01 Topics</a></b> (part II <a href="#">due by 11:59pm</a> )
03/15	Mon	<a href="#">Tansley's Ecosystem Concept</a>	1. Read <i>NE</i> , 301-315 2. <i>Recommended</i> : <a href="#">Tansley's article in full</a> 3. or, at least, read <i>KG</i> , 55-70
03/17	Wed	<a href="#">Lindeman's Trophic Dynamic Aspect</a>	1. <a href="#">Lindeman - Trophic-Dynamic Aspect of Ecology</a> (skim §§2.2-2.3 and all of 3)
03/19	Fri	<b>02 Writing Assignment</b>	
		<i>Academic Midterm</i> (Mar 15-29 Midterm Grading window)	
03/22	Mon	(no class)	
03/24	Wed	(no class)	1. <b>05 Discussion Forum, Part I</b>
03/26	Fri	<i>Academic Holiday</i>	
03/28	Sun	(no class)	1. <b>05 Discussion Forum, Part II</b>
03/29	Mon	<a href="#">Midterm grade and paper writing</a>	1. (no reading)
03/31	Wed	<a href="#">Value of a Varmint</a>	1. Read <i>NE</i> , 255-290
04/02	Fri	<a href="#">Aldo Leopold and the Ecological Conception of Land</a>	1. Read <a href="#">Leopold - images of the land</a> , 436-453
04/04	Sun		1. <b>Submit 02 Writing Assignment</b>

04/05	Mon	<a href="#">Elton on Animal Communities</a>	1. Read <i>NE</i> , 291-315 2. Read <a href="#">Elton - Animal Communities</a>
04/07	Wed	<a href="#">The New Physicians</a>	1. Read <i>NE</i> , 359-387
04/09	Fri	<a href="#">The Ecology of Chaos</a> <b>03 Writing Assignment</b>	1. Read <i>NE</i> , 395 (from "Climate was the dominant reason...") - 420
Last day to withdraw from the University or reduce course load.			
<b>Ecological Paradigms</b>			
04/12	Mon	<a href="#">Ecofeminism- Plumwood's Being Prey</a>	1. Read <a href="#">Plumwood - Being Prey</a> 2. Recommended: <a href="#">Plumwood - Wisdom of the Balanced Rock</a>
04/14	Wed	<a href="#">Ecological Science &amp; TEK</a>	1. Watch <a href="#">ESA: Exploration of Modern Indigenous Knowledge and the Power of Indigenous and Western Science</a> (1 hour)
04/16	Fri	<a href="#">Ecological Science &amp; Black Ecologies</a>	1. <a href="#">ESA: Breaking down the barriers to diversity in ecology</a> 2. <a href="#">Nature Ecology &amp; Evolution: Amplify diverse voices</a> 3. <a href="#">We Need Histories of Radical Black Ecology Now</a> 1. If you are intending to write on this topic, you'll have to read: <a href="#">Mapping Black Ecologies</a> , by J.T. Roane & Justin Hosbey 4. <a href="#">The Black Ecologies Initiative</a> (see esp. <a href="#">Projects</a> )
04/19	Mon	<a href="#">Succession of Paradigms</a>  <ul style="list-style-type: none"> <li>Open now, due this week <ul style="list-style-type: none"> <li><b>03 Writing Assignment</b></li> <li><b>06 Discussion Forum - Paper 03 Collaborations</b></li> </ul> </li> <li>Open now, due by end of term <ul style="list-style-type: none"> <li><b>04 Writing Assignment</b></li> <li><b>07 Discussion Forum - Paper 04 Collaborations</b></li> </ul> </li> </ul>	1. Recommended: <i>KG</i> , 27-33 2. Read <i>KG</i> , 71-80
04/21	Wed	<a href="#">Course Review (&amp; Reductionism)</a>	1. Read 1. <i>KG</i> , 171-180 2. Read <i>KG</i> , 181-193 2. <b>06 Discussion Forum, Part I</b> (due by 11:59pm)
04/23	Fri	<a href="#">Course Review (&amp; "Ecology as an Integrative Discipline")</a>	1. Read <i>KG</i> , 194-203 2. <b>06 Discussion Forum, Part II</b> (due by 11:59pm)
04/25	Sun		1. Submit <b>03 Writing Assignment</b>
04/26	Mon	<i>(class cancelled)</i>	1. Read <i>KG</i> , 218-225
04/28	Wed	<a href="#">Organism, Gene, Environment</a>	1. Read <a href="#">Lewontin - Organism as Subject and Object</a> , 85-89
04/30	Fri	<a href="#">Gene - Organism - Environment</a>	1. Read <a href="#">Lewontin - Organism as Subject and Object</a> , 85-106
05/02	Sun		1. <b>07 Discussion Forum, Part I</b> (due by 11:59pm)

05/03	Mon	<a href="#">In-class Discussion: Final Papers</a>	1. Complete Post-Class Knowledge Assessment
05/05	Wed	<a href="#">In-class Discussion: Final Papers</a>	1. (see Monday's homework)
05/06	Thur		1. <a href="#">07 Discussion Forum, Part II</a> (due by 11:59pm)
05/07	Fri	Reading Day – class does NOT meet	
05/10	Mon	(no class - finals week)	1. Submit <a href="#">Post-Class Knowledge Assessment</a> (by 11:59pm) 2. Submit <a href="#">04 Writing Assignment</a> (by 11:59pm)
		May 3-17 - Final Grading window	

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### PHI/ENS300: Lessons (COVID class)

Given the online modality employed, generating class discussion was a true challenge. In consultation with the Center for the Enhancement of Learning and Teaching, I created the following model:

- Structure in-class discussion. This lessons indicates the way I structured regular in-class discussions. As noted in the syllabus, class discussion was an essential and significant part of this class. On discussion days, students would typically break into groups of 5 or so. (On this day, only five students were in attendance.) Once in groups, a student was either elected or assigned an executive role in the group to ensure steady discussion; and another student was elected or assigned to be a scribe.
  - In conjunction with the lesson online, the scribe used a Google Sheet to outline or write out a transcript of the group discussion.
    - This Google sheet was available (via link provided in the lesson) to all members of the class and thus to all members of the group. This method allowed me to follow in real time the discussions in break out groups. Thus I could intervene when I saw group stall.
  - Exiting from break-out groups, we would compare the groups' work together.
  - When the course lesson was over, I would transcribe the details of the class's discussion to the lesson. This technique allowed those who were absent to follow the content and trajectory of the in-class discussions, which they missed.

As noted, this model of in-class discussion was suggested to me by our CELT staff during my summer workshopping. It has proved so successful that I now use it whenever I have in-class discussions – whether these discussions be online or in-person.

*(left blank intentionally)*



**Date**  
12 MAR 21

**Zoom**  
[Portal](#)  
(During Class)

[Recording](#)  
(After Class)

**ENS/PHI300**  
Lesson

With this lesson, students should be able to:

Homework for next class

**Confirm Attendance**

1. coherently and precisely explain the individualistic concept of the plant association
2. using both readings, explicate Gleason's argument.

1. Read *NE*, 301-315
2. Read *KG*, 55-70 (Tansley)
3. Recommended [Tansley's article in full](#)

## Gleason's Individualistic Concept of Plant Association

### Readings & Resources For Today

- The Individualistic Concept of the Plant Association (1926)
  - Read *KG*, 42-55
  - Recommended [Gleason's article in full](#)
- [Google Slides Form](#)

Henry A. Gleason's articles of interest

- "The Structure and Development of the Plant Association." *Bulletin of Torrey Botanical Club* 44 (1917): 463-481.
- "[The Individualistic Concept of the Plant Association](#)," *Bulletin of Torrey Botanical Club* 53 (1926): 7-26.
- "Further Views on the Succession Concept." *Ecology* 8 (1927): 299-326.
- "The Individualistic Concept of the Plant Association." *American Midland Naturalist* 21 (1939): 92-110.
  - *KG* 42-54 - an excerpt of the this later article.

### The "Holological" (the organismic conception of community)

- Karl A. Möbius (1825-1908, German)
  - "The Oyster and Oyster-Culture" (1877)
- Carl G. Semper (1832-1893, German)
  - *Animal Life as Affected by the Natural Conditions of Existence* (1881)
- Stephen A. Forbes (1844-1930, American)
  - "Lake as a Microcosm" (1887)
- Frederic E. Clements (1874-1945, American)
  - *Research Methods in Ecology* (1905)
  - *Plant Succession. An Analysis of the Development of Vegetation* (1916)

### The "Merological" (a reductionist approach)

- Eugenius Warming (1841-1924, Danish)
  - *Oecology of Plants* (1909)
- Henry C. Cowles (1869-1939, American)
  - "An Ecological Study of the Sand Dune Flora of Northern Indiana" (1898)
- Henry A. Gleason (1882-1975, American)
  - "The Individualistic Concept of the Plant Association" (1926)
- Arthur Tansley (1871-1955, British)
  - "The Use and Abuse of Vegetational Concepts" (1935)
- Raymond Lindeman (1915-1942, American)
  - "The Trophic-Dynamic Aspect of Ecology" (1942)

#### Frederic Clements

"The developmental study of vegetation rests upon the assumption that the unit or climax formation is an organic entity (Clements 1905: 199). As an organism the formation arises, grows, matures, and dies. Its response to the habitat is shown in processes or functions and in structures which are the record as well as the result of these functions. Furthermore, each climax formation is able to reproduce itself, repeating with essential fidelity the stages of its development. The life history of a formation is a complex but definite process, **comparable in its chief features with the life**

#### Henry Gleason

"Not until the advent of the twentieth century did botanists turn their minds seriously to the consideration of underlying questions. Since that time we have made great progress. We have developed methods for the exact observational study of the association. We have recognized conditions and processes in their development, their existence, and their disappearance, and these conditions are processes are **quite unlike anything in the life history of an individual plant or animal**" (Gleason, quoted in Keller & Golley, 43).

## Agenda Today

We will break into groups to discuss [Gleason's article](#), The Individualistic Concept of the Plant Association (1926). See also: KG 42-54

- If you haven't read it, either the excerpt in KG or the article I recommended, you should exit the class.
  - You may complete the attendance confirmation today.
  - Read the excerpt now .outside of class
- If you are interested in Gleason's argument and may wish to write on it, I recommended you read both the 1926 article and the 1939 excerpt this weekend.

## In-class break-out rooms

- Group Assignments
  - **scribe**
    - of all the names in the room, scribe is the one whose *Zoom name begins with the last letter of the alphabet*
    - keep a log of the discussion
  - **governor**
    - of all the names in the room, governor is the one whose *Zoom name begins with the first letter of the alphabet*
    - leads group, makes sure assignment gets done
  - time keeper
    - if necessary, keeps group on track to complete task(s) in allotted time
  - volunteer
    - proactive member of group; doesn't wait to talk and keep the discussion flowing
- Open the [Google Slides Form](#)
- Questions
  - 1st question: What is Gleason's thesis, what is the individualist concept of the plant association. Identify the passage in the readings in which this thesis is stated.
    - Governor
      - identify who has read which selection
        - whole article
        - excerpt in KG
      - direct group to identify thesis in each selection
    - Scribe
      - Write out names (first names and last initial) of breakout group
      - Write out theses
      - Include location information so we can look at these passages as a class.
  - 2nd question: Why? That is, what are the main reasons which Gleason provides to support this claim?
    - Governor
      - keep group focus on explicating argument
      - bear in mind, the arguments might not be identical in the two readings
        - what are the commonalities in the two writings
    - Scribe
      - write out main premises of Gleason's argument (bullet points fine, include location info)

## Group Notes

### Participants

- 
- 
- 
- 

### 1st Question: Thesis

1. "The plant community is an individualistic phenomenon" (KG p. 54).
2. "an association is not an organism, scarcely even a vegetational unit, but merely a coincidence" (Gleason 1926, 16).
3. "The vegetation -unit is a temporary and fluctuating phenomenon" (KG 43)



## 2nd question: Reasons

1. "It has been, and still is, the duty of the plant ecologist to furnish clear and accurate descriptions of these plant communities, so that by them the nature of the world's vegetation may be understood....It is only natural that we should tend to depart from the various conclusions which we have reached by direct observation or experiment, and to attempt other more general deductions as well. So we invent special terms and methods for indicating the differences between associations and the variation of the plant life within a single community" (Gleason 1926, 3).
2. Two factors basic to plant association
  - Seed migration
  - Environmental variation (environmental selection or happenstance)
3. no two areas of the earth's surface do bear precisely the same vegetation, except as a matter of chance" (Gleason 1926, 23-24)

## Discussion Notes

- Theories are flawed because scientists were trying to make their theories fit into already existing concept rather than develop entirely new theories" - Dan
- 18th century ecology - physico-theology and imperialistic - Not just God's fingerprint, but human's duty to care for it - John Bozell
- 19th century shows beginning of a dynamic ecology

(End of Lesson)

# In-Class Discussion 12 MAR 21

## PHI300

### Plant Associations (Gleason's Individualistic Concept)

# Instructions

1. **Governor**

- a. lead discussion
- b. be proactive

2. **Questions Today**

- a. (Each) What's your name and what group are you in?
- b. (Group) Are there any foods in common that each you eats fairly regularly?

3. **Scribe**

- a. find the slide for your break out room
- b. log results of your group discussion

# Breakout Room #1

## 1st Question: Thesis

1. "The plant community is an individualistic phenomenon" (KG p. 54).
2. "an association is not an organism, scarcely even a vegetational unit, but merely a coincidence" (Gleason 1926, 16).
3. "The vegetation -unit is a temporary and fluctuating phenomenon" (KG 43)

## 2nd question: Premises

- "It has been, and still is, the duty of the plant ecologist to furnish clear and accurate descriptions of these plant communities, so that by them the nature of the world's vegetation may be understood....It is only natural that we should tend to depart from the various conclusions which we have reached by direct observation or experiment, and to attempt other more general deductions as well. So we invent special terms and methods for indicating the differences between associations and the variation of the plant life within a single community" (Gleason 1926, 3).
- Two factors basic to plant association
  - Seed migration
  - Environmental variation (environmental selection or )
- "no two areas of the earth's surface do bear precisely the same vegetation, except as a matter of chance" (Gleason 1926, 23-24)

## **Sandmeyer – Course Materials – PHI/ENS300 History & Philosophy of Ecology (experimental)**

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### **PHI/ENS300: Assessing Online Discussion Forums**

Given the isolated nature of learning at the height of the pandemic, I created systems that would (i) bolster robust peer engagement in the classroom and (ii) build redundancies into the assessments that drew upon these engagement resources. Here is an example of such. When students would write a paper, they would be assigned a collaboration discussion forum at the same time. These discussion forums would allow students to identify others in the class writing on the same or similar themes. This would provide students the means by which to discuss their ideas with peers in the class. It also provided students the opportunity to produce part of their papers in a low-stakes environment. This model followed a maxim of mine regarding the teaching of writing, i.e., that good writing is re-writing (a motto which all my students got sick of hearing me repeat again and again).

*(left blank intentionally)*

## 06 Discussion Forum: Paper 03 The New Ecology

### This is a two part - one week assignment

1. The first part is due Wednesday (04/21 by 11:59pm)
2. The second part is due Friday (04/23 by 11:59pm)

If you need to consult the instructions submission instructions or grading criteria, consult the [Discussion Forum Instructions](#).

- drop the lowest scoring discussion forum score

### Part I: Idea for Paper 03 - one paragraph

For Part I, I want you to **post one paragraph with header**. In this paragraph, I would like you to provide an abstract or précis of the paper you plan to write

1. First line, Post a **header** of your paragraph. This header should be something like the **title of our paper or brief explanation of topic**.
  - This header will give everybody a sense of what you will be talking about in the video. This information is important to the second part of this discussion forum assignment
2. Second, post a paragraph in which you **explain briefly what you are writing your third paper on**. Explain what the topic is and why you think it is an important topic to clarify in the history and/or philosophy of ecology.

This is an exercise in which you articulate an abstract of the paper. So, please limit yourself to one paragraph, ca. 300 words.

### Part II: Collaborate on Paper 03 - Video

In part II, I want you to **read through six paragraphs** posted by your colleagues. **Select those that are all related in some way to the thematic area of your own paper**. If you don't see six that are directly relevant, choose ones which you think might be the most helpful to your own work.

**Respond by video to ONE author.**

- Place a header above your video with (i) the name of your colleague to whom you are responding and (2) a short identification of the topic of your video, e.g., title of the paper (just a phrase, not a full sentence). When you refer to your colleagues in your paragraphs, please **bold their names**.
- In your video, provide *at least one helpful concrete suggestion* to your discussants to help them clarify their position.

This paragraph should be brief, ca. 3-5 minutes.

### Collaborate together

Don't hesitate to use the People link in Canvas to send an email and strike up a conversation with your colleagues in the class, esp. to those whom you responded in your video. The aim of this discussion forum is to help direct just this sort of community interaction.

## Paper 3 - The New Ecology

### a 3 to 5 page analysis paper

**Goal:** This is an exercise in clarification and precision. Select a topic area and analyze evidence that results in clear explication of that topic.

**Deadline:** Sunday, April 25th by 11:59pm E.S.T.

#### Explanation of Task:

For this paper (only), you have two options. As a first option, you may write a new original 3 to 5 page analysis paper. That is, this first option is exactly like the previous two paper assignments. As a second option, you may decide to rewrite a previous paper for a better grade. When submitting your paper, please indicate which option you've chosen (see formatting requirements).

#### Option 2 - Rewrite option

- By choosing this second option you are not guaranteed a better grade than the original paper. See automatic deductions below.
- The rewrite will be graded using the standard paper rubric here.

#### Option 1 - New paper option

Identify a topic area from the learning objectives below. Explain the significance of the task selected to the development of ecology. Clarify the topic by a selective analysis of evidence from sources studied in class (and elsewhere, if you wish).

- Citing Sources
  - For citations in your paper, use the system here: [Chicago Manual of Style: Notes and Bibliography: Sample Citations](#) unless otherwise directed.
    - In-paper citations:
      - Use the "*Shortened notes*" style indicated in the *Chicago Manual of Style*.
      - When **quoting from primary source matter in Keller and Golley**, use the "Chapter or other part of an edited book" style.
        - "I can only conclude that the term *quasi-organism* is justified in its application to vegetation, but that the terms *organism* or *complex organism* are not" (Tansley, "The Use and Abuse of Vegetational Concepts and Terms," 59).
    - Bibliographic entries for Works Cited Section
      - Examples
        - Tansley, A.G. "The Use and Abuse of Vegetational Concepts and Terms," In *The Philosophy of Ecology: From Science to Synthesis*. Edited by David R. Kelley and Frank B. Golley. Athens: University of Georgia Press, 2000.
        - Warming, Eugenius. *Oecology of Plants: An Introduction to the Study of Plant-Communities*. Translated by P. Groom and I.B. Balfour. Oxford: Clarendon Press, 1909.
- Language
  - At the very least, write a good draft of the paper over the class break.
    - I recommend outlining this draft. This outlining process allows you think through the organization and structure of your argument.
  - I recommend that each of you schedule an appointment with [Robert E. Hemenway Writing Center](#) either during the week of class break or the week we return. During this meeting, you can review and polish the linguistic presentation of your argument.

### Grading Rubric for Paper Assignments

Grading Rubric for Paper Assignments					
Outcomes		Evaluation Criteria			
		Exemplary (A)	High Achievement (B)	Satisfactory Achievement (C)	Inadequate (D)
I.	Topic Selection Identification of manageable thematic area of significance.	Identifies a creative, focused, and manageable topic that is profoundly significant to the understanding of the historical development or the philosophy of ecology.	Identifies a focused and manageable/usable topic that is appropriately significant to the understanding of the historical development or the philosophy of ecology.	Identifies a topic that while manageable/usable, is too broadly focused and/or indirectly relevant to the understanding of the historical development or the philosophy of ecology.	Identifies a topic that is too wide-ranging to be usable and/or is not clearly relevant to the understanding of the historical development or the philosophy of ecology.
II.	Evidence	Synthesizes all evidence	Most evidence employed reveals	Application of evidence is generally	May list evidence, but it does not



	Effectiveness of texts and arguments brought to bear in clarifying issue.	presented to reveal insightful and clear analysis of topic area.	insight into problem area but elements of analysis not entirely clear.	not entirely effective to insightful or clear.	clearly apply or is unrelated to analysis of topic area.
IV.	<b>Language &amp; Style</b> Grammatical and presentational character of the writing.	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency and is virtually error free.	Uses clear language that conveys meaning to readers. The language may have errors but none are substantive.	Uses language that generally conveys meaning to readers but some sections tend to obscure rather than clarify. Include at least one substantive grammatical error.	Uses language that impedes meaning because of errors in usage.
	<ul style="list-style-type: none"> <li>• Rubric Scoring <ul style="list-style-type: none"> <li>◦ <i>Exemplary</i> = 10 - 9 points</li> <li>◦ <i>High Achievement</i> = 9 - 8 points</li> <li>◦ <i>Satisfactory Achievement</i> = 8 - 7 points</li> <li>◦ <i>Inadequate</i> = 7 - 6 points</li> </ul> </li> <li>• Cumulative Score: <ul style="list-style-type: none"> <li>◦ A paper or <i>Exemplary</i> = 30 - 27 points</li> <li>◦ B paper or <i>High Achievement</i> = 36.99 - 24 points</li> <li>◦ C paper or <i>Satisfactory Achievement</i> = 23.99 - 21 points</li> <li>◦ D paper or <i>Inadequate</i> = 20.99 - 18 points</li> <li>◦ &lt; 18 points: you must schedule a meeting with the professor.</li> </ul> </li> <li>• See the course syllabus for the grading scale employed in this class. To determine the score of this paper according to that scale, apply this formula: (total points earned / 30 points) x 100.</li> </ul>				

## Learning Objectives

			<b>1st Half of Unit: Foundations of the New Ecology</b>		
Mar 01		Mar 03		Mar 05	
1. explain the important difference between floristics and physiology in the development of ecology as E. Warming makes this distinction; 2. describe the teleological nature of succession in Eugenius Warming's view 3. explain the basic methodological difference between two American theories of plant succession;		1. name three figures important to the establishment of ecology as a science, and their important works; 2. define the concept of formation, i.e., vegetation-form or growth-form; 3. explicate the distinction between floristic and ecological plant-geography.		1. explicate the influence of evolutionary theory on Warming's theory of ecological plant geography; <ul style="list-style-type: none"> <li>◦ distinguish Larmarkian from Darwinian evolutionary theory;</li> </ul> 2. define Warming's concept "epharmony"; 3. describe the "definite order" articulated in Warming's theory of plant succession; 4. explain in what sense, if any, Warming employs teleological explanatory principles in his ecological plant geography.	
Mar 08		Mar 10		Mar 12	
1. explain Warming's ecological concept of epharmony; 2. describe the difference between the organismic and reductionist models of plant association; 3. articulate the three ontologies indicative early scientific ecology; 4. understand Clements' organismic theory of plant succession.		1. explain Clements' hological theory of plant succession; 2. articulate the Kantian influence in this theory; 3. describe seral succession as Clements' articulates this.		1. coherently and precisely explain the individualistic concept of the plant association 2. using both readings, explicate Gleason's argument.	
Mar 15		Mar 17			
1. explain Tansley's argument against a solely progressive theory of successional change;		1. Tansley <ul style="list-style-type: none"> <li>◦ define ecosystem;</li> </ul>			

2. distinguish autogenic from allogenic succession; 3. define ecosystem; 4. explain the universal tendency of ecosystems toward equilibrium 5. describe the place of the human being in nature by reference to the concept of allogenic succession	<ul style="list-style-type: none"> <li>◦ explain the universal tendency of ecosystems toward equilibrium;</li> </ul> 2. Lindeman <ul style="list-style-type: none"> <li>◦ differentiate different ecological views of biological communities;</li> <li>◦ explain how the trophic-dynamic viewpoint <ul style="list-style-type: none"> <li>▪ takes as its foundation Tansley's ecosystem concept</li> <li>▪ insinuates a reconceptualization of the ecosystem concept</li> </ul> </li> </ul>	
	Mar 31	Apr 02
<b>2nd Half of Unit: The New Ecology</b>	1. reconsider paradigms in the development of scientific ecology; 2. understand the place of ecological thinking in conservation ideas in first half of 20th century; 3. explicate the basis for an ecological ethic in the work of Aldo Leopold.	1. explicate the Aldo Leopold's concept of the biotic pyramid; 2. describe Aldo Leopold's attitude toward predators; 3. assess the land organism concept in light of the history of ecological thought to Leopold's day.
Apr 05	Apr 07	Apr 09
1. Explicate the four principles of the natural community as an economy according to Elton; 2. Explain how according to Elton ecology is necessarily interdisciplinary, at least in scope if not in method; 3. describe the fallacy in the traditional model of evolution and Elton's revision thereof.	1. articulate the tension between understanding ecology as a science and as a worldview; 2. explicate the consolidation of the ecosystem concept in the work of the Odum brothers; 3. explicate the Gaia hypothesis.	1. analyze the presuppositions underlying the organismic and mechanistic presuppositions at play in the development of ecology in the 1960s and 1970s. 2. explain how the ecology transitioned from a study of order and stability to the study of disorder and probability; 3. discuss what role ecology has to play in addressing anthropogenic extinction of species.

## Paper Formatting Requirements

*(double-check these requirements before uploading)*

- Papers must be formatted as either Word documents with the extension .docx or .doc, or PDF documents.
- Length: 3- 5 pages - defined by word count
  - no less than 1,000 words
  - no more than 1,800 words
- Formatting Requirement
  - Margins: 1" top/bottom and left/right.
  - Font: Times New Roman, 12 pt
  - Pagination: each page should be numbered. Number should be placed bottom center.
  - Line Spacing: Paper should be double-spaced
- First Line of Paper:
  - Student's Number AND Word Count in parenthesis:
    - Example: Student number: 111222333 (1,750 words)
- Second Line of Paper:
  - "By submitting this essay, I attest that it is my own work, completed in accordance with University regulations."
- Third Line of Paper:
  - "Option x." (where x equals 1 or 2)
- Works Cited section (not a new page)
  - append to the end of the document

## Automatic deductions:

### Option 2 Requirement

- 10% option 2 is, by definition a rewrite of an earlier paper. Hence, if the rewrite paper submitted is for all intents and purposes identical or nearly identical to the original, you will receive the score of the original paper minus this deduction.

### Class Readings

- 10% automatic 1 grade deduction for failure to use cite from any class reading materials

### Paper Formatting Requirements

- 2.5% if upload requirements not followed, each instance

### Citation Requirements

- 2.5% improper in-paper citation format (per instance)
- 5% no works cited section
- 10% no quotations from pertinent texts cited in paper used to support your arguments

### Late Submission Policy

- 2.5% for every day late or fraction thereof
- 100% no submissions later than 48 hours after original due date/time will be accepted

## Plagiarism: Definition & Consequences

First, read the [Plagiarism: What is it?](#) text from the UK Ombud.

### Academic Integrity (from the [syllabus](#))

Everyone understands that while cheating may be tempting, in all cases it is wrong. Do not cheat or plagiarize! If the professor determines that a student or group of students has cheated, or that a student has plagiarized any part of any assignment, he/she/they may, at the very least, receive a grade of zero for the assignment without the possibility of redoing the assignment. Be forewarned, though, that *evidence of cheating or plagiarism may also result in course failure*. If the case is especially egregious, the issue will be directed to the appropriate University Dean and the student will receive a grade of XE/XF for the course.

As per the [Ombud's definition](#), academic integrity requires creating and expressing one's own ideas in all course work including draft and final submissions; acknowledging all sources of information properly; completing assignments independently or acknowledging collaboration; accurately reporting one's own research results; and honesty during examinations. Further, academic integrity prohibits actions that discriminate and harass on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation. **By participating in this class, you accept the injunction not to cheat in any way. You also agree to comport yourself with integrity and honor throughout the semester.** You further agree to have all or some of your assignments uploaded and checked by anti-plagiarism or other anti-cheating tools.

Further, each student affirms that they will act with honor and integrity to fellow students, the professor, and the course grader.

Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>; see especially "Rights and Responsibilities" and "Academic Integrity." A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information.

## Sandmeyer – Course Materials – PHI/ENS300 History & Philosophy of Ecology (experimental)

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### PHI/ENS300: Student Work

The examples of student work included here are correlated to the assessments laid out in the previous section.

Included in these documents is the paper rubric which I used to grade paper submissions. While I did embed some comments in student papers, the primary means by which I commented on papers was via the paper rubric. The rubric was identical for all papers written over the course of the term. My comments to student's writing were progressive. That is, I would focus my comments on the weakest element of the paper as submitted, make recommendations to improve these deficiencies, and ask students to fulfill these recommendations in the next submission. Hence, whenever I received a new paper by a student, I would look back to my comments and recommendation to the previous paper (in the earlier submitted rubrics). I would then focus my evaluative regard in the newer paper on two areas: the redressing of areas of concern identified in earlier work and improvements needed still as exemplified in the newer paper.

*(left blank intentionally)*

This is a graded discussion: 5 points possible

[Show Due Dates](#)



## 06 - Paper 03 Collaborations

[Bob Sandmeyer \(He/Him/His\)](#)

Apr 17, 2021 at 5:24pm

28 35

[Technology Problems: 859-218-HELP \(4357\)](#) [\\_ \(https://learnanywhere.uky.edu/tech-help\)](https://learnanywhere.uky.edu/tech-help)

Email Prof: [bob.sandmeyer@uky.edu](mailto:bob.sandmeyer@uky.edu)

[\(mailto:bob.sandmeyer@uky.edu?subject=ENS-](mailto:bob.sandmeyer@uky.edu?subject=ENS-)

[Daily Schedule](#)

[PHI300\)](#)

[\(frontpage\)](#)

## 06 Discussion Forum:

### Paper 03

### The New Ecology

## This is a two part - one week assignment

1. The first part is due Wednesday (04/21 by 11:59pm)
2. The second part is due Friday (04/23 by 11:59pm)

If you need to consult the instructions submission instructions or grading criteria, consult the [Discussion Forum Instructions](#).

- drop the lowest scoring discussion forum score

## Part I: Idea for Paper 03 - one paragraph

For Part I, I want you to **post one paragraph with header**. In this paragraph, I would like you to provide an abstract or précis of the paper you plan to write

1. First line, Post a **header** of your paragraph. This header should be something like the **title of our paper or brief explanation of topic**.
  - This header will give everybody a sense of what you will be talking about in the video. This information is important to the second part of this discussion forum assignment
2. Second, post a paragraph in which you **explain briefly what you are writing your third paper on**. Explain what the topic is and why you think it is an important topic to clarify in the history and/or philosophy of ecology.

This is an exercise in which you articulate an abstract of the paper. So, please limit yourself to one paragraph, ca. 300 words.

## Part II: Collaborate on Paper 03 - Video

In part II, I want you to **read through six paragraphs** posted by your colleagues. **Select those that are all related in some way to the thematic area of your own paper**. If you don't see six that are directly relevant, choose ones which you think might be the most helpful to your own work.

**Respond by video to ONE author.**



- Place a header above your video with (i) the name of your colleague to whom you are responding and (2) a short identification of the topic of your video, e.g., title of the paper (just a phrase, not a full sentence). When you refer to your colleagues in your paragraphs, please **bold their names**.
- In your video, provide *at least one helpful concrete suggestion* to your discussants to help them clarify their position.

This paragraph should be brief, ca. 3-5 minutes.

## Collaborate together

Don't hesitate to use the People link in Canvas to send an email and strike up a conversation with your colleagues in the class, esp. to those whom you responded in your video. The aim of this discussion forum is to help direct just this sort of community interaction.






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Apr 20, 2021

## The True Definition of Ecosystem

For this 3rd paper I decided to revisit what I wrote for the 2nd paper. As you can tell by the title, I am going to define what we know as the ecosystem. Before **Arthur Tansley** released his article in 1935 *The Use and Abuse of Vegetational Concepts and Terms*, **Frederic Clements** and **John Phillips** believed they had the idea of an ecosystem thought out. They believed only the biotic factors affected the ecosystem and nothing more, **Clements** even believed that the plants develop and interact in the way that any other organism does so he called them a complex organism. While many might think this is because they weren't fully educated on this topic of conversation that is wrong. **Henry Gleason** stepped up to **Clements** many years before **Tansley** stating that the abiotic factors are just as important the biotic factors. **Clements** and **Phillips** just fired back at the rest of the ecological community until **Tansley** spoke out and used for the first time the word Ecosystem. **Tansley** defined this word as the Biotic and Abiotic factors which interact in a environment. This definition in itself is the root of ecology, the foundation which built everything else. Ecology is simply defined as, "The scientific study of the processes influencing the distribution and abundance of organisms, the interactions among organisms, and the interactions between organisms and the transformation and flux of energy and matter." This whole point that **Tansley** argued to the world is what we define as ecology today. These two words and not just words, they are monuments in the grand scheme of things. Without the term Ecosystem and people such as **Gleason** and **Tansley** speaking out, we would not have what we know today as Ecology.



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Apr 23, 2021

## some suggestions on Tansleys ecosystem concept

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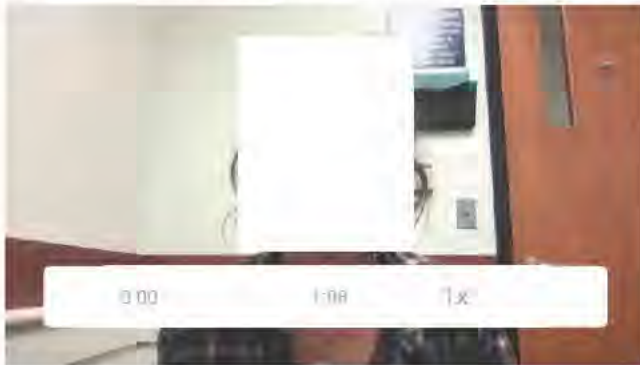


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Apr 25, 2021

To: - Evidence and Arguments of Tansley's Definition of the Ecosystem



← Reply

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<https://uk.instructure.com/courses/1991241/users/6890726>

Apr 20, 2021

### Succession and Tansley's Ecosystem Concept

I intend to revise my previous essay on Tansley's ecosystem concept and his view of succession. I thought writing paper number #2 was interesting, so going back to explore the topic more and make the paper better will be enjoyable. I touch on the Clements model of succession and then discuss the allogenic and autogenic succession that Tansley presents. I think this is an important topic to revisit in ecology, due to the fact that the ecosystem concept is still used heavily today. The ecosystem concept has changed somewhat, such as the argument that it does not actually tend to go towards equilibrium and that most functions are of mere chance. I wont discuss this in the paper just interesting point and shows how the introduction of the ecosystem concept is so important.



← Reply

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Apr 20, 2021

Explicate the four principles of the natural community as an economy according to Elton.

Out of all the learning targets I think that this one definitely interests me the most. I still have to do a lot of research on the topic to better understand it; but overall, it is something that I find interesting enough to write a paper on. I am definitely excited to do further research and dig deeper into the topic. This topic is an important topic when clarifying the

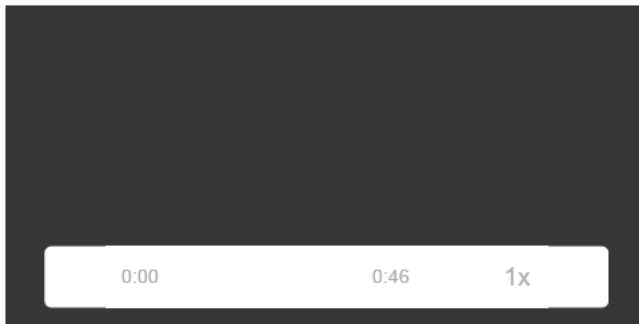


history and/or philosophy of ecology. One reason this topic is so important is because of Charles Elton. He is a very important figure in ecology. I wrote my last paper on three significant figures and it's cool to see all of these people's views on things. In addition, it's interesting to see how ecology has changed overtime as new theories are introduced. One of the main reasons Charles Elton was so important to the history of ecology was because he introduced the concepts of the food chain, food web, ecological niche, and the pyramid of numbers. Elton said that all animal communities are organized in a similar way; and I found that really interesting. Again, like I said, I have to do a lot more research to fully understand what he's talking about. Right now I really only understand the basics. However, I think that with more time spent on learning about Charles Elton and the four principles I'll understand it a lot better. I'm excited to learn about this topic in greater detail!



Apr 23, 2021

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← Reply



Apr 20, 2021

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The three figures that are important to the establishment of ecology as a science, and their important works. Going to talk about Linnaeus, Kant, and Thoreau as the three figures and what important works they did for ecology as a science.

This paper topic was my topic for the last paper, I am choosing to rewrite/revise it because I actually really enjoyed writing this paper and doing the research on these three figures. I found a lot of cool and interesting things to write about. For this paper I am going to do all of the revisions that are needed, but I am also planning on adding in a lot more detail as to why these three figures are the most important figures to the establishment of ecology as a science. I believe that this topic is a very important topic to write about for this class since it has a lot of the history of ecology behind it, the works that these three figures did within ecology helps you understand ecology and the history of a lot more. Before I took this class I didn't know much about ecology, and when I decided to write about the three figures most important I picked these three because their writing was the most helpful and useful to me to be able to understand this course a little better. When you read about Linnaeus, Kant, and Thoreau's work it truly is inspiring and does give you an inside look into the brains of themselves but also of ecology. I find this topic to be very investing and helpful. The paper that I originally wrote needed some work, but I think that I covered all the basic needs of why their work has helped build the establishment of ecology as a science very well.



← Reply



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Apr 20, 2021



### The Balance of a Biotic Pyramid

For my paper, I will be explaining the concept of Aldo Leopold's biotic pyramid. In first going into the structure of the pyramid and how each layer is not only essential to the next but also how it is representative of the role of the layer. The concept of each chain being both cooperative and competitive is what allows the whole to function. I will then go into how the pyramid is able to adapt and overcome human change as well as the cases in which it does not and why they differ. I will end the paper with an evaluation of Leopold's claims that the less violent humans are the better the chance of the pyramid's survival. This topic is important because it not only provides imagery into each living thing's standings in the world and this circuit, it gives a call to action on the outcomes of human activity and the effects those can cause to everything else in the stream.



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Apr 25, 2021



To Olivia, regarding the balance of the biotic pyramid

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Apr 20, 2021



### An Expansion of the Arguments Posed by Arthur Tansley

I should start by saying that I will be rewriting my second paper. In my second paper I argued the importance of Arthur Tansley's contribution to establishing ecology as a scientifically rooted field. I focused a lot on Tansley's objection to organicism. I elaborated heavily on his preference of his concept of the quasi organism as opposed to the super organism theory. I also went into his ideas of the way the definition of organism is used. What I failed to do in this paper is include examples from the works of Clements and Phillips that Tansley objects to. In order for Tansley's ideas to be clear I need to have contrast. I also needed to stronger support Tansley's contribution to ecology by discussing his ecosystem concept. The quasi organism concept is one idea that falls under Tansley's ecosystem concept that moved the subject of ecology toward one of science. In conclusion, I will elaborate on Tansley's ecosystem concept while differentiating it from those whose work he denounced.

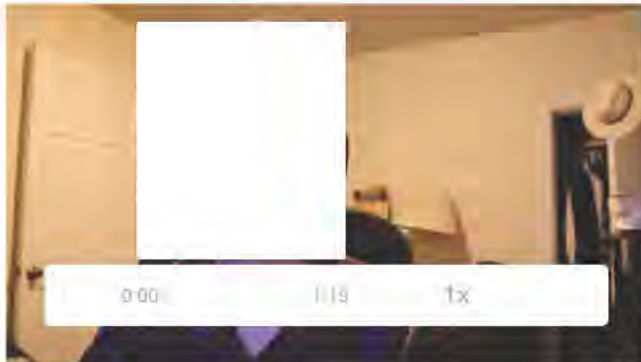


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Apr 23, 2021

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Tansleys concept of the ecosystem and does it make ecology more of a science



← Reply

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Apr 21, 2021

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Paper 3 - Grosz's interpretation of Darwin

In the third paper, I am doing a rewrite of the first paper that I wrote which discussed how Grosz drew from Darwin's work to argue that the new ontology of life that his theory of evolution which she argues must be applied to both the social and natural spheres and dissolved definite forms. Her interpretation applies ecology to anthropogenic influence, drawing cultural processes into ecological consideration, and also addresses the need for ecological consideration in cultural thought. I will be addressing how her perspective is important to the development of future ecologies, and how it expanded upon Darwin in a critical way, as he did not fully trace the philosophical implications of his own theory.



← Reply

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Apr 21, 2021

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### GLEASON'S EFFECT ON ECOLOGY

Gleason discussed the individualistic concept of plant association. Gleason's thesis argues that the plant community is an individualistic phenomenon where every plant association is independent from other plant association. This phenomenon is the result of incidental factors; "the primary causes are migration and environmental selection operating independently on each area" (Gleason, 25). Gleason lists various arguments against Clements' approach (plant associations being super organisms) to show each plant association as an individual phenomenon. **Associations**



cannot be counted as an organism when they don't reproduce their own kind, but rather a new association. **Plant associations are determined externally** unlike an organism rather than internally like Clement's super organism idea. **Boundaries of plant associations are indeterminate through physiographic conditions** which undermines the organismic conception of community. Gleason's theory came, in contrast to Clement's holological approach, demonstrating how plant associations are unlike an organism and should not be compared to one. This merological conception Gleason builds upon goes against the teleological approach, causing a fundamental shift in the study of ecology.

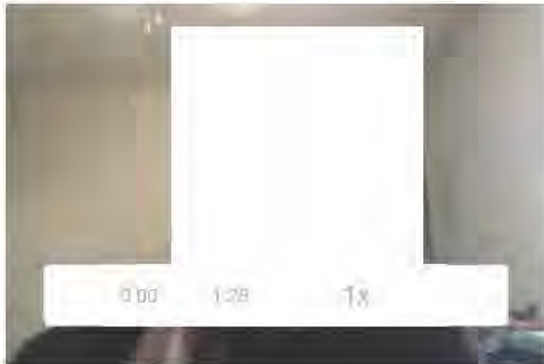
Edited by <https://uk.instructure.com/courses/1991241/users/6928697> on Apr 21, 2021 at 6:33pm



<https://uk.instructure.com/courses/1991241/users/6943012>

Apr 23, 2021

**John, Gleason's effect on ecology**



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Apr 21, 2021

### "The Four Principles of the Natural Community as an Economy"

For my third paper I have decided to write about the 4 principles of the natural community. In his first book Charles Elton developed these 4 principles in an attempt to try and understand animal communities. He found that all the different types of animal communities that exists, are organized in a similar way. This is an important topic because topics like food chain, food size, niche, and pyramid of numbers were all developed by Charles Elton. These important topics are still being discussed by ecologists all over the world to this day.

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Apr 23, 2021

Hey my video isn't working so i am just going to type this out.

Maybe **helpful tips** because me and you have similar topics, is that maybe you could bring up, in your paper, the limitations of the linkages in a food chain and talk about the upper and lower limits that we talked about in class, I

think on April 16th (on the daily schedule to help you have ideas for your paper). Also what you and Olivia told me was a great idea, to talk about the links of different communities, about rabbits and plants and how they explain the importance of ecology. Also since you're talking about the food chain you can talk about how the size of the animal is based on the food size as well, and how that plays an important part in Eltons theory.

Hope this helps, email me if you need anything, i will try to help out :)



← Reply



Apr 21, 2021

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## Rewrite on the difference between efficient causality and teleology

For paper 3, I am going to revise and rewrite my first paper. That paper was on the differences between efficient causality and teleology as explanatory frameworks for phenomena and existence. There were some aspects of the contents of that paper that I seemed to misunderstand, so I am going to rewrite any explanations that weren't correct or did not make sense. On top of that I am going to be simplifying my language so that my analysis is more clear and to the point.

Teleological and efficient causality are intertwined in the philosophy of ecology. They seek to achieve a similar goal, to explain existence, but take differing paths to get there. The similarity in the way they explain phenomena stems from the view of things having an end purpose. However, efficient causality focuses on the how whereas teleology focuses on the why. Many different philosophers, ecologists, and other scholars of the sort have contributed their way of understanding how and why ends are pursued through certain philosophically explainable processes. In the realm of ecology, these ways of thinking have provided continuously evolving viewpoints to explain individual organisms, communities, and ecosystems. This evolution of understanding living beings and their interactions has consequently caused evolution in the definition of ecology over time. In short, the reason this topic is important to write on is because viewpoints within the history of the philosophy of ecology have both influenced and been greatly shaped by different causal explanations such as teleological and efficient causality.

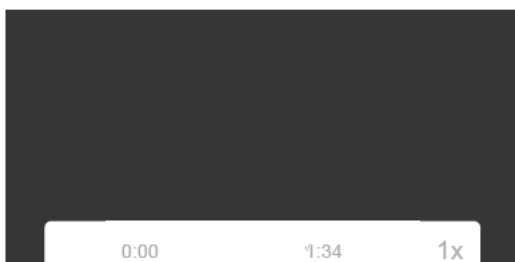


Apr 23, 2021

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Carly on the difference between efficient causality and teleology.





← Reply

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Apr 21, 2021



### **New Age Ecology: A Study of the Odum Brothers and Lovelock's Gaia Theory**

For the third paper, I am choosing to write about what I feel is an interesting time period not just for the study of ecology, but scientific thought as a whole. The second half of the 20th century was a time of great upheaval for many established schools of thought; the tech boom following WWII led to leaps in scientific innovation that gave birth to new theories and the abandonment of many old ones. The introduction of artificial fertilizers, industrial farming, and explosive growth in manufacturing laid the groundwork for a revolution in "green thinking" that sought a balance between progress and environmental consciousness. Following a brief explanation of the rising tensions between ecology as a scientific discipline and ecology as a general life philosophy, the bulk of the paper will be focused on the work of four scientists: Eugene and Howard Odum, James Lovelock, and Lynn Margulis. The Odum brothers were ecologists who worked to create a holistic, unified theory of ecology; the theory they proposed incorporated elements of ecological thought from both Tansley and Clements. Their work would transform the study of ecology into the standalone discipline that we know today. Lovelock and Margulis are widely regarded as the pioneers of the "Gaia Hypothesis/Theory" in the 1970s. The Gaia Theory, what originally drew me to this topic, is a controversial theorem that essentially states that the biotic and abiotic components of Earth form a giant planetary system that is self-regulating. This system is what creates and maintains the Earth's ability to support life. I felt compelled to write about this topic because it represents a watershed moment in the history of scientific thought; a rebranding of ancient philosophy in a modern age of technology.



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Apr 21, 2021



### **Individualistic vs. Organismic Concept**

For my third paper, I am going to do a rewrite of my second paper. In my second paper, I focused on the individualistic concept from Henry Gleason and the organismic concept from Frederic Clements. I introduced each topic and talked about what each concept meant. For my rewrite, I am going to focus on improving my language and style of writing and organizing my work better. I have some unnecessary information that distracts from the main point of my paper and can cause some confusion. Another main thing that I am going to try to improve in my rewrite is including why the individualistic and organismic concepts are important to the history of ecology. This is something I struggled with when I was first writing the second paper, so I ended up not really including it at all. If anyone has any suggestions on how these two concepts are important to the history/philosophy and how I could include them in my paper it would be much appreciated. From the feedback I got, the evidence and quotes I used were good and went with my argument well. My main goal for this third paper is to organize my thoughts better and take out the unnecessary information, as well as discuss how the concepts are related to and important to the history of ecology.

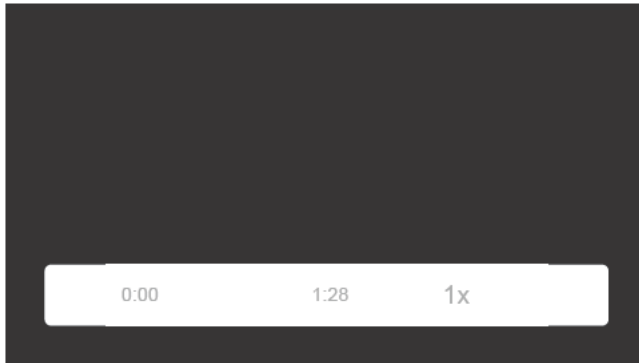




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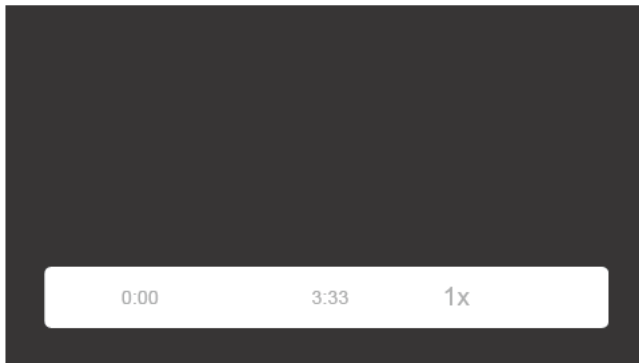
To on Individualistic vs. Organismic Concepts,



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Apr 23, 2021

For on the Individualistic vs. Organismic Concepts and *how they are important*



← Reply



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Apr 22, 2021

### Elton's Convincing case in Nature

This paper I wanted to talk more about Elton's convincing case in nature that we talked about in class. First, Elton talked about the four principles of the natural community as an economy. First, we have food chains and food webs which are a biggest factor in peoples lives because it forms the connecting link between members of the communities. Also Elton explained how ecology is necessarily interdisciplinary, its important and seems probably because the process of evolution takes place in a genotypic variation that arises in one or few individuals. Then to describe the fallacy in the traditional model of evolution and Elton's revision thereof.

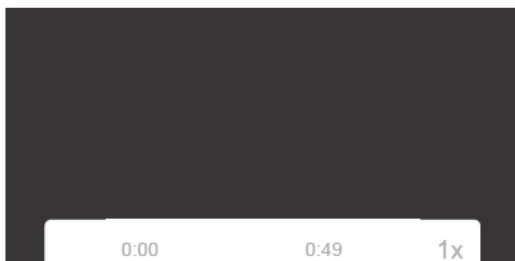




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Apr 23, 2021

### Elton's Food Chains:



(1 like)



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Apr 23, 2021

### Food Chains

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Apr 22, 2021

### Charles Elton and the four principles of the natural community as economy

For my third paper, I decided to focus on Charles Elton and his work to the study of ecology. I am going to focus on his four principles of the natural community as economy. His four principles are food chain, food webs, niche, and pyramid of numbers. Food chains focuses on nutrition and how big a factor it is for animals in nature. Food webs looks at producers and consumers and how it affects where animals are placed on these webs. Niche is the status of an animal in nature and what it is doing. Lastly, pyramid of numbers focuses on the flow of energy through the ecosystem.



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Apr 23, 2021

### Elton and the four principles

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Reply





Apr 23, 2021

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### Significance of the Arcadian Tradition Articulated in Thoreaus Writing.

For my third paper assignment I will be rewriting by first paper about how Thoreau articulated the Arcadian tradition. I think that it is important to write about this because he was one of the first ecologist to treat nature as an equal. Many men and ecologist during this time period thought that they were superior to nature. My paper will point out various times where Thoreau articulated the Arcadian tradition and pull quotes from the book Natures Economy. My paper will also look at the two major traditions that emerged in the eighteenth century.

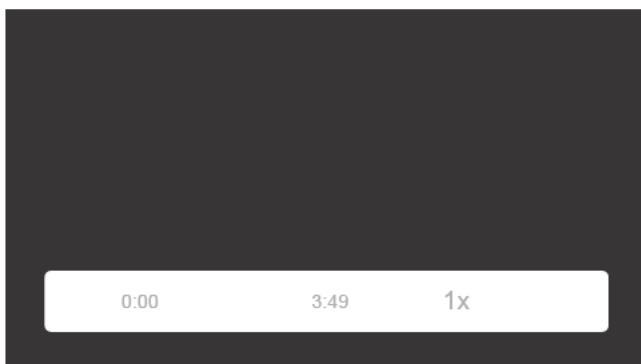


Apr 23, 2021

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- Arcadian Tradition



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Apr 23, 2021

<https://uk.instructure.com/courses/1991241/users/6929911>



### Frederic Clements's Organismic, Dynamic Ecology

For the third paper, I will be rewriting Paper 2, Foundations of New Ecology. Originally, I had written about Frederic Clements's ideology of plant succession and the organismic character of plant formations. While my paper highlighted how Clements's work studying vegetation populations and communities created the study of dynamic ecology, as previous scientists had just reported status-quo lists and definitions and had not taken into account the developmental stages occurring within the formations as Clements's did. However it did not have a clear thesis connecting the varying observations made. In the rewrite, I will base my analysis around how Kant's organismic approach to nature directly influenced Clement's ideologies and findings of plant succession. Kant's organismic approach holds that organisms are self-organized, self-moderating, self-preserved, and that they have a teleological goal to complete their life cycle.

Clement's theory of plant succession holds the goal of plant communities is to reach climax in which all needs of the components of the community are met within and that it has reached equilibrium within itself by moderating its parts, and very similarly to Kant believes that the goal of communities, what occurs in climax, is the security of ensuring the reproduction and continuance of itself, to be self-preserving. I will connect this theme with Clements's research of the American Grasslands, which was the basis study/ instance of observations of vegetation succession.



← Reply



Apr 23, 2021

<https://uk.instructure.com/courses/1991241/users/6945069>



### "Struggle for Existence"

I intend to revise the first paper I wrote which talks about the large significance in the struggle for existence in *Darwin's Origin*. This includes him emphasizing that he used the phrase "struggle for existence" in "a large and metaphorical sense, including dependence of one being on another." In this piece of work, he also describes the struggle resulting from population growth. Also, Charles Darwin discusses ecological interdependencies and notes that competition is at the most competitive between closely related forms of life, and animals that share similar traits and characteristics. Darwin's concept was used to revolutionize different forms of struggles that animals and creatures encounter in nature. One being, cooperative mutualism between individuals in the same species as well as between different species, competition between individuals in the same species or between one species with another, and strategies that enhance fitness when confronted by harsh environments. I think this is an important topic to talk about, after revisiting my previous paper and learning from what Professor Sandmeyer left comments I feel like this is a very important foundation and the basis of all ecological foundations.



← Reply



Apr 23, 2021

<https://uk.instructure.com/courses/1991241/users/6892777>



### Teleological vs Mechanistic

For the third paper, I have decided to rewrite the first paper. I chose the topic of explaining the difference between mechanistic and teleological explanations. I believe this an important topic which to clarify in the history and/ or philosophy of ecology. Knowing the difference between mechanistic and teleological explanations can help with explaining the how and why processes happen in nature. These two explanations/ views can be better understood using Kant's conception of the organism. The teleological explanation would be the why things happen. The mechanistic explanation would be the how things happen. This explanation is how the different parts of an organism can work together (cause) to make different processes happen (effect). By knowing the difference, we can then better understand other principles/ concepts of organisms.

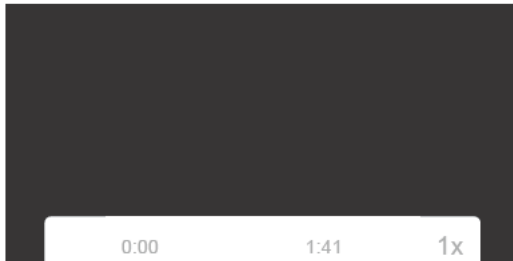




<https://uk.instructure.com/courses/1991241/users/6929911>

Apr 23, 2021

### Teleological vs Mechanistic



← Reply



<https://uk.instructure.com/courses/1991241/users/6952010>

Apr 25, 2021

### The Biotic Pyramid - Aldo Leopold

For my third paper, I will be explicating the biotic pyramid demonstrated by Aldo Leopold. I will be discussing what the biotic pyramid is, the layers of the biotic pyramid, the concern Leopold has for agricultural development/ the way humans are altering the natural organism as a whole, and explaining the importance of each organism as they all play their own part in the community of life. This topic is important to clarify in the history and philosophy of ecology because the structure of the biotic pyramid gives a visual representation of the food chain and how every living organism contributes to each other. Whether that is to supply food, be the food, or the bones for decay and enriched soil, every part of the revolving energy circuit is important to the communities. Lindemann contributes to Leopold's biotic pyramid for coming up with the trophic dynamic aspect, and Leopold understanding the land as an organism refers to Clements. Discussing the land as an organism in terms of its energy availing relationships contributes to the paradigm which arises between the hological and merelological viewpoints of ecology.



← Reply



<https://uk.instructure.com/courses/1991241/users/6907421>

May 11, 2021

### Leopold and the development of his ecological view

For my paper, my focus will be on Leopold and his significance to ecology. I think it will be important to discuss Leopold's history of viewpoints, primarily in terms of the way he saw large predators. In order to discuss the way Leopold

developed and changed his perspective over time, I'm going to go over the history of conservation in America and what effect that had on predatory animals. Because this began with Gifford Pinchot and Theodore Roosevelt, I will describe the way they viewed predatory animals, especially wolves and coyotes, as varmints. Their hatred for these creatures, and others who posed any sort of risk towards humans, was reflected in government policy and resulted in the extermination of wolves in the American west. This is relevant to Leopold because he had his beginnings in conservation at Pinchot's Yale School of Forestry and Pinchot's teachings eventually led Leopold to publish his book *Game Management*. In this writing, Leopold argued in favor of hunting down predatory animals in order to preserve deer populations and protect farmland. Leopold's shift from this utilitarian conception of nature is recorded in "Thinking Like a Mountain," when he shot a wolf and watched her die. This was a pivotal moment because Leopold recognized the intrinsic value of the wolf and the mountain as a whole. Following this experience, Leopold went on to publish his Land Ethic, which removes human beings from the position as masters over nature and embeds them within the food chain, as "plain citizens." Leopold's land ethic was revolutionary, not only for him, but for the rest of the country who had so long been considering conservation to mean conservation of human utilities rather than the ecosystem itself. Leopold began to come out of the system which he learned from, developing his own ideas and presenting them to the rest of the country. Although there were many other key players in this shift towards conserving ecosystems, he did play an important role.



← Reply

912296351 (1047 words)

By submitting this essay, I attest that it is my own work, completed in accordance with University regulations.

Option 2

The living beings and interactions between them studied in ~~the~~ realm of ecology have been understood through an evolving set of philosophical lenses throughout time. Different explanations have varying foundations, ranging from largely holistic to simply reductionist perspectives. In ~~contemporary~~ <sup>early</sup> ecology, the declaration of purposiveness in organismic relationships is central because ecosystems are understood as built on interaction between its inhabitants. ~~This purposiveness has come to be understood with the contributions of many people with multiple explanatory frameworks. Significant amongst them is the idea of causality. More narrowly within the concept of causality,~~ teleological causal explanations and efficient causal explanations offer similar, yet fundamentally different approaches. Although they are similar, the distinction between the causal explanations has proven essential to the development of ecology to what it has become today.

There is a fundamental difference in the way the causal explanations of efficient causality and teleological causality explain existence. The difference is found in the paths they take. Immanuel Kant has found that inherent to causality, efficient causes are the basis of phenomena in terms of what internal and external forces configure its final purpose (Kant, *Critique*, 244). For example, "the house is certainly the cause of the sums that are taken in as rent, while conversely the representation of this possible income was the cause of the construction of the



*nice quote*

house” (Kant, *Critique*, 244). Kant goes on to explain that “final causes” also drive phenomena, but in a more ideal way than the concrete way that efficient causes do (Kant, *Critique*, 244).

These causes serve to categorize the processes and purposes for which phenomena play out, because causality as a whole offers explanations in terms of the processes by which the being physically arises to create an intended product. Teleology as a causal explanation on the other, yet corresponding, hand is held on the basis of the purpose something will fulfill by reaching its final form: a focus more on the why of its existence instead of the how. A teleological explanation of the same house would argue that its purpose of being lived in is what catalyzes its material creation or collection of rent. Certain aspects of the two explanations overlap, such as in the concepts of final cause and teleology’s telos; they are both the intended end purpose or role of a being or phenomenon. Although the methods of thought reason in different ways and intend to explain slightly different aspects of existence, they are related and have proven essential to each other’s development.

*more simply: the end or purpose explains the operations of the parts*

Teleological causality and efficient causality can be seen as integral parts of each other’s definitions. According to Ernst Mayr, teleology is included in the three aspects of casualty itself (Mayr, “Cause and Effect,” 1501). Alongside explanation and prediction, teleology provides

understanding of the ends of a phenomenon. Knowing what the purpose is of an organism provides the motive behind a series of actions or a series of developmental stages. Just as “final cause” proposed by Aristotle seeks to explain the purpose or goal of behavior, so do telos. Despite differing core goals of teleological causality and efficient causality, the use of common language reflects their similarity and reliance on one another as explanatory frameworks. It is not uncommon for concepts and aspects of the methodologies overlap, as seen in the concepts of

causes; after all, they are branches of the same ideological understanding. In terms of providing a whole, rounded explanation of a system or phenomenon, they pick up on each other's slack. This allows them to be used interchangeably, often without even realizing it. The frameworks are so integrated into one another within the realm of philosophy of ecology that distinguishing when one or the other is being used can be blurred.

In order to understand a being in its entirety, it is required to recognize the how and why of its existence. Aristotle did so with the view of every natural thing having “within itself a principle of motion and stability in place, in growth and decay, or in alteration” (Aristotle, *Phys*, 43). Aristotle's belief of this inherent motion and growth is supported by Kant's belief of organisms “as natural ends” and “organized beings” (Kant, *Critique*, 242). By this he means that the telos of beings are created through processes driven by intrinsic, purposeful forces. An example of this process is illustrated with the life cycle of an oak tree. It starts off as an acorn that grows its own roots, then sprouting its own sapling, and eventually becoming a fully grown tree. This tree is capable of reproducing by means of its acorns going through the same self-formative process. Through the lens of teleological causality and efficient causality, the tree is understood as growing itself through progressive, circulatory cycles. Dynamism is not confined to individuals however, it also applies to wider, multi-organismic ecosystems. Species can work together in the same way as the dynamic and circulatory systems within an individual, relying on one another in order to achieve collective purposes within their environment. The argument of dynamism and interrelatedness between species differs based on who is being asked. Individualistic counterarguments have been offered, such as Eugenius Warming's claim of “egoism [reigning] supreme” within plant communities (Warming, *Oecology of Plants*, 95). Both

*what is this*

perspectives stem from the concept of relationships and interactions driving nature's systems, but they challenge each other in a way that has caused definitions of ecology to continue to shift over time.

Efficient causality and teleology as methods of thought seek to philosophically explain interactions between both separate individuals and bodily systems within individuals. Within a wider scope of understanding nature, they have directly fed the development of modern ecological knowledge. Ecology today is of course concerned with the what and where of ecosystems and interactions within them, but the why is also important. Teleology and efficient causality provide explanations for both, therefore making them essential, individually and collectively, to the study of ecology. Despite differing perspectives, they are intertwined, and without distinguishing the role of the two in terms of each other, it would be difficult to recognize their larger contributions. Especially without the clarifications the methods of thought offer for purposes of nature's creations, the claim that there is reason in the distribution, abundance, and interactions of organisms with their surroundings would fall short.

#### Works Cited

Aristotle. *Aristotle's Physics: Book I*. Oxford: Clarendon Press, 1970.

Kant, I. *Critique of the Teleological Power of Judgement*. Translated with Introduction and Notes by J.H. Bernard. London: Macmillan Publishers, 1914.

Mayr, E. (1961, November 10) Cause and Effect in Biology. *Science*, 134 (3489).

Warming, E. *Oecology of Plants: An Introduction to the Study of Plant-Communities*. Translated by P. Groom and I.B. Balfour. Oxford: Clarendon Press, 1900.



# ENS-PHI300 2021S

## Grading Rubric for Paper 03

Name: (omitted)

### Evaluation Criteria

Exemplary (A)

High Achievement  
(B)

Satisfactory  
Achievement (C)

Inadequate (D)

### Score

10

#### Topic Selection

Identification of manageable thematic area of significance.

Identifies a creative, focused, and manageable topic that is profoundly significant to the understanding of the historical development or the philosophy of ecology.

Identifies a focused and manageable/doable topic that is appropriately significant to the understanding of the historical development or the philosophy of ecology.

Identifies a topic that while manageable/doable, is too broadly focused and/or indirectly relevant to the understanding of the historical development or the philosophy of ecology.

Identifies a topic that is too wide-ranging to be doable and/or is not clearly relevant to the understanding of the historical development or the philosophy of ecology.

9

#### Evidence

Effectiveness of texts and arguments brought to bear in clarifying issue.

Synthesizes all evidence presented to reveal insightful and clear analysis of topic area.

Most evidence employed reveals insight into problem area but elements of analysis not entirely clear.

Application of evidence is generally not entirely effective to insightful or clear.

May list evidence, but it does not clearly apply or is unrelated to analysis of topic area.

8.5

#### Language & Style

Grammatical and presentational character of the writing.

Uses graceful language that skillfully communicates meaning to readers with clarity and fluency and is virtually error free.

Uses clear language that conveys meaning to readers. The language may have errors but none are substantive.

Uses language that generally conveys meaning to readers but some sections tend to obscure rather than clarify. Include at least one substantive grammatical error.

Uses language that impedes meaning because of errors in usage.

Deductions:

28

### Cumulative Score

#### Rubric Scoring

- Exemplary = 10 - 9 points
- High Achievement = 9 - 8 points
- Satisfactory Achievement = 8 - 7 points
- Inadequate = 7 - 6 points

#### Cumulative Score:

- A paper or Exemplary = 30 - 27 points
- B paper or High Achievement = 26.99 - 24 points
- C paper or Satisfactory Achievement = 23.99 - 21 points
- D paper or Inadequate = 20.99 - 18 points
- < 18 points: you must schedule a meeting with the professor.

- See the course syllabus for the grading scale employed in this class. To determine the score of this paper according to that scale, apply this formula: (total points earned / 30 points) x 100.

A simpler structure would have strengthened this paper:

Thesis: teleological and efficient causal explanations offer different but intertwined explanations of biological entities (such as organisms or ecosystems)

1. The nature of explanation by reference to ends, i.e., teleological explanation
2. The nature of explanation by reference to function of parts, i.e., efficient explanation

3. In the realm of biological objects, both manners of explanation are intertwined

Your papers show consistent improvement. This paper still falls into your one trap though, using high language to explain concepts simply. In your final paper, write a draft. Put it down for a day (if you can). When you pick it up, ask yourself – for each sentence – whether you can express the idea more simply. This doesn't mean necessarily using simple language, though that might do the trick. Rather, is the *idea* you are trying to convey expressed as simply as you can make it.

### Sandmeyer – 3. Course Materials – ENS400 Senior Capstone Class: Sustainability in Action

Jump to each section for a brief discussion of those materials.

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#### ENS400: STATEMENT OF GENERAL PEDAGOGY

The ENS400 Senior Capstone: Sustainability in Action class was, at once, the most complicated and in some respects most difficult class which I have taught. Shane Tedder, the Sustainability Coordinator at UK who had to that date no curricular experience, and I were tasked to teach the class. We were notified of this duty just 10 days before the first day of the semester. Additionally, the ENS capstone class is **fulfills the University-wide major Graduation Composition and Communication Requirement (GCCR)**. Hence the course design had to accommodate a lot of different tasks, and we had precious little time to think through how to build it.

As the semester proceeded, a further unanticipated complication arose. The ENS degree was rather new at that time. Students in this capstone were the first to have completed the Senate-approved major requirements for the degree by the time they took the capstone. The ENS requirements are five, not including ENS400 and include: ENS201 & ENS202, ENS300, PHI336 Environmental Ethics (my class, see dossier documents), and ENG425. Of these five, only three expressly deal with the concept of sustainability: ENS201, ENS202, and PHI336. We knew that only a few students in the class had completed PHI336 by the time they would complete this capstone class. So, we **presumed that students had an introduction** to concepts fundamental to sustainability from their earlier work in ENS201 & ENS202. However, we later discovered that this presumption was false.

In short, ENS400 was not my most successful class. However, it is that class from which I have learned the most. The documents included herein indicate the design of the course as well as the **lessons learned** while teaching it.

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### **ENS400: Syllabus & Daily Schedule**

Looking at the syllabus, one can see that our design of ENS400 was complicated. In fact, it was too complicated. It attempted in a single class for students to complete two service-learning projects, two writing projects including rewrites built into those assignments, and a career assessment and preparation project – all within a single semester. The idea underlying this complexity was motivated the subtitle of the class: Sustainability in Action. Indeed, as designers we were explicitly instructed to structure the class around the concept and practice of sustainability. Further, the class has the responsibility to fulfill the by the Graduation Composition and Communication Requirement (GCCR) set by the University.

The structure of the major in the ENS major was laid out in our original plan, which I helped draft. As I was the Director of Undergraduate Studies for ENS at the time, I understood that the capstone class was to be geared to having students apply what they had learned over their career in the major. 100 & 200-level classes introduce concepts, themes, and methods. The 300-level classes reinforce this learning and introduce new skills. The 400-level capstone class thus tasks students to apply this learning.

I have learned two important lessons from teaching this class. First, the complexity of design imposed a burden on the students. The best class design is, rather, structured around basic outcomes. Since teaching ENS400 I have consequently designed all my classes around achieving three fundamental outcomes: developing good writing skills, good speaking skills, and good reading skills. Second, in interdisciplinary classes having a wide-diversity of students having different disciplinary aptitudes, it is important to assess prior-knowledge of the subject matter at the start of the semester. Class design should emphasize simplicity, and the implementation of that design should account for student aptitudes as they exist in that course.

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# Syllabus: ENS Senior Capstone

## Sustainability in Action

ENS 400.001

R 3:00pm – 5:30pm

CB 240

Spring 2018

This course fulfills the UK Graduate Composition and Communication Requirement (GCCR).

Contact Information	Required Texts
<p>Bob Sandmeyer ph. 859-257-7749 <a href="mailto:bob.sandmeyer@uky.edu">bob.sandmeyer@uky.edu</a></p> <p>Shane Tedder Office of Sustainability <a href="mailto:shane.tedder@uky.edu">shane.tedder@uky.edu</a></p> <hr/> <p>Canvas Site: ENS400 <a href="https://uk.instructure.com/">https://uk.instructure.com/</a></p> <p>Sandmeyer's Office: 1429 Patterson Office Tower</p> <p>Office Hours: Mondays: 12:30pm – 1:30pm; 3:15pm-4:15pm Wednesdays: 12:30pm – 1:30pm (or by <a href="#">appointment</a>)</p>	<ol style="list-style-type: none"><li>1. Kopnina, Helen &amp; Shoreman-Ouimet, Eleanor. <i>Sustainability: Key Issues</i>. Routledge, 2015. [ISBN: 9780415529860]</li><li>2. Klein, Naomi. <i>This Changes Everything: Capitalism vs. The Climate</i>. Simon &amp; Schuster, 2015. [ISBN: 9781451697391]</li><li>3. Articles available in Canvas: Files: Library.</li></ol>

### Course Description

As the course name suggests, this class is meant to conclude your academic career as an Environmental & Sustainability Studies major (or minor). The course subtitle, "sustainability in action," expresses the fundamental thrust of the course. Where your earlier coursework in the major introduced you to the core concepts and/or reinforced specific knowledge necessary to analyze arguments and solve problems based on the economic, environmental, and social aspects of sustainability, this class asks you to apply these concepts and this knowledge. Class time will be typically spent in group discussion or working in groups on projects designed to enhance student engagement in sustainability initiatives here at the University of Kentucky. Consequently, sustainability in action signifies the application of concepts and knowledge by you as well as engagement of the broader UK community in sustainability initiatives.

### Learning Outcomes

At the conclusion of this class, students will be able to:

- Explain clearly and coherently the concept of sustainability.
- Discuss proper measure(s) of sustainability and analyze fundamental problems associated with sustainability metrics.
- Appraise and evaluate the current job market for suitable career options.
- Appraise and evaluate graduate school options suitable for ENS majors.
- Demonstrate competency in designing and implementing concrete sustainability initiatives.

## Sustainability in Action Projects

### Long-term Project: UK Strategic Plan

Sustainability has blossomed at the University of Kentucky over the last decade and is now manifest in a broad set of initiatives, programs and guiding documents. A team of students, staff and faculty assisted the UK Office of Sustainability in the creation of a strategic plan to guide the University's efforts relative to sustainability in campus operations for the next five years. Tactic teams, working with input from the campus community, selected operational areas of focus and developed strategies, tactics and action items for each. These are described below. Our class will divide into five groups with each assigned to one of the core areas of the Sustainability Strategic Plan. Each group will be responsible for developing a deliverable which is focused on student engagement and that supports their core area of the plan.

**BUILDINGS AND GROUNDS:** Design, construct, operate and maintain spaces that support the mission of the University while promoting environmental stewardship and the well-being of our community.

**ENERGY:** Reduce the financial, social and environmental impacts of campus energy consumption through conservation, efficiency, production, and system improvements.

**FOOD AND DINING SERVICES:** Implement innovative strategies for a comprehensive and increasingly sustainable campus food system. Enhance existing practices and develop new initiatives in the areas of procurement, operations, and disposal across all dining services.

**MATERIALS MANAGEMENT:** Gain a deeper understanding of the life of materials at UK, engage in education, waste reduction, landfill diversion, and seek to improve the sustainability of material purchased across all areas of the University. Our efforts will include materials from day-to-day operations, public-private partnerships, and new construction.

**TRANSPORTATION:** Promote safety, health, and environmental stewardship by providing incentives and programs designed to increase the number of faculty, staff and students using sustainable transportation options.

The parameters of the project will be announced on February 1<sup>st</sup>. Final presentation of the projects will take place on April 19<sup>th</sup>. Prior to the formal presentation, each group must practice and revise once their presentation via peer review in class. This practice exercise will take place one week before the formal presentation.

### Shorter-term Project: *This Changes Everything*

On March 29<sup>th</sup>, the ENS capstone class will present the film, [\*This Changes Everything\*](#), to the University of Kentucky and the broader public. This film, directed by Avi Lewis, is based on the book by Naomi Klein of the same name. "Throughout the film, Klein builds to her most controversial and exciting idea: that we can seize the existential crisis of climate change to transform our failed economic system into something radically better." More than just a film showing, though, students in the class are to use this event to mobilize the university community around the problem of climate change and sustainability efforts here at the University of Kentucky. This project is, indeed, not unrelated to the long-term project outlined above. Greenhouse gas



emission reductions at the University of Kentucky are the intended product of the integrated sustainability plan discussed above. The primary aim of this class project is to develop and implement an action plan to educate the UK community about the problem of climate change, the steps the University is taking to mitigate greenhouse gas emissions, and to critically analyze these steps for their effectiveness. Students will divide into five groups, and each group will devise a student engagement plan around the showing the film. These disparate events will showcase specific sustainability initiatives at the University of Kentucky. The class as a whole will lead a discussion of the film's message at the viewing.

## **Writing Assignments**

Each student will write two 8-10 page analysis papers. The first of these papers concerns the meaning of sustainability as you believe it should be understood. The second of these papers concerns what you believe the proper measure(s) of sustainability to be as well as the fundamental problems you see to be associated with creating an adequate measuring matrices for sustainability initiatives. Each of these papers are required to engage the readings assigned in the Daily Schedule. But as this is a capstone class, each student is also required to engage source material of their choosing garnered from their studies in the major. That is to say, another basic objective of this assignment is to demonstrate information literacy in the discipline.

Both papers will be revised once via instructor review. Students must earn an average grade of C or better on the papers in order to successfully complete the assignment.

## **Classroom Group Exercises**

The class as a whole will participate in two group exercises. The first group exercise is meant to act as an icebreaker and allow us to get to know one another. Students will form groups based on their primary area of study in the major, i.e., economics, environment, or society. The aim of this exercise is to present to the class what each group considers essential to the meaning of sustainability, how sustainability initiatives ought to be measured, and to identify the most significant courses to the career here at UK. This first exercise is designed to spur work on the writing assignments described above. The second group exercise is meant to familiarize the class as a whole about the current job market and graduate school options for students majoring in ENS.

## **Participation in the ENS Speaker Series**

Each student is required to attend the four lectures organized for the ENS Speaker Series throughout the term. The dates for each event are as follows:

1. Tom Fitzgerald from [Kentucky Resource Council](#)  
Tuesday, January 23<sup>rd</sup> from 5:30-6:30pm in CB 118, Tuesday
2. Sharon Murphy from [Kentuckians for the Commonwealth](#)  
Tuesday, February 20th from 5:30-6:30pm in FB 200
3. Speaker tbd  
Tuesday, March 20th from 5:30-6:30pm in CB 106
4. Speaker tbd  
Wednesday, April 11th from 5:30-6:30pm in JSB 321

Please make a note in your calendar as the timing for these talks are outside of our normal class meeting time. You will need to have at least two questions (printed with your name on them to turn in at the end of the event) to ask the speaker about their work. The goal of this exercise is to help you network in the field in order to find a job after graduation.

## Grading

See the Daily Schedule in Canvas for all assignment dates. Details for each assignment will be placed in Canvas and discussed in class.

### Sustainability in Action Projects:

- Strategic Plan Project..... 35 %
- *This Changes Everything* Project ..... 20 %

### Writing Assignments ..... 30 % (15% per paper)

- 8-10 page paper on the meaning of sustainability
- 8-10 page paper on the proper measure of sustainability

### Group Exercises ..... 10 % (5% per exercise)

- Primary Area Groups on Meaning & Proper Measure of Sustainability
- Career and/or Academic Planning

### Participation Exercises ..... 5 %

Students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria laid out above.

## Active Participation

- Student participation is essential to the success of the class. Students should come prepared to answer basic questions about the scheduled reading each class.
- Expectations within the classroom:
  - Students are encouraged and, in point of fact, required to critique the views expressed in the readings, by the professor, or by their peers in class or online. This critique requires, however, respectful engagement. Uncivil and disrespectful discourse or behavior contradicts the very requirement of critique and, as such, will not be tolerated. If after a first warning, any student continues such behavior, expulsion from the class may result.
  - Electronic devices, e.g., cellphones, computers, tablets, are allowed to be used in class. However, these devices may be used for only class related activities. If after a first warning any student continues to use an electronic device for non-classroom activities, the student may be banned from using any such devices in the class.

### Attendance

- Regular attendance is required and a necessary condition to succeed in this class.
- The professor will take roll regularly in class.
  - Students are responsible for keeping track of their own attendance in class.

### Grading Scale

A = 100% - 90%  
 B = 89% - 80%  
 C = 79% - 70%  
 D = 69% - 60%  
 F = ≤59%

- *Excused absences will not count against the student unless excessive* (see below).
  - Students need to notify the professor of absences prior to class when possible, or within one week after the absences. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.
    - Either a [Tier 2 or a Tier 3 document](#) provided to the student by [University Health Service](#) is appropriate verification for an excused absence for illness.
  - Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than one week *before* the absence. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).
- Tardiness, especially if repeated, may result in a 5% deduction of the total grade.
- Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (i.e., with excuse) per university policy SR 5.2.4.2.

## Academic Integrity

If the professor determines that a student or group of students has cheated on any exam or has plagiarized any part of any assignment, at a minimum he/she/they will receive a grade of zero for the assignment without the possibility of redoing the assignment. *Typically, though, evidence of cheating results in course failure.* If the case is especially egregious, the issue will be directed to the appropriate University Dean and the student will receive a grade of XE/XF for the course.

Cheating not only robs other students of a fair grade, it also fundamentally threatens the mission of this institution of higher education. Unfortunately, cheating and plagiarism – though not frequent – does exist here at UK. By taking this class, you accept the injunction not to cheat in any way and comport yourself with integrity and honor throughout the semester. You also agree to have all or some of your assignments uploaded and checked by anti-plagiarism or other anti-cheating tools.

Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students

are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is a form of plagiarism. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

### **Accommodations**

If you have a documented disability which requires academic accommodations, please contact the professor as soon as possible. In order to receive accommodations in this course, you must provide the professor with a Letter of Accommodation from the Disability Resource Center. If you have not already done so, please register with the Disability Resource Center (Suite 407 of the Multidisciplinary Science Building, 725 Rose Street, 859-257-2754, [dtbeac1@uky.edu](mailto:dtbeac1@uky.edu)) for coordination of campus disability services available to students with disabilities.

# ENS 400.001 Spring 2018 Schedule

R 3:00 pm - 5:30 pm, [CB 240](#)

Jump to [Assignments Sorted By Deadline](#)

Day	Date	Class	Reading/Homework/Project
1/11	R	(i) <a href="#">Syllabus</a> (ii) Group Exercise I explained (iii) <a href="#">Career Center</a> - Ray Clere	<b>Group Exercise I:</b> Primary Areas - Meaning & Measure of Sustainability
1/18	R	(i) <b>Group Exercise I:</b> <a href="#">Presentations</a> (ii) Group Exercise II explained	<b>Group Exercise II:</b> Career and/or Academic Planning Reading: <i>Sustainability: Key Issues</i> , pp.3-24 Kopnina & Shoreman-Ouimet, "Introduction: emergence and development of sustainability"
1/23	T	<b>ENS Speaker Series:</b> Tom Fitzgerald from <a href="#">Kentucky Resource Council</a> Tuesday, January 23rd from 5:30-6:30pm in CB 118	Participation Exercise
1/25	R	(i) <b>Group Exercise II:</b> <a href="#">Career and/or Academic Planning Presentations</a> (ii) <b>Tedder</b> - The landscape of sustainability on UK's campus	Reading: <i>Sustainability: Key Issues</i> , pp. 88-108 Waas et. al., "Navigating toward sustainability: essential aspects of assessment and indicators" <b>Assignment:</b> Self & Peer Review (due by Jan 28 at 11:59pm - <i>ungraded</i> )
1/30-31	T-W		UK Strategic Plan Survey (1/30 noon - 1/31 noon)
2/1	R	(ii) <b>Tedder</b> : Explanation of Strategic Plan and Deliverables (i) <b>Project I</b> explained * blended groups (5 teams/projects) * Initial project planning	Reading: <i>Sustainability: Key Issues</i> , pp. 40-69 Nemetz, "Reconstructing the sustainability narrative: separating myth from reality" <b>Project I: UKSSP (due 4/19)</b>
2/8	R	(i) Sustainability: its meaning, and its measure ( <i>Key Issues</i> articles) (ii) <b>Writing I</b> explained	Reading: <i>Sustainability: Key Issues</i> , pp. 359-376 Washington, "Is 'sustainability' the same as 'sustainable development'?" <b>Writing I: 8-10 page paper on the meaning of sustainability (due 2/22)</b>
2/15	R	(i) <b>Project II</b> explained (ii) In-Class Group Work	<b>Project II: This Changes Everything (individual &amp; group due 3/29)</b>
2/20	T	<b>ENS Speaker Series:</b> Sharon Murphy and Nikita Perumal from <a href="#">Kentuckians for the Commonwealth</a> Tuesday, February 20th from 5:30-6:30pm in FB 200	Participation Exercise
2/22	R	<a href="#">DOPE 2018</a> no class)	Networking at DOPE 8

			<b>Writing I: 8-10 page paper on the meaning of sustainability (draft)</b>
3/1	R	(i) Career - <a href="#">Spring Job and Internship Fair</a> & DOPE recap (ii) <b>Writing II</b> explained (iii) <b>Tedder</b> * UK Climate Plan: history and current status * STARS & Benchmarking Tutorial	Reading: <i>Sustainability: Key Issues</i> , pp.73-87 Fredericks, "Ethics in sustainability indexes" <b>Writing II: 8-10 page paper on the proper measure of sustainability (due 3/22)</b>
3/8	R	(i) <b>Writing I: In-class meetings</b> (ii) <b>Project I/II planning</b>	
3/15	R	<b>Spring break</b>	Finish reading Klein's <i>This changes everything</i>
3/20	T	<b>ENS Speaker Series:</b> Amy Sohner from <a href="#">Bluegrass Greensource</a> Tuesday, March 20th from 5:30-6:30pm in CB 106	Participation Exercise
3/22	R	<b>Class Project Planning:</b> <i>This Changes Everything</i>	Writing II: 8-10 page paper on the proper measure of sustainability - draft
3/29	R	<b>Project II Film Showing:</b> <a href="#">This Changes Everything</a>	UKAA Auditorium (Library) <b>Project II:</b> <a href="#">This Changes Everything</a> (film showing)
4/04	W		<b>Writing II: 8-10 page paper on the proper measure of sustainability - draft</b>
4/5	R	(i) Film Showing Recap (ii) <b>Writing II: In class meetings</b> (ii) <b>Project II UKSSP planning</b>	<b>Assignments:</b> * TCE - <a href="#">Group Advertising Artifact</a> * TCE - <a href="#">Individual Paper</a>
4/7	Sat		<b>Writing I: 8-10 page paper on the meaning of sustainability - GRADED SUBMISSION</b>
4/11	W	<b>ENS Speaker Series:</b> Ben Gilmer from <a href="#">Refresh Appalachia</a> Wednesday, April 11th from 5:30-6:30pm in JSB 321	<a href="#">Participation Exercise</a>
4/12	R	<b>Project I: Peer review of UKSSP Presentations (draft) - Room CB 234</b>	
4/19	R	<b>Project I: UKSSP Presentations - Room CB 234</b> (Assessors: Sandmeyer and Tedder)	<b>Project I: Presentations</b>
4/22	Sun		<b>Writing II: 8-10 page paper on the measure of sustainability - GRADED SUBMISSION</b>
4/26	R	ENS review, Student plans, and celebration	

## Assignments Sorted by Deadline

Due Date	Assignment
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01/18	Group Exercise I
01/23	ENS Speaker I
01/25	Group Exercise II
02/20	ENS Speaker II
02/22	Writing I: Meaning – Draft
03/08	Writing I: Meaning – Meetings
03/20	ENS Speaker III
03/29	Project II: TCE (paper & showing)
04/04	Writing II: Measure – Draft
04/05	Writing II: Measure – Meetings
04/05	TCE - Group Advertising Artifact
04/05	TCE - Individual Paper
04/07	Writing I: Meaning – Final
04/11	ENS Speaker III
04/12	Project I: Peer Review of Presentations
04/19	Project I: UKSSP Presentations
04/22	Writing II: Measure - Final

## Suggested Writing and Project Flow Chart

<b>3/01</b>	<p>Writing</p> <p>Paper I: n/a (under instructor review) Paper II: assignment handed out today</p> <p>Projects</p> <p>Project I</p> <ul style="list-style-type: none"> <li>• Phase 1 complete</li> <li>• Phase 2 (benchmarking) in progress</li> </ul> <p>Project II</p> <ul style="list-style-type: none"> <li>• Group project <ul style="list-style-type: none"> <li>○ phase 1 complete</li> <li>○ List of campus-wide events established</li> </ul> </li> </ul>
<b>3/08</b>	<p>Writing</p> <p>Paper I: class meetings</p> <ul style="list-style-type: none"> <li>• Need to meet with 5-10 outside of class before 3/08</li> </ul> <p>Paper II:</p> <ul style="list-style-type: none"> <li>• complete analysis of <i>Key Issues</i> articles</li> <li>• consider how Project I: Phase 2 results fit into paper</li> </ul> <p>Projects</p> <p>Project I</p> <ul style="list-style-type: none"> <li>• groups have completed benchmarking exercise</li> <li>• Group has finished document: phase 3</li> <li>• Initiate Phase 4</li> </ul> <p>Project II</p> <ul style="list-style-type: none"> <li>• Low impact planned campus-wide events initiated</li> <li>• Plan high impact campus-wide events <ul style="list-style-type: none"> <li>▪ These events may/should be tied to Project I: phase 3 programs identified</li> </ul> </li> </ul>
<b>3/15</b>	<p>Spring Break</p> <ul style="list-style-type: none"> <li>• Papers <ul style="list-style-type: none"> <li>○ I: revise/rework</li> <li>○ II: complete draft version</li> </ul> </li> <li>• Projects <ul style="list-style-type: none"> <li>○ I: n/a</li> <li>○ II: complete final draft of 5-7 page paper (due 3/22)</li> </ul> </li> </ul>
<b>3/22</b>	<p>Writing</p> <p>Paper I: n/a Paper II: finished revised draft for submission today</p> <p>Project</p> <p>Project I</p> <ul style="list-style-type: none"> <li>• Phase 4 complete: consult with Stakeholders</li> <li>• Consider Project I: phase 5 campus wide event in planning</li> </ul> <p>Project II</p>



### Suggested Writing and Project Flow Chart

	<ul style="list-style-type: none"> <li>• Individual 5-7 page paper due</li> <li>• Finalize any last minute advertising events for showing (3/29)</li> <li>• In class: class planning of the showing <ul style="list-style-type: none"> <li>○ Set up</li> <li>○ Film Introduction</li> <li>○ Discussion</li> <li>○ Breakdown</li> </ul> </li> </ul>
<b>3/29</b>	<p>Writing</p> <p>Paper I: one last final revision</p> <ul style="list-style-type: none"> <li>• Submission deadline: 4/1</li> </ul> <p>Paper II: n/a (under instructor review)</p> <p>Projects</p> <p>Project I: Plan campus outreach effort</p> <p>Project II: film showing</p>
<b>4/05</b>	<p>Writing</p> <p>Paper II: class meetings</p> <ul style="list-style-type: none"> <li>• Need to meet with 5-10 outside of class before 4/05.</li> </ul> <p>Projects</p> <p>Project I</p> <ul style="list-style-type: none"> <li>• Implement campus outreach effort</li> <li>• Prepare final presentation</li> </ul>
<b>4/12</b>	<p>Writing</p> <p>Paper II: revise/rework for final submission on 4/22</p> <p>Projects</p> <p>Project I</p> <ul style="list-style-type: none"> <li>• Present project before peers</li> <li>• Critique</li> </ul>
<b>4/19</b>	<p>Writing</p> <p>Paper II: final touches</p> <ul style="list-style-type: none"> <li>• Final submission due 4/22</li> </ul> <p>Projects</p> <p>Project I: FINAL PRESENTATION</p>

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## **ENS400: Projects**

With only 10 days to design the class, Shane Tedder and I decided that we would structure much of the class around the newly developed UK Strategic Sustainability Plan or UKSSP. While this plan had only recently been completed by the Office of Sustainability, it had yet to be approved by the President's Office. Nevertheless, we both agreed that there was no project better fitted to the needs of the class than the UKSSP. Additionally, including the UKSSP into the curricular design would integrate Shane Tedder's work into the class, which was a basic desideratum motivating its design.

ENS400 was my first class that contained a service-learning component in its design. I have since integrated service-learning as a central element of my Food Ethics class. The service-learning projects in ENS400 were designed around needs defined by the Office of Sustainability, particularly the need to implement a public relations campaign around the UKSSP. Having now studied service-learning pedagogy (see my TEACHING statement), I have since altered my view of the structure and importance of service-learning pedagogy. More than providing important service experience in an academic setting, critical service-learning pedagogy defines these sorts of projects as tools for connecting students to the community outside the university and cultivating in them an understanding of the social good and the value of social responsibility.

The SLO projects as I designed them included some of the most sophisticated evaluative rubrics which I have used to date. There is a fundamental problem when assigning and evaluating group work, which is the inequality of effort that typifies the production process within any one group. To address this issue, self and the group evaluation rubrics were designed into the projects from the very start. Students not only evaluated their own work but also the work of each member of the group, and they understood this to be an essential component of the group project. The transparency of this evaluative framework incentivized all students to work at similar levels. While

this evaluative framework did not eradicate the problem of unequal effort, it did succeed at mitigating the problem.

## Background

Sustainability was included as one of the seven core principles in the [Campus Master Plan](#) adopted in 2014 and has been an important component of all the planning documents that have been adopted since, including the [Transportation Master Plan](#), the [Campus Landscape Guidelines](#) and the [Utilities Master Plan](#). In the fall of 2016, the [Sustainability Strategic Plan Steering Committee](#) was given a two-fold charge: (i) to develop a campus [Sustainability Strategic Plan](#) to guide the University's efforts and investment of resources relative to sustainability in campus operations for the next five years; and (ii) to engage the campus community in the development of the plan. This Sustainability in Action ENS Capstone Project is part and parcel of this charge, most particularly the engagement phase of this mission. In a very real sense, by participating in this Senior Capstone Project you will engage the UK Community as student sustainability leaders on campus.

More than 600 students, faculty, staff and community members have already provided input relative to the potential tactics for the plan. This data was obtained in February 2017 through a campus-wide survey. The results of this survey are available in [Canvas: Files: Projects: UK Sustainability Strategic Plan Documents](#). Tactic teams, working with this input, developed strategies, tactics and action items for the following operational areas of focus:

1. BUILDINGS AND GROUNDS, i.e., the design, construction and maintenance of campus structures and green space.
2. ENERGY, i.e., the production, delivery and consumption of the heat and electricity used by the campus.
3. FOOD AND DINING SERVICES, i.e., the sources and processes that provide food and dining options to the campus.
4. MATERIALS MANAGEMENT, i.e., the life cycle of the goods and services that we purchase, including use, reuse/recycling and disposal
5. TRANSPORTATION, i.e., the ways our community moves to, from and around our campus.

## The Project

Each student will be placed in one of five groups or study areas corresponding to the five areas above. Each group will study and evaluate the core area of the UK Sustainability Strategic Plan to which they are assigned. This analysis will engage a myriad of resources, some internal to UK and others external. Further, each group will conduct a comparative analysis of the plan relevant to their area against that of comparable plans inaugurated by [UK "benchmark" institutions](#). (Benchmarking parameters will be defined by the instructors separately.) As a key feature of this project, each group will develop a deliverable focused on student engagement and that supports their core area of the plan. This deliverable will take the form of a concrete campus outreach effort designed by the group.

Study Areas of the UK Strategic Plan				
Buildings and Grounds	Energy	Food & Dining Services	Materials Management	Transportation
Julianna	Lawrencia	Haven	Alexis	Rachel
Parker	David	Abigail	Sarah	Sophia
Riley	Natalie	Landon	Sarah	Michaela
Taylor	Meredith	Ryan	Jonathan	Adrienne
Dominik	Clay	Leigh Ann	Cassie	Adler
Bryan	Jackson		Lauren	



The ENS Capstone Project will consist of the following six phases:

1. Gain a solid working understanding of your focus area
  - Using the documents provided on course Canvas site\* (Files: Projects: UK Sustainability Strategic Plan Documents), each group should develop a clear understanding the following components of their focus area:
    - Strategies: the high level directives focused on sustainability define the mission area of their relevant group and the scope these directives have across multiple operational units
    - Tactics: the specific deliverables identified by each group to complete strategy
    - Action Items: the quantified targets related to fulfilling the tactics cataloged above
    - Measures of Success: the metrics used within the core area to track progress toward completion of the identified action items
      - These documents will be provided by the Office of Sustainability separately.
  - The information from these documents should be supplemented by additional research and the personal experience of group members relative to the connections between their focus area, sustainability and student engagement.
2. Comparative analysis and Benchmarking
  - Groups should use the [STARS website](#) to identify the top TEN highest performing institutions relative to the group focus area. Groups should filter for comparable benchmarks and/or consider the challenges of translating programs from institutions of different sizes or geographic locations
    - Groups will use websites of the top performers to identify the programs and policies that led to their success.
    - Based on a review of the top performing institutions, groups will compose a list (including a summary description) of at least FIVE of the most innovative/effective programs they found. Selection of programs for this list should also consider whether or not UK already has something similar AND if the group thinks the program would be a good fit for our campus.
3. Building from the list of innovative and effective programs identified in phase 2, groups will develop FIVE potential program concepts tailored specifically to the unique conditions at the University of Kentucky that would support the integration of sustainability with their focus area AND promote student engagement.
4. Working with the Shane Tedder, teams will identify key stakeholders from the SSP tactic teams and set up interviews with them to discuss the strengths, weaknesses, opportunity and threats for the FIVE program concepts developed in step 3. Groups will then select ONE potential program from their list for further development and use in items 5 and 6 below.
5. Teams will design and [implement a campus outreach effort](#) which raises campus/student awareness of the UK Sustainability Strategic Plan. The aim of this campus outreach effort is twofold: First, you are to educate UK community of the UK Sustainability Strategic plan generally. Second, you are to engage with your peers and the UK community, generally, in regard to the program you identified in 4.

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\* Bear in mind that at the time of this assignment the UK Sustainability Strategic Plan remains in draft form. This and many of the documents surrounding this project are, therefore, not for public consumption. If you have any doubts about which documents should be protected from public view, ask Shane Tedder.

6. Finally, you will synthesize the efforts of your group in a presentation of 20-30 minutes detailing the results of each element above

Basic Timeline of Class Activities	
Date	Task
2/1	Strategic Plan Assignment
3/8	Project planning (film &/or UKSSP)
3/22	Project planning (film &/or UKSSP)
3/29	Film showing: This Changes Everything
4/12	Peer Review (in class)
4/19	Formal Presentations (location tbd)

Parameters for the formal presentation will be provided at a later date. Along with these parameters, you will receive at that time the rubric from which you and your group will be graded.

Presenting GroupEvaluator

Group Grade (in percentage)

A = Excellent; B=Good; C=Fair; D=Weak. See syllabus for grading scale.			Excellent	Good	Fair	Weak
1.	UKSSP: Explanation of SSP & Core Area	20% of total				
	A. The UKSSP and Your Core Area					
	<ul style="list-style-type: none"><li>Explain <i>Core Area relative to UKSSP</i> as a whole<ul style="list-style-type: none"><li>Define strategies</li><li>Identify tactics</li><li>Identify action items</li><li>Describe measures of success</li></ul></li></ul>					
	B. Significance of Core Area for Students					
	<ul style="list-style-type: none"><li>Discuss significance of core area emphasizing <b>connections between focus area and students</b></li><li>Summarize <i>personal experiences of group members</i> that came to be applied to project relative.</li></ul>					
2.	Benchmarking & Comparison	20% of total				
	A. Identify the highest performing institutions via Benchmarking					
	<ul style="list-style-type: none"><li>Provide a list of <i>institutions that are leaders in this area</i> of sustainability and describe the methodologies used to generate this list.</li><li>Provide a list of the <i>most innovative/effective programs found</i> at these institutions and describe the methodology used to generate this list.</li></ul>					
	B. Assess most innovative/effective programs found					
	<ul style="list-style-type: none"><li>Explain whether UK already has <b>something similar</b></li><li>Would program be <b>good fit</b> for UK</li></ul>					

A = Excellent; B=Good; C=Fair; D=Weak. See syllabus for grading scale.			Excellent	Good	Fair	Weak
3.	Program Concepts & Campus Outreach Effort	50% of total				
	A. Describe ( <i>up to five</i> ) potential program concepts tailored specifically to the unique conditions at the University of Kentucky					
	<ul style="list-style-type: none"><li>Explain how program concepts are <i>focused on student engagement</i></li><li>Demonstrate how it supports <i>core area</i></li></ul>					
	B. Key stakeholders & Selection of Campus Outreach Effort by group					
	<ul style="list-style-type: none"><li>Identify &amp; explain <i>role of stakeholder(s)</i> from SSP tactic team</li><li>Explain how discussion with stakeholder led to <i>selection of ONE PROGRAM</i> from development</li></ul>					
	C. Design and implementation of group's campus outreach effort					
	<ul style="list-style-type: none"><li>Describe <i>CAMPUS OUTREACH EFFORT</i> selected</li><li>Demonstrate how group project engaged and <i>educated peers about CORE AREA of UKSSP</i></li></ul>					
Presentation Evaluation		10% of total				
	A. Content					
	<ul style="list-style-type: none"><li>Organized &amp; clear explanation</li><li>Accurate</li></ul>					
	B Style					
	<ul style="list-style-type: none"><li>Appropriate volume and eye contact</li><li>Effective use of visual aids</li></ul>					
	C. Stays on Schedule					



## Parameters

Evaluation Notes	
1.	UKSSP: Explanation of SSP & Core Area
2.	Benchmarking & Comparison
3.	Program Concepts & Campus Outreach Effort
	Presentation Evaluation

## ENS 400 – Group Project: Self & Peer Review

Your name: \_\_\_\_\_

Group: \_\_\_\_\_

Please describe the participation and work of yourself and your peers honestly and with sufficient detail for me to develop a composite view both. This is merely an informational exercise. Grades are determined without reference to this data.

### General Assessment Parameters

Excellent	Leadership role in group; kept group on track, made sure all goals met. Ensured effective communication. Came to all meetings prepared. Took up slack, when necessary.
Very Good	Proactive role in group; contributed unique ideas. Ensured effective communication. Came to all meetings prepared. Did your share of work.
Satisfactory	Active role in group. Communicated effectively. Came to all meetings and did your share of work.
Inadequate	Ineffective group member. Communicated ineffectively. Missed meetings. Did not complete your share of work. Negative effect on group success.
Draining	Work level that negatively affected cohesion and end-product. Lack of communication. Missed meetings. Fail to share work. Serious negative effect on group success

### Self-Assessment

For each category below, assess your contribution to and performance in the group to which you were assigned. Use the classification system above as a guide. Be honest and fair. Provide an example or two in order to fill out the picture. Ca. 50-75 words per category.

<b>Contributed good ideas</b>	
<b>Listened to and respected the ideas of others</b>	
<b>Compromised and cooperated</b>	
<b>Took initiative where needed</b>	

## ENS 400 – Group Project: Self & Peer Review

### Self-Assessment

For each category below, assess your contribution to and performance in the group to which you were assigned. Use the classification system above as a guide. Be honest and fair. Provide an example or two in order to fill out the picture. Ca. 50-75 words per category.

**Came to meetings prepared**

**Communicated effectively with teammates**

**Did my share of the work**

**My greatest strengths as a team member are:**

**The group work skills I plan to work to improve are:**

**Optional: Any observations you would like to share about your work in a group?**

## ENS 400 – Group Project: Self & Peer Review

<b>Peer Evaluation Form</b>	
For each category below, assess your contribution to and performance in the group to which you were assigned. Use the classification system above as a guide. Be honest and fair. Provide an example or two in order to fill out the picture. No more than 100 words per category.	
<b>All members attended group meetings regularly and arrived on time.</b>	
<b>All members contributes meaningfully to group discussions.</b>	
<b>All members completed group assignments on time.</b>	
<b>Each member prepared their assigned work in a quality manner.</b>	

## ENS 400 – Group Project: Self & Peer Review

<b>Peer Evaluation Form</b>	
For each category below, assess your contribution to and performance in the group to which you were assigned. Use the classification system above as a guide. Be honest and fair. Provide an example or two in order to fill out the picture. No more than 100 words per category.	
<b>Each member demonstrated a cooperative and supportive attitude.</b>	
<b>Each member contributed significantly to the success of the project.</b>	

### General Feedback on Team Dynamics

<b>How effectively did your group work overall? (no more than 100 words)</b>
<b>What could have been done better by the group? (no more than 100 words)</b>
<b>Were the behaviors of any of your team members particularly valuable or detrimental to the team? Explain. (no more than 150 words)</b>
<b>What did you learn about working in a group that you will carry into your next group experience? (no more than 150 words)</b>

Adapted from a peer evaluation form developed at Johns Hopkins University (October, 2006)

During the announcement of UK's strategic commitment to reduce greenhouse gas emissions, Sustainability Coordinator, Shane Tedder, stated unequivocally "this (commitment) also highlights to our students that climate change is an issue they will be challenged to address regardless of the career path they choose" ([UKnow, Dec. 16, 2016](#)). President Capilouto, himself, has said of sustainability initiatives at UK, "For rich learning to take place, you need expertise. And in an area like sustainability, you need expertise in an array of disciplines... To make recommendations about our own space, that means a lot to the people that call this place home" ([UK President Eli Capilouto Discusses New Sustainability Efforts](#)). This Sustainability in Action campus/student awareness project seeks to combine these two ideas.

### *This Changes Everything*

On Thursday, March 29<sup>th</sup>, the ENS capstone class will present the film, [This Changes Everything](#), to the University of Kentucky and the broader public. UKAA Auditorium (in the UK Library) has been reserved for this purpose from 3:00pm until 5:30pm, and we have purchased public performance rights for the film. This specific ENS Capstone project revolves around this film presentation. Like any outreach project that you may be asked to develop and implement in the business world, here you are asked to implement a unique and effective campus outreach effort. The aim of this project is to raise campus/student awareness of the **UK Sustainability Strategic Plan**, specifically the Greenhouse Gas Emissions Reduction Commitment that is a component part of this Strategic Plan. This project, consequently, has an identical aim to the UKSSP Project (see especially phase 5 of that project), though the specific deliverable is different in this case.

The long-term UKSSP Project centers on the five core areas articulated in the UK Sustainability Strategic Plan, i.e., Building and Grounds, Energy, Food and Dining Services, Materials Management, and Transportation. This second project, i.e., the *This Changes Everything* Project, centers on the sixth core area of this plan, greenhouse gas emissions. As you know from the UK Sustainability Strategic Plan, the university intends to reduce the greenhouse gas emissions of the campus to 25% below 2010 levels by 2025. For more detailed information on the Greenhouse Gas Emissions Reduction Commitment, please visit [www.uky.edu/sustainability/greenhouse-gas-emissions-reduction-commitment](http://www.uky.edu/sustainability/greenhouse-gas-emissions-reduction-commitment). These reductions will be achieved primarily by means of the sustainability actions undertaken within the five core areas outlined in the Sustainability Strategic Plan. You are to use the film showing of *This Changes Everything* to advertise and explain the UK greenhouse gas emission commitment, especially as it is a component part of the broader UK Sustainability Strategic Plan, to the UK community.

This project includes an individual and a group component.

- **Individual Component:** 50% of the grade
  - You are each individually to read Naomi Klein's book, *This Changes Everything* in preparation for the movie presentation.
  - Write a 5-7 page paper in response to the book that addresses the following interrelated questions:
    - What are the most effective steps in your core area that are being taken (or planned) to combat climate change, i.e., that will reduce greenhouse gas emissions, here at UK?
    - Given the basic thesis of the work (state what this is), do you think these steps are sufficient to the threat. Please explain your reasoning behind this assessment.
  - This paper is due March 29<sup>th</sup> at 11:59pm (via this Canvas assignment).
- **Group Component:** 50% of the grade

- This short-term project is meant to supplement your work for the long-term UKSSP Project.
  - The first phase of the UKSSP Project is gain a solid working understanding of your focus area. Use this particular campus outreach project to familiarize yourself with the specific tactics and action plans identified your core area. Working within your group, identify specific plans and tactics that seem (i) most effective toward reducing greenhouse gas emissions, and (ii) easily leveraged in an advertising campaign for the film around campus.
  - Working within your groups, implement events around campus that highlight both the film showing and the action plans and tactics identified above.
    - The notion of "event" can mean anything from hanging signs to public performances. Try to be creative. The aim is to create buzz about the UKSSP and the film showing.
  - As you consult with key stakeholders, discuss specifically those action plans and tactics that you have identified in this project. Discuss with them explicitly how these plans and actions will help to achieve the greenhouse gas emission targets to which UK has committed.
- The class as a whole will [introduce the movie and lead a discussion](#) of the film's message at the viewing.
  - We will spend the entire class on March 22<sup>nd</sup> planning for this event. Essentially you have to decide how you want to introduce the film, and how you want to guide discussion after the film. You should anticipate just a brief introduction and a 20-30 minute discussion after the film. Each group will have to participate in the discussion by highlighting those actions and tactics that appear to them to have the most promise to reduce greenhouse gas emissions within their core area.
- The grade for this element of the project will be based on the success of the event, and most especially on the success of the post-film discussion.
  - Address at least this one central question in the post-screening discussion: what are the steps that we at UK are taking together to combat climate change in our community, and do you think these steps are sufficient to the threat?



## Sandmeyer – Course Materials – ENS400 Senior Capstone Class: Sustainability in Action

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### **ENS400: The GCCR Writing Requirement - Papers**

The two papers in this class were put into the syllabus to meet the Composition and Communication Requirement. An assumption underlying the ENS400 course design was that students had already been introduced to the concept, history, and policies of sustainability. Hence, these writing projects were designed to reinforce and extend their understanding of this concept and of the metrics of assessment. While students in ENS400 gained substantive understanding both of the idea of sustainability and the regime of sustainability assessment in these writing exercises, the lack of prior work studying the concept of sustainability or its history had a profound impact. Remedial education had to be introduced and these extra lessons proved burdensome for many students.

The lessons I learned in this class, particularly regarding the teaching exercises, came to alter my understanding of interdisciplinary pedagogy. I have since integrated knowledge assessments into the earliest stage of a class. I structure these assessments around fundamental concepts and terms which we study over the term. Whenever we turn to a new subject matter in the course, I return to reconsider the assessment questions. Not only does this technique help students identify central concepts and terms, but also it provides a sense of progress and enlightenment as they gain mastery of previously unknown or little understood concepts and terminology.

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# Graduation Composition & Communication Requirement (GCCR)

## *Frequently Asked Questions*

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1. **What is the “GCCR”?**

The GCCR is the new Graduation Composition and Communication Requirement, which replaces the former GWR (Graduation Writing Requirement). It's intended to help students vertically integrate their written, oral, and visual communication skills in a way that is consistent with their disciplines.

2. **When will the GCCR go into effect?**

The GCCR will be implemented university-wide in the fall 2015. Each program has a program learning outcome and course(s) designated to meet the GCCR.

3. **What are the requirements and components of the GCCR?**

The GCCR requirements essentially include a combination of formal writing and a second mode of communication (either formal oral or formal visual communication). To satisfy the GCCR, students must complete:

a. One or more formal written assignments that total at least 4500 words (a significant portion of this assignment or assignments should be revised at least once- either via peer review or instructor review).

AND EITHER

b. An oral assignment in which students must give a formal presentation at least 10 minutes long. This assignment should be practiced and revised at least once (either via peer review or instructor review).

OR

c. A visual assignment, in which students create at least one formal visual/electronic artifact (e.g., a website or video). This assignment should be revised at least once (either via peer review or instructor review).

d. The GCCR must also include an assignment that requires students to demonstrate information literacy in the discipline.

e. Students must earn an average grade of C or better on the GCCR assignments themselves (not the course) in order to satisfy the GCCR requirement.

4. **How will the GCCR be assessed?**

The GCCR outcome will be directly\* assessed at the program level at least once every 3 years, as part of the formal assessment cycle of the programs student learning outcomes for

the major. Each program is responsible for the assessment of their GCCR outcome and will report the evidence of that assessment to the Office of University Assessment in October of each year. This is in alignment with their Annual Student Learning Outcomes Assessment Reports.

*\*Direct evidence shows student achievement through the measurement of their performance of knowledge and skills. Direct evidence can be gathered using tools like papers, projects, and performances using a rubric. A rubric is a focused, documented set of guidelines, usually in matrix form, that faculty can use to evaluate student work and provide feedback. Rubrics provide a clear articulation of how student performance is linked to a specific outcome.*

5. **Where can I go for help teaching GCCR concepts and/or developing rubrics to assess multimodal communication products?**

Feel free to reach out to Tara Rose, Director, Office of University Assessment at [tara.rose@uky.edu](mailto:tara.rose@uky.edu) OR Jami Warren, Assessment Coordinator, Presentation U at [jami.warren@uky.edu](mailto:jami.warren@uky.edu). You can also visit Presentation U @ the Hub anytime which is located in the WT Young library.

For more information visit: <http://www.uky.edu/UGE/writing>

You can also apply to be a Faculty Fellow at: <http://www.uky.edu/UGE/pres-u-apply>

The aim of this 8-10 page paper is to explain the meaning of sustainability as you believe it should be understood. To be clear, this is not an opinion piece. This is a thesis defense paper, most specifically, a conceptual clarification paper. Consequently, your job in this paper is to explicate the concept of sustainability in a clearly and coherently argued manner. Any rational auditor of your paper should find your final thesis regarding the meaning of sustainability, if not convincing then, at least, plausible and well-substantiated.

## Component Elements of Paper

The paper will have three distinct sections. Though you are free to organize your paper how you best see fit. However, these three components must be clearly evident.

### A. Literature Review (Analysis)

Where your earlier coursework in the major introduced you to the core concepts and/or reinforced specific knowledge necessary to analyze arguments and solve problems based on the economic, environmental, and social aspects of sustainability, this class asks you to apply these concepts and this knowledge. Consequently, one of the most significant outcomes of this capstone class is that students demonstrate their information literacy in the discipline. In your literature review, therefore, you are to refer both to readings required in this class and to significant source material for this project which you studied in your coursework here at UK.

1. Readings from this class: *Sustainability: Key Issues* (not every article listed here is directly relevant to this first paper).

- Fredericks, "Ethics in sustainability indexes," pp.73-87
- Kopnina & Shoreman-Ouimet, "Introduction: emergence and development of sustainability," pp. 3-24.
- Nemetz, "Reconstructing the sustainability narrative: separating myth from reality," pp. 40-69.
- Waas et. al., "Navigating toward sustainability: essential aspects of assessment and indicators," pp. 88-108.
- Washington, "Is 'sustainability' the same as 'sustainable development'?", pp. 359-376.

2. Significant readings from your coursework at UK, broadly.

- The choice of which materials to include in this literature review is up to you. It is your job, in other words, to identify the articles or other source materials (e.g., websites, blogs, podcasts, etc.) which are most significant for this conceptual clarification in your mind. This list is not meant to be quantitatively exhaustive but rather qualitatively selected. Select the most important literature relevant to this project, i.e., to the clarification of the meaning of sustainability.
- Documents to which you refer in your literature review should be uploaded to the class-wide library of materials, i.e., the Document Library in the ENS Capstone Sharepoint Group (<https://luky.sharepoint.com/sites/ENSCapstone>), where feasible.
  - I have already placed some important documents into this library. For instance, the full copy of the 1972 Club of Rome "Limits to Growth" report, the 1987 WCED report, "Our Common Future" (aka the Brundtland Commission report), the 2015 papal encyclical "Laudato Si" or "On Care for our Common Home" in this library. I have also placed all the articles on sustainability that I have used in my classes into the library. You are not required to use any one of these documents. But I expect some will be fundamental to your project, so I have made them available for your convenience.
  - File Naming convention (please follow): "AuthorLastName – Title"

- e.g., "Daly – Sustainable Economic Development," Gudmusson et al – Sustainable Development.
- I have also created a group Excel document in which to identify those online resources you use in the ENS Capstone Sharepoint Group. This document (00 Online Resources for Paper 1) is also located in the Document Library.

### B. Synthesis of Material

Whereas in the preceding section, you inspected literature relevant to your project, in this section you are to organize, integrate, and formulate important insights into the concept of sustainability on the basis of this review. More than merely summarizing the results of the preceding review, you are to articulate carefully considered judgments regarding what is essential to the concept of sustainability.

### C. Conclusion – Explicit Thesis Articulation

Finally and in conjunction with the preceding section, you are to advance a clear and explicit thesis regarding the meaning of sustainability. The standard definition of sustainability reaches back to 1987, i.e., the Brundtland Commission report: "Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs." You may conclude, for instance, as does Hayden Washington, that the concept of sustainability must be conceptually distinguished from sustainable development. (Notice, however, that this begs the question what sustainability means.) Or you may conclude that the concept of sustainability remains incoherent in the literature and is so because of socio-political forces that seek to keep the concept vague. Whatever conclusion you advance, this must be presented on the basis of evidence you have explicitly brought forward in the paper.

### **Process**

- First Deadline: February 22<sup>nd</sup>
- After initial submission, your paper will be revised once via instructor review. No grade will be assigned at this stage.
- Based upon recommendations from your instructor, you will revise and resubmit this paper for a grade.
- Resubmission deadline: April 1<sup>st</sup>
  - Students must earn an average grade of C or better on the papers in order to successfully complete the assignment.

### **Upload Requirements (to Canvas)**

- Minimum paper length: 2,250 words.
  - Include a word count at the conclusion of the paper, including footnotes but not works cited page.
- Papers must be formatted as Word documents with the extension .docx or .doc.
- Text
  - margins should be 1 inch for top/bottom and left/right.
  - paper should be double-spaced
- Except for the paper title, which should be at the top of the paper, please include the following information at the conclusion of the paper:
  - Student's Name

- Word Count (minus works cited page).
- Number every page

## **Grading Rubric**

An "A" paper (100-90 points) has the following elements:

- Good, clear thesis and complete and consistent discussion of major parts of the topic
- Concise, engaging and comprehensive introductory and closing paragraphs
- All the parts of the paper fit together clearly and elegantly into a single coherent whole
- Accurate, skillful use of argument and evidence
- No significant grammatical, syntactical or stylistic errors

A "B" paper (89-80 points) has the following:

- Weakly stated thesis
- Bland or inadequate introductory and closing paragraphs
- Merely adequate argument and evidence offered but obvious objections not considered
- Transitions tentative or not clearly logical
- Some grammatical, syntactical or stylistic errors but does not affect clarity of central argument

A "C" paper (79-70 points) has:

- Sometimes inconsistent discussion of thesis
- Overly brief introduction or conclusion
- Loosely related arguments or evidence to which objections are obvious
- Missing transitions
- Grammatical, syntactical or stylistic errors that disrupt clarity of overall presentation

A "D" paper (69-60 points):

- Incompetent discussion of thesis or thesis merely implicit, not readily apparent
- Missing either opening or closing paragraphs
- Garbled, inaccurate discussion in which little evidence or argument is presented; abuse of quotations
- Gaps in organization
- Significant grammatical, syntactical or stylistic errors make the paper unreadable in part or in whole

The aim of this 8-10 page paper is to explain how best, if at all, it is possible measure progress toward sustainability. Where the previous paper asked for a conceptual clarification of the idea of sustainability in the abstract, in this paper you are to take as your main example the [University of Kentucky Strategic Sustainability Plan](#) (UKSSP). That is to say, you are to examine the idea of measuring progress using sustainability indicators and assessment tools by reference, specifically, to the UKSSP.

## Component Elements of Paper

The paper will have three distinct sections. Though you are free to organize your paper how you best see fit. However, these three components must be clearly evident.

### A. Analysis

Where you are required in the first paper assignment, i.e., the meaning of sustainability assignment, to apply the concepts and knowledge garnered in your ENS coursework here at UK generally, in this paper you are asked to apply these concepts and this knowledge to a particular question: how, if at all, is the best way to assess progress toward sustainability? For this paper, you are to refer both to readings required in this class, and to the materials you are working through in the UKSSP project.

1. Readings from this class: *Sustainability: Key Issues*, particularly.
  - Fredericks, "Ethics in sustainability indexes," pp.73-87
  - Waas et. al., "Navigating toward sustainability: essential aspects of assessment and indicators," pp. 88-108.
  - Washington, "Is 'sustainability' the same as 'sustainable development'?", pp. 359-376.
2. The University of Kentucky Strategic Sustainability Plan.
  - The UKSSP plan itself (in Canvas: Files: Projects).
  - All the SSP Measures of Success documents: Buildings & Grounds, Energy, Food and Dining, Materials Management, Transportation (in Canvas: Files: Projects: UKSSP Documents).
3. Ideally, you can integrate your comparative research for the UKSSP project into this analysis.

### B. Synthesis

In this section you are to organize, integrate, and formulate important insights into the possibility and difficulties of creating proper sustainability metrics. You are to formulate carefully considered judgments regarding whether progress toward sustainability can be measured, how it ought to be measured, i.e., what criteria determines the most effective measures and what distinguishes these best measures from the least effective measures, and what are the most significant obstacles to establishing effective assessments and indicators of sustainability.

### C. Conclusion

John Elkington has said, "Very often, we will be unable to say whether or not a particular company or industry is 'sustainable' but we will become increasingly sophisticated in terms of our ability to assess whether or not it is moving in the right direction" (Elkington, "Making Capitalism Sustainable," 533). So, finally and in conjunction with the preceding section, you are to advance a clear and explicit thesis whether and how best progress toward sustainability can best be measured.



## Process

- First Deadline: March 22<sup>nd</sup>
- After initial submission, your paper will be revised once via instructor review. No grade will be assigned at this stage.
- Based upon recommendations from your instructor, you will revise and resubmit this paper for a grade.
- Resubmission deadline: April 22<sup>nd</sup>
  - Students must earn an average grade of C or better on the papers in order to successfully complete the assignment.

## Upload Requirements (to Canvas)

- Minimum paper length: 2,250 words.
  - Include a word count at the conclusion of the paper, including footnotes but not works cited page.
- Papers must be formatted as Word documents with the extension .docx or .doc.
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  - Student's Name
  - Word Count (minus works cited page).
- Number every page

## Grading Rubric

### An "A" paper (100-90 points) has the following elements:

- Thesis: good, clear thesis and complete and consistent discussion of major parts of the topic
- Open/Close: concise, engaging and comprehensive introductory and closing paragraphs
- Unity: all the parts of the paper fit together clearly and elegantly into a single coherent whole
- Evidence: accurate, skillful use of argument and evidence
- Grammar/Style: no significant grammatical, syntactical or stylistic errors

### A "B" paper (89-80 points) has the following:

- Thesis: weakly stated thesis
- Open/Close: bland or inadequate introductory and closing paragraphs
- Unity: transitions tentative or not clearly logical
- Evidence: merely adequate argument and evidence offered but obvious objections not considered
- Grammar/Style: some grammatical, syntactical or stylistic errors but does not affect clarity of central argument

### A "C" paper (79-70 points) has:

- Thesis: sometimes inconsistent discussion of thesis
- Open/Close: overly brief introduction or conclusion
- Unity: missing transitions
- Evidence: loosely related arguments or evidence to which objections are obvious
- Grammar/Style: grammatical, syntactical or stylistic errors that disrupt clarity of overall presentation

A "D" paper (69-60 points):

- Thesis: incompetent discussion of thesis or thesis merely implicit, not readily apparent
- Open/Close: missing either opening or closing paragraphs
- Unity: gaps in organization
- Evidence: garbled, inaccurate discussion in which little evidence or argument is presented; abuse of quotations
- Grammar/Style: significant grammatical, syntactical or stylistic errors make the paper unreadable in part or in whole

## Sandmeyer – Course Materials – ENS400 Senior Capstone Class: Sustainability in Action

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### **ENS400: Student Work**

The work provided here represent both group and individual work by the students of ENS400. The project presentation was a group effort, and the rubric thus evaluates the work of the group as a whole making this presentation. The two papers were produced by two different individuals in the class.

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## St. Olaf College: Take Back the Tap



Many other schools either have full or partial bans:

- Full Ban: bottled water sales are banned at all campus location, including dining facilities and vending machines
- Partial Ban: Bottled water sales are banned in certain locations or events, but the sale is not banned on the entire campus

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## Take Back the Tap UKY Pitch

Feedback/ Comments:

- Tap water stigma
- Installment of filtered water dispensers only in new projects and out of necessity

The first step would be a campus wide vote on a partial ban of bottled water. UK has already implemented filtered water dispensers throughout campus, so the switch would be simple. The next step would be promoting the use of reusable water bottles and banning the sale of water in campus dining and stores. We would need continued education campaign for students, faculty, and staff about why bottled water is not a wise commodity for social justice, economic, and environmental reasons.

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## Deskside Recycling System

UGA has an optional program employees can choose to be apart of by giving up their traditional wastebasket in exchange for a 7 gallon bin for mixed recyclables and a small side saddle for landfill items.

Benefits:

- Reduces the amount of plastic bags used for office waste
- It helps participants be more mindful of things they discard
- Frees up building service workers to focus on other tasks



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## Deskside Recycling System at U.K.

We have a lot of new buildings up and coming which could be the forefront of implementing this. The system would be targeted at employees, but would engage students as a lot of students are also employees

We have a lot of faculty and staff interested in recycling- if they participate they won't feel like they are being forced to do something which will lend better outcomes.

If it's received well, we could then start to make it mandatory for all buildings

Comments From Stakeholder:

- We have something similar to this with the recycling bins outside of the hallway
- Will be difficult for people who have more waste
- But it is a good system- it would just need a little tweaking to be implemented on our campus

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## DorMania at William & Mary College

DorMania is a student run program at William & Mary College in West Virginia that aims to tackle waste streams when students move out of dorms in the spring. They collect donations and items meant to be discarded, cleans, sorts and stores them until the next fall. That fall they facilitate a yard sale/thrift store for incoming dorm students, with all of the proceeds going to pay for the program operations.



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## DorMania at William & Mary College

Focuses on student engagement as all workers were volunteers from other student organizations or from around campus

Help divert thousands of pounds of previously discarded waste thru either recycling or reselling

Prevents incoming students from having to buy all new products, and at cheaper prices

A sample list of some of the donations they accept:

- Mini-fridges, microwaves, small furniture
- electronics
- Mirrors, lamps or lights
- school supplies
- resettable power strips, hampers
- storage bins/baskets, decorations, rugs
- Dishes, shelves, upright storage containers

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## DorMania at William & Mary College



Stakeholder Comments:

There is a similar program as this already happening on UK's campus thru the recycling office, where items are donated during move out and are sent to goodwill or other charities. Could work at UK, since it merges the idea of the thrift store with an already existing program.

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A non-profit thrift store operated by student volunteers at UC-Berkeley that accepts donations of office supplies, books, clothes, small household items, etc.

"One-for-one" trades are available as well as items that are "\$3 or less."

Money gained from the "\$3 or less" sales go towards program maintenance and charities.

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## Additional remarks about ReUSE

Thoughts from our stakeholder...

She mentioned that something similar is already in the works at UK.

The thrift store model would likely be a good fit for our campus.

Strengths: diverts materials from landfills, scale can be adapted to different student population sizes, encourages reuse, and convenience.

Weakness: thrifting could be just another trend

Student Engagement opportunities:

A chance to trade-in something unwanted for something wanted at no cost.

Volunteering for community service.

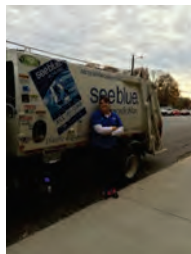
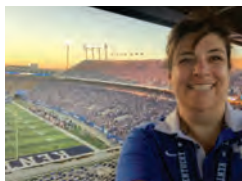
Convenience is enough encouragement for student involvement.

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## Materials Management Stakeholder: Esther Moberly

Waste, Recycling, and Trucking Manager



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## Outreach: Pop-Up Thrift Shop



Tuesday, April 17th  
4:00-6:30pm  
Bowman's Den Lawn

Donation-optional thrift store and informal sewing workshop

- Engagement & Partners:
- United Students Against Sweatshops (USAS)
  - KY Student Environmental Coalition (KSEC)
  - UKSPSP Informational Table



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## Overview of event

Funds Raised: \$75+

Students Reached: 40-

"This is a great idea, I'm glad UK is stepping up their sustainability game."

"How did you do this? How can I do this?"

"Woah, love this."

"When is the next one?"

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## **Grading Methodology**

- Sandmeyer and Tedder evaluated each presentation separately over the weekend. There was no consultation between them during this phase.
  - Sandmeyer and Tedder, individually, reviewed the notes they each took during the presentations. They also reviewed the presentations, themselves, uploaded to Canvas.
- After the weekend, Sandmeyer and Tedder came together to discuss their evaluation of each presentation and determine a Consensus Grade for the group.
  - In some instances rather wide disagreement about elements of certain presentations arose
    - Sandmeyer tended to favor presentational and logical coherency
    - Tedder tended to favor fidelity to UKSSP assignment and accuracy of UKSSP data.
  - Summary meeting notes at the conclusion of Sandmeyer rubrics (Sandmeyer-Tedder Meeting Notes) give an indication of areas of predominant discussion between Sandmeyer and Tedder
- Project grade is thus a consensus between Sandmeyer and Tedder.
  - Project grade uploaded to Canvas is the average of scores by Sandmeyer and Tedder.
  - This Consensus Grade is the score for the group, which is to say it is the score each member of the group earned. The UKSSP project was a group project and so the score is a group grade.

<b>Sandmeyer</b>	<b>Tedder</b>		<b>Score</b>
95.00%	89.50%	<b>Materials Management</b>	<b>92.25%</b>



Presenting Group  
Materials Management

Evaluator  
Sandmeyer

Group Grade (in percentage)

**95%**

A = Excellent; B=Good; C=Fair; D=Weak. See syllabus for grading scale.			Excellent	Good	Fair	Weak
1.	<b>UKSSP: Explanation of SSP &amp; Core Area</b>	20% of total	✓			
	<b>A. The UKSSP and Your Core Area</b>		✓			
	<ul style="list-style-type: none"> <li>Explain <i>Core Area relative to UKSSP</i> as a whole               <ul style="list-style-type: none"> <li>Define strategies</li> <li>Identify tactics</li> <li>Identify action items</li> <li>Describe measures of success</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Nice intro of UKSSP</li> <li>Good intro of core area</li> </ul>			
	<b>B. Significance of Core Area for Students</b>		✓			
	<ul style="list-style-type: none"> <li>Discuss significance of core area emphasizing <b>connections between focus area and students</b></li> <li>Summarize <i>personal experiences of group members</i> that came to be applied to project relative.</li> </ul>		<ul style="list-style-type: none"> <li>Very good transition to core members' experience               <ul style="list-style-type: none"> <li>Post-landfill conference</li> </ul> </li> </ul>			
2.	<b>Benchmarking &amp; Comparison</b>	20% of total		✓		
	<b>A. Identify the highest performing institutions via Benchmarking</b>		✓	✓		
	<ul style="list-style-type: none"> <li>Provide a list of <i>institutions that are leaders in this area</i> of sustainability and describe the methodologies used to generate this list.</li> <li>Provide a list of the <i>most innovative/effective programs found</i> at these institutions and describe the methodology used to generate this list.</li> </ul>		<ul style="list-style-type: none"> <li>Very interesting explanation of why you decided not to use STARS</li> <li>Without use of visual corroboration (a style issue in part)</li> </ul>			
	<b>B. Assess most innovative/effective programs found</b>			✓		
	<ul style="list-style-type: none"> <li>Explain whether UK already has <b>something similar</b></li> <li>Would program be <b>good fit</b> for UK</li> </ul>		<ul style="list-style-type: none"> <li>Addressed – a bit quick but good</li> </ul>			

A = Excellent; B=Good; C=Fair; D=Weak. See syllabus for grading scale.			Excellent	Good	Fair	Weak
3.	Program Concepts & Campus Outreach Effort	50% of total	✓			
	A. Describe ( <i>up to five</i> ) potential program concepts tailored specifically to the unique conditions at the University of Kentucky		✓			
	<ul style="list-style-type: none"> <li>Explain how program concepts are <i>focused on student engagement</i></li> <li>Demonstrate how it supports <i>core area</i></li> </ul>		<ul style="list-style-type: none"> <li>Good discussion of student engagement, e.g., St. Olaf</li> <li>Excellent transition to implement possibility at UK</li> </ul>			
	B. Key stakeholders & Selection of Campus Outreach Effort by group		✓	✓		
	<ul style="list-style-type: none"> <li>Identify &amp; explain <i>role of stakeholder(s)</i> from SSP tactic team</li> <li>Explain how discussion with stakeholder led to <i>selection of ONE PROGRAM</i> from development</li> </ul>		<ul style="list-style-type: none"> <li>"brought this to Esther" – but didn't introduce Esther               <ul style="list-style-type: none"> <li>Explicit intro of Esther &amp; Role later</li> </ul> </li> </ul>			
	C. Design and implementation of group's campus outreach effort		✓			
		<ul style="list-style-type: none"> <li>Describe <i>CAMPUS OUTREACH EFFORT</i> selected</li> <li>Demonstrate how group project engaged and <i>educated peers about CORE AREA of UKSSP</i></li> </ul>				
Presentation Evaluation		10% of total	✓			
	A. Content		✓			
	<ul style="list-style-type: none"> <li>Organized &amp; clear explanation</li> <li>Accurate</li> </ul>		<ul style="list-style-type: none"> <li>Very clear</li> </ul>			
	B. Style			✓		
	<ul style="list-style-type: none"> <li>Appropriate volume and <b>eye contact</b></li> <li>Effective use of visual aids</li> </ul>		<ul style="list-style-type: none"> <li>Reading from presentation by some</li> <li>Overall effective use of visual aids</li> </ul>			
	C. Stays on Schedule		✓	✓		



Evaluation Notes	
1.	UKSSP: Explanation of SSP & Core Area
2.	Benchmarking & Comparison
3.	Program Concepts & Campus Outreach Effort
	Presentation Evaluation

Excellent job. Study Areas of the UK Strategic Plan				
Buildings and Grounds	Energy	Food & Dining Services	Materials Management	Transportation
			Alexis	
			Sarah	
			Sarah	
			Jonathan	
			Cassie	
			Lauren	

### Meeting Summary: Sandmeyer-Tedder

- Area of weakness: not a very clear distinction between innovative programs 2.A and what would be a good fit for UK.
- Campus outreach was the just the kind of thing the designers of the project envisioned. Excellent design and execution. A model for student engagement in UKSSP.
- Best in show! Nicely done. Set the bar high from the get go.

Presenting Group**1. Materials Management**Evaluator**Tedder****Group Grade (in percentage)**

A = Excellent; B=Good; C=Fair; D=Weak. See syllabus for grading scale.			Excellent	Good	Fair	Weak
<b>1.</b>	<b>UKSSP: Explanation of SSP &amp; Core Area</b>	<b>20% of total</b>	X			
	<b>A. The UKSSP and Your Core Area</b>			X		
	<ul style="list-style-type: none"> <li>Explain <i>Core Area relative to UKSSP</i> as a whole               <ul style="list-style-type: none"> <li>Define strategies</li> <li>Identify tactics</li> <li>Identify action items</li> <li>Describe measures of success</li> </ul> </li> </ul>		Good job putting waste diversion into sustainability context. Room for improvement with the description of impact of purchasing protocols and its connection to sustainability.			
	<b>B. Significance of Core Area for Students</b>		X			
	<ul style="list-style-type: none"> <li>Discuss significance of core area emphasizing <b>connections between focus area and students</b></li> <li>Summarize <i>personal experiences of group members</i> that came to be applied to project relative.</li> </ul>		PLAN and work with UK Recycling as examples of previous experience.			
<b>2.</b>	<b>Benchmarking &amp; Comparison</b>	<b>20% of total</b>	X			
	<b>A. Identify the highest performing institutions via Benchmarking</b>		X			
	<ul style="list-style-type: none"> <li>Provide a list of <i>institutions that are leaders in this area</i> of sustainability and describe the methodologies used to generate this list.</li> <li>Provide a list of the <i>most innovative/effective programs found</i> at these institutions and describe the methodology used to generate this list.</li> </ul>		Good description of STARS and listing of high scoring schools. Good transition from STARS to PLAN schools. Repair Fair, Take Back the Tap, Deskside Recycling, DorMania, reuse sore. Slides for the programs were wordy and hard to read.			
	<b>B. Assess most innovative/effective programs found</b>			X		
	<ul style="list-style-type: none"> <li>Explain whether UK already has <b>something similar</b></li> <li>Would program be <b>good fit</b> for UK</li> </ul>		Good job connecting each program to UK context and talking about fit.			



A = Excellent; B=Good; C=Fair; D=Weak. See syllabus for grading scale.			Excellent	Good	Fair	Weak
3.	Program Concepts & Campus Outreach Effort	50% of total	X			
	<b>A. Describe (<i>up to five</i>) potential program concepts tailored specifically to the unique conditions at the University of Kentucky</b> <ul style="list-style-type: none"> <li>Explain how program concepts are <i>focused on student engagement</i></li> <li>Demonstrate how it supports <i>core area</i></li> </ul>			X		
		All of the programs focused on student engagement and were clearly connected to the core area. There was not a clear transition between the innovative programs identified through benchmarking and the program concepts tailored for UK.				
	<b>B. Key stakeholders &amp; Selection of Campus Outreach Effort by group</b> <ul style="list-style-type: none"> <li>Identify &amp; explain <i>role of stakeholder(s)</i> from SSP tactic team</li> <li>Explain how discussion with stakeholder led to <i>selection of ONE PROGRAM</i> from development</li> </ul>		X			
		Yes, and a good introduction of Esther. Room for improvement in your explanation of how Esther helped you select your ONE program from the list you developed.				
	<b>C. Design and implementation of group's campus outreach effort</b> <ul style="list-style-type: none"> <li>Describe <i>CAMPUS OUTREACH EFFORT</i> selected</li> <li>Demonstrate how group project engaged and <i>educated peers about CORE AREA of UKSSP</i></li> </ul>		X			
		Pop up thrift shop. Yes. The pop up was a GREAT outreach event for the SSP and also a powerful proof of concept for your program recommendation				
Presentation Evaluation		10% of total	X			
	<b>A. Content</b> <ul style="list-style-type: none"> <li>Organized &amp; clear explanation</li> <li>Accurate</li> </ul>		X			
	<b>B. Style</b> <ul style="list-style-type: none"> <li>Appropriate volume and eye contact</li> <li>Effective use of visual aids</li> </ul>			X		
		Some slides wordy and hard to read.				
	<b>C. Stays on Schedule</b>		X			

### Definition of Sustainability

The way sustainability is defined is inherently dependent upon the framework of the society defining it. Thus, this paper will detail a personal definition of sustainability, in-so-far that ~~it is an~~ this attempt seeks to interpret a definition designed for all through a lens informed primarily by prevalent ideologies of capitalistic societies of the Global North and historical context of environmentalism in the United States. The way sustainability is defined inevitably dictates the way that a society will shift to realize said definition. Thus to attempt to define sustainability for societies that that function entirely outside of this cultural framework would be unwise.

**Commented [BS1]:** A mouthful. Try not to say everything in just one sentence.

**Commented [BS2]:** Not sure your point. Is there no adequate definition. Or the only adequate definition is one situationally anchored.

Sustainability is frequently depicted in terms of three pillars—economics, environment, and society, or defined using the triple-bottom-line: society, the economy, and the environment. John Elkington, for instance, explains this concept as three tectonic plates shifting independently of one another but are all stacked above one another, which leads to “shear zones” which can cause earthquakes (Elkington 1999). The economic plate rests on physical, financial, and human capital. Physical capital is inherently derived from the environmental plate and, likewise, social capital from the societal plate. Thus, the three plates are interdependent, and changes to one can readily disrupt all—for instance, if the economy was doing well, but was creating pollution that had a significant impact on the environment, it could harm natural capital, like fish, or societal capital, like public health, which would in turn harm the economy by removing an industry input. As such, sustainability initiatives must take all three into consideration to actually succeed. Of course, this exists within the context of a capitalistic society, but following this idea, literature will be discussed regarding economic, environmental, and social sustainability.

In 1987, the United Nations World Commission on Environment and Development (WDEC) published *Our Common Future*, or the Brundtland Report in which it outlined the challenges facing the environment and development and detailed solutions for fixing it. Notably, it is the origin of the most frequently cited definition of sustainable development as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (WDEC 1987).

Since 1987, the meaning of sustainable development has become highly contested. In his article, Herman E. Daly says it is broadly interpreted in two very different ways: one implies sustaining “the average per capita utility [or happiness] of members of a generation”, the other implies preserving “the capacity of [an] ecosystem to sustain energy/food flows [or throughput] over the long term” (Daly 2003). Daly then argues that the latter throughput interpretation is the only valid one, as it is measurable and, unlike happiness, can physically be passed to future generations.

Similarly, the terms sustainability and sustainable development have frequently been confounded. In his piece “Is ‘sustainability’ the same as ‘sustainable development’” Haydn Washington states that “sustainable development has [...] been seen as the *transition strategy* to reach sustainability,” but argues that because the WDEC definition posits that environmental problems will be solved through further (albeit sustainable) development, it is inherently problematic because most development simply cannot be sustainable (Washington 2015). Washington acknowledges that although some, like Daly, feel WDEC’s meaning of development implied development of a qualitative nature (rather than implying oxymoronic perpetual physical growth), Washington himself feels WDEC’s language is, at the very least, ambiguous, and thus

**Commented [BS3]:** Very good beginning. But given the fact that Brundtland preceded Elkington, it would make sense to begin with Brundtland. Then you can turn to Elkington to see how this concept is modified by him.

**Commented [BS4]:** New idea = new paragraph

allows either interpretation to count, which has led to integration of the perpetual-physical-growth interpretation into modern sustainability initiatives.

Rather than depict the perpetual physical growth side as entirely oxymoronic, Washington's argument can instead be framed in a light of cornucopians and environmentalists. According to Judith A. Layzer in his text *The Environmental Case*, cornucopians represent this limitless growth idea through a lens of innovation and technological improvements, so although clearly physical resources are finite, they believe that there will always be another innovation or solution to prevent catastrophic scarcity. Environmentalists, on the other hand, are more cautious, believing that natural resources should be conserved for the future in case human innovation fails to advance rapidly enough to prevent major planetary issues (Layzer 2016). Layzer then splits environmentalists between pragmatics and idealists—those who believe a reliance on technology (that currently exists) is enough to save us from major environmental problems, and those who feel a major societal shift is necessary to successfully avoid catastrophe. In *A Declaration of Sustainability*, Paul Hawken astutely notes that “if every company on the planet were to adopt the environmental and social practices of the best companies [...] the world would still be moving toward environmental degradation and collapse” (Hawken 1993). Hawken is a good example of an idealist environmentalist, and his call for an upheaval of the present economic system is worth noting.

Additionally, Layzer explains several other iterations of environmentalist lenses, each of which move primarily beyond an economic focus, instead emphasizing environmental sustainability. Before delving into them, some historical context will be given to provide a basis for these predominating environmentalist lenses as well as a cultural context for present-day Americans. In her book *Something in the Soil*, Patricia Nelson Limerick details the history of

Commented [BS5]: Is Daly relevant here?



Americans' perception of wilderness. When Europeans initially ventured to the New World, they were frightened of the wilderness, which is not surprising, given that this unfamiliar terrain frequently lead to their demise. This fear was followed by a period of domination of nature as an attempt to control it—the influence of which, Limerick argues, is still quite evident today. Once people felt more in control, there was a drastic shift in perception to one of appreciation of nature. This fell in tandem with the Romanticism and Transcendentalism movements, as well as the United States searching for an independent identity, separate from British rule, which was found, in part, in the vast expanses of pristine landscapes found in the US. (Limerick 2001). Given this newfound identity and appreciation, people in the United States in the early 1900s began calling for the protection of the environment. Here Layzer begins to explain several other distinctions of environmentalists. Some, like Gifford Pinchot of the US Forest Service, argued for conservation of lands, in which they would be utilized for economic benefit but only to the extent that they could continue to be beneficial for generations to come. Others, like John Muir of the Sierra Club, felt that certain lands should be set aside entirely to be protected from human use altogether, providing the theory behind Wilderness Areas (Layzer 2016). Although Pinchot and Muir both call for protection of nature, their ideas inherently both assume a level of human dominance and distinction over and from nature. A definition of sustainability based on either of these ideals would differ drastically in the level of acceptable environmental protection, however both would inherently distinguish humans and nature as entirely separate entities.

As time progressed, some environmentalists began to look more deeply at this distinction between humans and nature. Layzer brings up two other categories of environmentalists, both of which stem from preservationist ideals—Aldo Leopold's Land Ethic and Arne Naess' concept of deep ecology. The former acknowledges human separation but uses it to implicate a

**Commented [BS6]:** Slow down a bit.

(Excellent discussion, but you're moving over some substantive terrain in a way that elides over some very important considerations.)

**Commented [BS7]:** See my previous comment

responsibility of stewardship, the latter challenges this distinction entirely, reframing the concept from an anthropocentric perspective to an ecocentric one. Aldo Leopold's *A Sand County Almanac* begins with incredibly poetic and sentimental descriptions of nature, gradually and subtly leading to the culminating argument of the Land Ethic, that all life—and the land itself—has intrinsic value beyond anthropocentric utility, and that as comprehending beings humans have an obligation to be stewards of the earth (Leopold 1949). This idea is the basis for the Endangered Species Act of 1973—a rather progressive piece of legislation, likely only passed because of the inherent valuation of nature as a part of American identity. The Land Ethic also led to Arne Naess' concept of deep ecology, which goes beyond an anthropocentric viewpoint altogether and argues that all living things have not only inherent but equal value, and that human quality of life is contingent on a deep relationship with nature (Layzer 2016). Deep ecology challenges the notion that humans are separate from nature, and, unlike the other ideologies, is not yet largely represented in some act of United States Legislation. In William Cronon's *Trouble with Wilderness*, he warns that defining wilderness as something far removed from human touch is dangerous for the overall success of ecological functioning. Othering nature implicates that it is okay to degrade other creature's environments because they are already seen as lesser in value than humans (Cronon 1995).

Although an ecocentric perspective eventually rose from a historically anthropocentric cultural basis, it is clear that the historical fear and subsequent dominion of nature basis has largely shaped American understanding of humanity's role relative to the environment. An understanding of this evolution, as well as what each theory represents, is important. Even though a definition of sustainability stemming from each of these dominant ideologies—conservation, preservation, Land Ethic, and deep ecology—would first and foremost emphasize

environmental sustainability, each conception leads to a distinctly different understanding of what environmental sustainability is, as demonstrated by the ideas embodied by the Forest Service, Wilderness Areas, or the Endangered Species Act.

As seen in the iterations of prevalent environmentalist theory in the United States, cultural context plays an enormous role in dictating common perspectives. Similarly, importance of underlying societal assumptions can be seen in dominant environmental economic theory as well. Garrett Hardin's well-known "Tragedy of the Commons," conveys the idea that when commons resources are left unregulated—that is, when resources lack sufficient property rights—everyone acts in their own rational self-interest and exploits the resource, inevitably leading to overconsumption and degradation of the resource (Hardin 1968). Elinor Ostrom's "Governing the Commons," refutes Hardin's theory, drawing from observations of how, globally, other cultures successfully manage commons resources without individual property rights, dispelling implicitly tragic notions of commons governance with success stories (Ostrom 1990). These drastically varying theories are distinguished by the cultures they are based on. Thus, cultural diversity is an incredibly valuable resource that should be valued just as highly as biological diversity in a definition of sustainability, as it provides frameworks and solutions inconceivable within American society.

Take ethnobotanist Wade Davis' TED Talk "Dreams from Endangered Cultures," wherein he describes what is truly being lost each time a culture dies out—an entirely different way of being. He provides many examples, like the "Barasana in the Northwest Amazon, [...] who [...] must marry someone who speaks a different language [...] yet [...] where there are six or seven languages spoken [...] you never hear anyone practicing a language. They simply listen and then begin to speak" (Davis 2003). Drastically differing sets of ideologies provide for the

**Commented [BS8]:** Excellent analysis of literature – if too quick. But excellent!

possibility of drastically differing solutions, and eliminating ideologies from a cultural framework may result in their permanent loss. Even if they are to arise, as when deep ecology surfacing out of a culture of anthropocentrism, they are likely to be perceived as radical and fail to dominate in general thought (as seen in deep ecology's failure to be translated into United States' legislation). It is dangerous for humanity to become so entrenched within one belief system when other cultures can no longer be acknowledged—therein lies a road to extinguishing pathways of knowledge that are inconceivable to those born and raised into a Westernized, capitalistic society. Maintaining cultural diversity is key to maintaining social sustainability.

Having reviewed dominant American theory behind economic, environmental, and societal sustainability, the importance of defining the cultural framework at hand becomes apparent in the distinctions between theories that draw from a historically Western ideologies and theories that do not. As ideologies and definitions grow within a society, particular words become associated with certain connotations, and inevitably entire bodies of literature form to debate minutia—take the aforementioned argument over “development”. Failing to understand the full implications of any singular word can lead to obfuscation of the entire definition itself. In this sense, trying to define sustainability across Western capitalistic societies, even those with generally aligned ideologies, is difficult given the precision necessary to create a standing definition. If the translation fails to account for some connotation or ambiguity, the definition may fail to hold weight. Allowing individual societies to form their own definitions is the surest way to achieve a definition that will make for successful implementation. This does not mean that the definition cannot have global implications, but that the originator's cultural framework will be important in informing a global perspective of a definition.

**Commented [BS9]:** It wasn't especially clear that the focus of the preceding discussion was intentionally American theory. Your introduction of the Brundtland Commission Report, as an example, obscures this point.

**Commented [BS10]:** If you have a chance, check out the work of Kyle Whyte. Your thesis is consistent with his work.

Drawing from the United States' historical framework, nearly every conception of sustainability has an ethical implication of needing to live in a way that protects resources for the future. Thus, basing the sustainability definition will be that of sustainable development in *Our Common Future* is appropriate. In this case, the definition will operate under the assumption that sustainable development is a means in which to reach sustainability, and as such, living in a way that achieves this framework would be sustainability. The ambiguity of development in the Brundtland Report is hugely problematic. In response to Daly's descriptions of the two different definitions for sustainable development, utility and throughput, I disagree with his disregard for the notion of utility. Although no, utility cannot be concretely measured, utility can be easily integrated into his argument of halting uneconomic growth for developed nations. After some requisite amount of material wealth, the benefits of each additional good will begin to diminish, especially relative to those that lack this basic requisite amount. Both the utility and throughput definitions play a key role in this—if attempting to allocate finite resources to individuals in a way that redistributes global wealth, inherently a utility judgement is being made—that one individual will have a greater use for it than the other. Thus, the goal should be sustainable development that shifts our throughput economic society to a cyclical one and curbs uneconomic growth (growth that has more negative effects, like pollution, than it does positive ones) while simultaneously stimulating economic growth by means of equilibrating material wealth globally.

Although curbing uneconomic growth would require a drastic societal shift from the Global North, in actuality the ideology behind it does not have to be so terrifying. All that must be done is focus on developing qualitatively. After all, Western culture may have already hit 'peak stuff', meaning that this is potentially the pinnacle of material demand, and that from this point forward effectively our culture will begin downsizing (Hutton 2016). Downsizing

**Commented [BS11]:** Very good. Would be useful to revisit Daly here.

physically does not mean worsening—certainly a sleek 2018 model of a phone is far preferable to a clunky computer from the 1970s. Continuous improvement and development are fully possible without continuous physical growth—it would instead look like using innovation to demand less, allowing culture and an eternal quest for knowledge to flourish.

Similarly to perpetual physical growth ideals, allowing preservationist ideals to prevail and holding wilderness areas as more sacred than other forms of nature has dangerous, unsustainable implications. Although maintaining wilderness areas may be important for things like ecological markers, setting aside a space cannot mean that other spaces are now okay to degrade. Humans must be a part of the natural system, and to hold some human-free region up as the most natural place implicates a psychological distinction between humans and nature. With such an expansive population, humanity cannot afford to write off the ecological integrity of every natural system that exists where people reside. Instead, we must learn to design our societies in a way that promotes ecological and human welfare simultaneously. ~~The~~ Elkington's triple bottom line concept dictates that humanity is reliant on the environment as a material basis for all we do, so environmental integrity must not be jeopardized by humanity's economic actions. In order to preserve environmental quality, human systems must learn to effectively integrate ecosystem conservation into average infrastructural projects. On some level, all people should feel some connection to place and obligation to protect it—a sense of deep ecology is important to continue protecting biological diversity and ecosystem integrity.

Preserving cultural diversity is just as important as maintaining biological diversity. In Elkington's discussion of the triple bottom line, he states, "some in the sustainable development community insist that sustainability has nothing to do with social, ethical, or cultural issues" (Elkington 1999). Even from a purely monetary lens, this is a poor argument. Any group of

people lacking the basic needs or rights to achieve their full potential are functioning below their efficient level, which is inherently a societal waste. When the Endangered Species Act was passed into law, the United States government acknowledged that Leopold's Land Ethic, agreeing it is unethical to exterminate a species from the planet. To think, then, that the permanent loss of a culture is acceptable within the confines of global development is incredibly misguided. The imposition of imperialistic globalization tactics that inevitably homogenize humanity's cultures is a devastating loss of resources. Not only are people forced to function at a lower level in their newly created, disadvantaged position in another society, but their rich cultural lifeways are discarded and forgotten as if they were nothing. Providing (without imposing) opportunity for all and valuing ideologies beyond our own is crucial to having a functioning sustainable global community.

Drawing from all of this, sustainability should be thought of as living in a way that meets (without exceeding) humanity's present material needs without significantly degrading environmental quality or homogenizing cultural diversity, thus preserving the ability of future generations of people and biota to meet their own needs. This encourages us to consume only what we absolutely must, allowing us to instead maximize our qualitative development. It encourages a more equitable distribution of material goods and highlights the importance of maintaining diversity of culture and species. Although the definition is anthropocentric, the rights of biota to continue existing are inherently worked into the definition as well, in that future generations of both people and biota are secured. Likewise, homogenizing cultural diversity is specifically protected as many feel cultural loss is not an issue. It is a modified version of the Brundtland Report's definition of sustainable development, but provides clarification and protection for key interests. Sustainability is not an easy thing to define, but when a definition

**Commented [BS12]:** Really nice development of your idea.

contradicts a physical possibility or results in the destruction of peoples or species, it is quite clearly conflicting with the true definition of the word.

Julianna Dantzer

Word Count: 3,076

Superb piece. With some editing and amplification, you could publish this. Also this could be a good writing sample, if you need one – with some work to fill in the holes and amplify your thesis. If you are interested in doing that, I'd be happy to help. A real pleasure to read.

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ENS 400

### The Measure of Sustainability at Universities

As the idea of pursuing a triple bottom line in community management becomes increasingly popular, questions begin to arise about how success in achieving sustainability goals can be measured. Several thoughts and criticisms have emerged as a result. In this paper, I seek first to identify how our university and others across the nation are measuring the efficacy of their sustainability policies. To do so I will use the University of Kentucky Sustainability Strategic Plan and the Sustainability Tracking, Assessment & Rating System (STARS) program; these are both powerful tools in analyzing trends in collegiate sustainability metrics. Secondly, I plan to compare these metrics and strategies to those identified by sustainability professionals and experts seeking to solidify sustainability indicators. I end with arguing that while the metrics currently in place at our university and others around the country do a good job at measuring for environmental sustainability, they are inadequate for assessing the true impact of sustainability policies, and must reevaluate and move to implement more measures to incorporate other spheres of sustainability.

Commented [BS1]: Excellent introduction

### STARS (Sustainability Tracking, Assessment & Rating System)

STARS, the Sustainability Tracking, Assessment & Rating System is a program hosted by AASHE, the Association for the Advancement of Sustainability in Higher Education. This program is a tool for colleges and universities around the world to become certified as a leader in collegiate sustainability. According to their website:

"(STARS) is a transparent, self-reporting framework for colleges and universities to measure their sustainability performance" (AASHE).

Colleges and universities submit a report every few years and are awarded one of five titles ranging from Participant, Bronze, Silver, Gold, and Platinum. According to the STARS website, only three schools have earned a platinum rating, 107 have earned Gold, 149 have earned Silver, 37 have scored Bronze, and 17 have been granted the Participant status. As of 2015, the University of Kentucky earned a silver rating, scoring a 45.25 out of 206 points overall. However, the Office of Sustainability is planning on submitting another report this coming year. These points are scored on a rubric according to various programs and categories that school are expected or encouraged to have in order to be considered sustainable.

The STARS report is completely self-reported by sustainability staff at colleges and universities. They report on nineteen different categories ranging from academics, engagement, operations, planning and administration, and innovation.

### **University of Kentucky Sustainability Strategic Plan**

The University of Kentucky is soon unveiling a Strategic Plan to guide all efforts in sustainability across the university for several years. The process in the creation of this plan has brought together stakeholders from across the university to engage several aspects of sustainability.

The plan is broken into six operational areas of which to focus: Materials Management, which tracks the life cycle of all materials bought and disposed of on campus; Energy, which seeks to reduce the negative impact of energy use on campus

**Commented [BS2]:** Why? Or, under what compulsion? Isn't this self-reporting? Is that important?



by increasing efficiency and conservation; Food and Dining services, which works towards a comprehensive and sustainable campus food system; Transportation, which plans to increase the number of UK community members choosing sustainable transportation options; Buildings and Grounds, which seeks to design, construct, operate and maintain spaces that promote environmental stewardship and social well-being; and finally, Greenhouse Gas Emissions Reduction, which commits the University to reducing overall greenhouse gas emissions by 25% below the levels recorded in 2010 by the year 2025.

Each of these areas and goals are further broken down into strategies, tactics, and action items. Each of these in turn are accompanied by measures of success, which the Office of Sustainability will track and report on each year.

These measures of success include mainly quantifiable measures that detail goals to track and survey different programs laid out across all operational areas in the Sustainability Strategic Plan. These metrics are, for the most part, highly effective at reporting on environmental sustainability throughout campus.

Commented [BS3]: Could you be more specific?

### Problems in UKSSP and STARS Reporting

However, the plan makes little attempt at substantively addressing or measuring issues of social sustainability. Social and economic sustainability are pointed to inconsistently throughout the document; mostly highlighted in the broad strategies given at the introduction to each area. For example, one part of Materials Management's strategy states:

Reducing the generation of waste decreases the flow of material to incinerators and landfills. These facilities produce greenhouse gas emissions, can

contaminate air and groundwater supplies and may have disproportionate negative impacts on low-income communities. Human rights and working conditions can also be improved through purchasing protocols that prioritize human rights throughout the supply chain (UKSSP).

**Commented [BS4]:** What sort of purchasing protocols, for instance?

While it is highly commendable that the University is willing to acknowledge and connect issues of social justice relating to consumption and waste, the area makes no further connection between how the university efforts will have a substantive impact on these issues. There is no discussion of how our practices may have previously exacerbated this problem, or how we will ensure that this premise is met.

Similarly, the strategy given for Energy states that the plan seeks to “reduce the financial, social and environmental impacts of campus energy consumption through conservation, efficiency and production/delivery system improvements” (UKSSP).

However, these social impacts are not mentioned in any tactic, action item, or measure of success for the area.

**Commented [BS5]:** What specifically is a social impact, and how ought it be assessed?

Likewise, Buildings and Grounds’ strategy states that the team seeks to “design, construct, operate and maintain spaces that support the mission of the University while promoting environmental stewardship and the well-being of the community” (UKSSP).

However, how the well-being of the community is being addressed by the Buildings and Grounds team remains unclear.

**Commented [BS6]:** What is well-being of a community? Is there any indication of what this expression signifies? More to the point, is the definitional problem distinct from the question about metrics you’re highlighting here?

The only area that both points to and addresses issues of social and economic sustainability is Food and Dining Services. They begin by pointing out that “food is one of the areas where the importance of sustainability’s triple bottom line is most clear.



Sustainable food systems have far-reaching impacts for environments, economies and communities" (UKSSP). They build on this by stating:

We bring attention to economic sustainability through a focus on locally and fairly sourced products. We focus on community sustainability by prioritizing efforts to track and reduce food insecurity. Through the tactics of this strategic plan, we hope to raise awareness of the importance of food to the sustainability of human and ecological communities near and far (UKSSP).

They address these issues in their tactics, action items, and measures of success. Two of their five tactics are related to social and economic sustainability, one addressing food insecurity both on and off campus, and one looking to increase local food purchasing and consumption and create and foster a local food economy. These are reflected in their action items and measures of success. In their fourth tactic "Expand programs that address food insecurity", they commit to increasing on-campus efforts to address food insecurity, increasing connections between UK and off-campus efforts to address food insecurity, and collect data related to food insecurity. In their third tactic, "Improve sustainability through local and sustainable purchasing goals", they commit to increasing the amount of local food purchased, establishing goals to purchase local products for UK Healthcare, measuring and increasing the variety of certified, sustainable food products served, and measuring and increasing the percentage of purchases that fall under one or more sustainability certifications (UKSSP).

The measures for success for the action items of the third tactic can be quantified by looking at amounts purchased. However, the measures for success for the fourth

**Commented [BS7]:** How is "expansion" to be measured?

tactic become very vague. For instance, under action item 5.1, increase on-campus efforts to address food insecurity, the measure of success is “track and report efforts”. For 5.2, the measure for success states: “increase connections between UK and off-campus efforts to address food insecurity”. The third, collect data related to food insecurity from UK community, is more clear, stating that there will be an annual survey. However, it is still highly concerning that there is no real outline for how two of the three action items in the final tactic are to be accomplished.

The overall lack of social and economic sustainability metrics in the University of Kentucky Sustainability Strategic Plan is an area that should be built upon and addressed further. The connections drawn between these areas that are closely related to environmental sustainability, and social and economic well-being seem to be mostly thrown in as a token, little more than an homage to the Venn diagram model included earlier in the plan.

STARS and AASHE in general has a similar problem in addressing social and economic sustainability. In the STARS reporting, just three of their nineteen categories make some mention of social or economic benefits or programs. These three are diversity, investment, and wellness. The rest of the nineteen categories focus on environmental operations (AASHE). While diversity is certainly a social issue that collegiate sustainability, and furthermore sustainability in general, needs to focus on, it is certainly not the only social issue at play on college campuses. Additionally, limiting economic sustainability to one category on investment policies is inadequate. While there is some overlap in measuring for economic and environmental sustainability, such

**Commented [BS8]:** But earlier you said the metrics were “mainly” quantitative. This implies some are not. I would expect that at least some of these are metrics of social sustainability. Why am I wrong about this? That is to say, do some metrics fall outside the sphere of quantitative measure (by design)?

in conserving energy, there are several ways in which economics overlap with social issues that go unnamed in the report.

While I realize that many Offices of Sustainability operate with this environment-first mindset at colleges and universities across the country, I believe that boxing the concept of sustainability into ~~the box of environmentalism on such an institutionalized level that involves so many in higher education~~ **one sphere** is a dangerous precedent.

One part of the University of Kentucky Sustainability Strategic Plan that makes the plan durable is the intersection of staff and faculty that it brings together. It involves stakeholders from across many operational units of the university all working on making individual areas more sustainable, and unites their efforts in order to decrease greenhouse gas emissions and function as an overall more environmentally sustainable place. This is why it seems odd that some of the social and economic concerns were not more addressed in the plan; there are people and departments on campus dedicated to issues intersecting with social and economic concerns, and there are likely people on the tactic teams that have a strong working knowledge of social and economic issues that come along with their environmental area. Thus, it seems that these areas could and should have been more integrated into the Strategic Plan to ensure that the plan was truly encompassing the triple bottom line.

### **Sustainability Metrics**

Sarah Fredericks (2015) points to this same issue in other attempts at sustainability metrics. In her essay “Ethics in Sustainability Indexes”, she summarizes



this issue that commonly arises when looking at the value and success of sustainability efforts:

The goals of the sustainability movement inherently involve ethical and normative claims as people envision not only what it is technically possible to sustain but also what they think is ethically right or culturally acceptable to sustain. Thus, it is not surprising that key ethical priorities of the sustainability movement such as justice are not well represented in indicators and indexes (Fredericks 2015).

The only section in the UK Sustainability Strategic Plan to mention issues of justice is Materials Management. The strategy for this section highlights the disproportional impact that waste has on low-income communities and communities of color. In line with what Fredericks is stating in her chapter, this ideology is not represented in the index.

**Commented [BS9]:** Not sure this is accurate. Isn't social justice a goal identified in the guiding vision of the document.

However, Fredericks goes on to propose one solution to this issue:

**Commented [BS10]:** good

The sustainability movement often emphasizes gaining and spreading knowledge to help people understand not only their contribution to pollution, climate change, and environmental injustice but also how their actions (e.g., recycling, voting, reducing consumption) can aid sustainability efforts (Fredericks 2015).

Three of the areas detailed in the Sustainability Strategic Plan seek to accomplish what Fredericks is identifying as being integral to the pursuit and measure of sustainability: education and empowerment. These three are Materials Management, Food and Dining Services, and Energy. The measures of success for some of these tactics are detailed, providing plans and timelines on how they intend to reach the UK community through websites, direct outreach, and surveys. Materials Management, for

example, details plans and timelines to survey the UK community, build online centers for recycling education, and base their outreach strategy on specific results from waste audits. Others, however, such as the Food and Dining Services seem to tack on the outreach component of their strategy at the end, leaving how they intend to accomplish their goals open.

### Conclusion

It is my belief that the current system and policies tracking sustainability at our own university and at those around the country are insufficient to the current climate surrounding sustainability. In the past few years, there has been a huge push to integrate issues surrounding social, economic, and environmental injustice, and this is reflected in neither the University of Kentucky Sustainability Strategic Plan, nor the AASHE STARS metric.

Commented [BS11]: Nicely said

I believe that in order to accommodate the growing demand for intersectional environmentalism, institutions for higher education have to take a step towards integrating social and economic concerns into their sustainability policy, beyond the low-hanging fruit of economic savings that come from conservation. To do this, more stakeholders need to be included. Fredericks (2015) points out that absolute inclusion on a local level is critical to the success of any sustainability policy, so that solutions are applicable to the involved community. To really get at the heart of sustainability, we must consider sustainability as a whole picture rather than severable parts, and bring together those who are working in all circles of sustainable policymaking at our university.

Measures for success in these areas may require more qualitative results such as surveys and narratives, to accurately reflect the impact that the policies have on the local community. However, building policies around these ideas is the only way to ensure that the policies remain relevant through the ever-changing climate of sustainability.

Lauren T

Word Count: 2,311

**Commented [BS12]:** Aha, here's the crux of my complaint of this very fine paper. You don't really analyze what delimits the subject area for a metric that must be qualitative from that subject area which is more naturally subject to quantitative analysis.

### References

- AASHE STARS. The Association for the Advancement of Sustainability in Higher Education. Retrieved from <https://stars.aashe.org/>
- Fredericks, S. (2015). Ethics in sustainability indexes. Kopnina, H.; Shoreman-Ouimet, Eleanor. Sustainability: key issues (77-87). New York, NY: Routledge.
- University of Kentucky Sustainability Strategic Plan. Forthcoming.

### Sandmeyer – 3. Course Materials – PHI516 Phenomenological Directions (Undergrad & Grad)

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#### PHI516: STATEMENT OF GENERAL PEDAGOGY

PHI516, Phenomenological Directions, is an **advanced undergraduate / graduate** level course. The class fulfills one of a cluster of required 500-level courses for the major, and it satisfies a content area highly sought after by our graduate students.

As is usual for me, the course is designed around three **outcomes**: developing good reading skills, expanding students' abilities to present their ideas orally, and refining students' skill at writing. The lessons are designed to present content in a structure but flexible format that encourages discussion during class. As this is an advanced-level class, special attention is given to **student writing**. Short papers are designed to provide clarification of a core idea central to a longer analysis. Hence while there appear to be many writing assignments, this is misleading. In essence, students write and rewrite four 7-page papers over the course of the term.

See the description of the writing exercises under WRITING ASSIGNMENTS in this packet for further clarification.

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## Sandmeyer – Course Materials – PHI516 Phenomenological Directions (Undergrad & Grad)

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### PHI516: Syllabus and Daily Schedule

PHI516 is an advanced requirement for philosophy majors. Typical of my pedagogical approach, this course is **outcomes-based**. These outcomes are not essentially different from those of my lower-level classes. Rather, the achievement of these outcomes is assessed at higher expectations. Working at a higher level of sophistication, students are asked to apply their abstract understanding concretely. In short, like all my courses, this course reinforces three outcomes, i.e., the ability to write, speak, and read well, to my pedagogical approach.

1. Every end of unit paper is a rewrite and expansion upon an earlier analysis paper.
2. Lessons are constructed with flexibility built into them to maximize class discussion.
3. The inclusion of extensive passages from the texts allows for guided reading practice in class.

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**PHI 516: 001**

Phenomenological Directions

**Spring 2022**

MWF 1:00pm - 1:50pm (CB 217)

*Syllabus***Contact Information**

Professor Bob Sandmeyer, Ph.D.

[bob.sandmeyer@uky.edu](mailto:bob.sandmeyer@uky.edu)

pronouns: he/him/his

ph. 859-257-7749 (leave a message)

Two remarks on communications:

1. **Email Prof:** Email is preferred. Just click the "Email Prof" link at the top of every page in in Canvas. Do not send emails via the Canvas Inbox, since I probably won't see any of these emails. You may also call my office and leave a message.
2. **Response Time:** I will respond typically within 24 hours. Bear in mind, though, that I reply to emails only during business hours, i.e., M-F 9:00am – 5:00pm.

**Required Texts****Books:**

1. *The Essential Husserl: Basic Writings in Transcendental Phenomenology*. Edited by Donn Welton. Indiana UP, 1999. (ISBN: [978-0-2532-1273-3](#))
2. Max Scheler. *The Human Place in the Cosmos*. Northwestern UP, 2008. (ISBN: [978-0-8101-2529-2](#))
3. Martin Heidegger. *Being and Time*. 2nd rev ed. Translation by Joan Stambaugh. SUNY UP, 2010. (ISBN: [978-1-4384-3276-2](#))

**All other readings**

- available in Canvas via the [Daily Schedule](#) and located in [Files: Library](#).
  - Wilhelm Dilthey, *Ideas Concerning a Descriptive and Analytic Psychology*
  - Franz Brentano, *Psychology from an Empirical Standpoint*
  - Max Scheler - "The Nature of Philosophy"
  - Max Scheler - "Ordo Amoris"
  - Edmund Husserl - "Epilogue" to *Ideas I*
  - Edmund Husserl - "Phenomenology and Anthropology"
  - Martin Heidegger - Letter to William Richardson

**Sandmeyer's Online "Office" Hours****M, W, F 2:00pm - 3:00pm, E.S.T.****Schedule an Appointment:**[calendly.com/dr-sandmeyer/office-hours](https://calendly.com/dr-sandmeyer/office-hours)

(contact me, if scheduled times are inconvenient)

**Zoom Address (for meetings online):**[uky.zoom.us/my/bobsandmeyer](https://uky.zoom.us/my/bobsandmeyer)**Course Description**

This class is an introduction into phenomenology for advanced students of philosophy. Our focus will revolve around the work of three philosophers central to the founding of the phenomenological movement: (i) Edmund Husserl, (ii) Max Scheler, and (iii) (the earlier "phenomenological") Martin Heidegger. We will start the semester by examining the expression of a proto-phenomenology aka descriptive psychology in the works of Wilhelm Dilthey and Franz Brentano. We'll then turn to study Husserl, Scheler, and Heidegger in that order. Our reading of this figures will allow us to understand the basic ideas motivating the phenomenological movement generally.

Our aim will be to understand ideas central to the founding of phenomenology. The course will give students the background necessary to appreciate and/or vitally develop phenomenological work today. Entry into this course implies background knowledge of the history of

## Schedule

See the [Daily Schedule](#) for the daily agenda (the official calendar of the class).

1. Introductions
  - The Phenomenological Movement
  - Proto-phenomenology
    - Wilhelm Dilthey, *Ideas Concerning a Descriptive and Analytic Psychology*
    - Franz Brentano, *Psychology from an Empirical Standpoint*
2. Edmund Husserl
  - Transcendental Phenomenology
3. Max Scheler
  - Eidetic Phenomenology
4. Martin Heidegger
  - Hermeneutic Phenomenology

## Learning Outcomes

At the conclusion of this class, students will be able to:

- understand the plurality of conceptions of phenomenology at the origin of the phenomenological movement;
- formulate insightful analysis in class concerning complex and difficult reading material.
- clarify a philosophical position with precision in writing.
- evaluate the strengths and weaknesses of various philosophical positions, including their own.
- defend a thesis well orally and in writing.

## Grading

Students will be provided with a midterm evaluation grade (by the midterm date) that reflects course performance based on criteria laid out below.

### Grading Scale

A = 100% - 90%  
B = 89% - 80%  
C = 79% - 70%  
D = 69% - 60%  
F = ≤59%

1. Four 3 page analysis paper: minimum of one per unit
  - **Undergraduate students:** 40% total
    - undergraduates may drop the lowest scoring paper in this category
  - **Graduate students:** 20% total
2. Three 7 page papers: one on Husserl, Scheler, and Heidegger, each
  - **Undergraduate students:** 60% total
    - undergraduates may drop the lowest scoring paper in this category
  - **Graduate students:** 40%
    - graduate students may drop lowest scoring paper in this category
3. One 15-20 page final paper
  - Only **graduate students**
  - 40% of total grade

## Teaching and Learning in a Time of Crisis

The pandemic does not appear to be diminishing, and its impacts will be long lasting. Hence, in my opinion we are still operating in a time of crisis.

By definition, a crisis is a time of decision. While the virulence is currently waning in this country, local conditions can create unique difficulties. It is up to each of us to take responsibility for the decision to learn and expand ourselves in this unique setting and to make this

semester as successful as possible.

- First, I want to say that **if you ever need to talk to me**, please contact me ([bob.sandmeyer@uky.edu](mailto:bob.sandmeyer@uky.edu)). If you are struggling, I will do what I can to help you.
- There will be many uncertainties this semester. The key to confronting these is **consistent and clear communication** between the instructor and students.
  - Coursework
    - Follow the [Daily Schedule](#).
      - **Check this page regularly**, at least three times a week.
        - Alterations to this schedule will be indicated by the "Date of last update" marker at the top of the page.
        - Links to all readings and assignments will be embedded the [Daily Schedule](#).
      - Homework assignments will be announced in both the Daily Schedule and the Daily Lessons.
  - Class-wide messages
    - I will send messages to the class as a whole via the [Announcements](#) function in Canvas.
    - Make sure your Canvas settings push these notifications to your email or your phone: [check your notification settings](#).
  - Individual Communications
    - Send emails by clicking the "Email Prof" link at the top of every page in Canvas.
    - Or email the professor at [bob.sandmeyer@uky.edu](mailto:bob.sandmeyer@uky.edu)
      - Always include the phrase **"PHI516" in the subject of your email**.
      - Do not use Canvas Inbox for email communication.
  - Be Proactive
    - Contact me *before* a problem arises. I will try to do the same.
    - If you are unable to contact me in advance of an issue, you must - at the latest - contact me as soon as you return to the class.

## Academic Integrity

**Students shall not plagiarize, cheat, or falsify or misuse academic records.** The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>; see especially "Rights and Responsibilities" and "Academic Integrity." A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty.

See [Academic Offenses Rules for Undergraduate and Graduate Students](#) for official University policy regarding academic offenses. In short, as per the [Ombud's definition](#), academic integrity requires creating and expressing one's own ideas in all course work including draft and final submissions; acknowledging all sources of information properly; completing assignments independently or acknowledging collaboration (when collaborations are allowed); accurately reporting one's own research results; and honesty during examinations. Further, academic integrity prohibits actions that discriminate and harass on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation.

**By participating in this class, you accept the injunction not to cheat in any way. You also agree to comport yourself with integrity and honor throughout the semester.** You further agree to have all or some of your assignments uploaded and checked by anti-plagiarism or other anti-cheating tools. Further, each student affirms that they will act with honor and integrity to fellow students, the professor, and the course grader.

## Diversity, Equity, & Inclusion as Core Values

As faculty within the University of Kentucky, we in the Department of Philosophy are committed to our core values of diversity and inclusion, mutual respect and human dignity, and a sense of community ([Governing Regulations XIV](#)). We acknowledge and respect the seen and unseen diverse identities and experiences of all members of the university community (<https://www.uky.edu/regs/gr14>). These identities include but are not limited to those based on race, ethnicity, gender identity and expressions, ideas and perspectives, religious and cultural beliefs, sexual orientation, national origin, age, ability, and socioeconomic status. We are committed to equity and justice and providing a learning and engaging community in which every member is engaged, heard, and valued.

We strive to rectify and change behavior that is inconsistent with our principles and commitment to diversity, equity, and inclusion. If students encounter such behavior in a course, they are encouraged to speak with the instructor of record and/or the [Office of Institutional Equity and Equal Opportunity](#). Students may also contact a faculty member within the department, program director, the director of undergraduate or graduate studies, the department chair, any college administrator, or the dean. All of these individuals are mandatory reporters under University policies.

## COVID-19 Policies Regarding In-Person Instruction

- For the official policy from the University about spring 2022 operational plans, see the [Spring 2022 Guide](#)
- All individuals, irrespective of vaccine status, are required to wear [UK-approved face coverings](#) in the classroom and academic buildings (e.g., faculty offices, laboratories, libraries, performance/design studios, and common study areas where students might congregate). If UK-approved face coverings are not worn over the nose and mouth, students will be asked to leave the classroom.
  - Masks and hand sanitizer can be found in the class building, if needed
- Whenever feasible, students should socially distance, leaving a six (6) foot radius from other people.
  - Students should leave enough space when entering and exiting a room. Students should not crowd doorways at the beginning or end of class.
- If a student or students refuse these policies, in-person class may be canceled by the instructor until the situation is resolved to the satisfaction of the instructor and the Administration.

## Attendance & Make-Up Work

**Do not attend class if you are feeling unwell, or if someone with whom you've been in contact is feeling unwell. Contact me (via "Email Prof" above) before class or that same day, at the latest, if you miss class because of (suspected) illness.**

The University is officially back in-person this semester. Consequently, in-person attendance during class is required in this class. This means, you must attend in-person every day, unless the class has moved to an online modality. In the case of a changed modality, attendance confirmation will be altered accordingly but attendance everyday for the entire class period is still required. The instructor will take attendance at the beginning of each class to confirm class attendance. Students bear the responsibility for confirming their attendance at the beginning of class and of keeping track of their own attendance over the course of the term.

If a student misses two weeks of class (i.e., six class meetings) *unexcused*, then that student will receive a zero for the class and fail for the semester. A plea of ignorance either of this rule or of one's own attendance status is no excuse.

Per university policy SR 5.2.5.2.3.1, if a student has excused absences for the dates and times associated with more than one-fifth of the required interactions for a course (i.e., nine days), the student shall have the right to receive a "W." In these cases of extreme absence, the instructor will ask the student to withdraw from this course.

**Excused Absences:** *Senate Rules 5.2.5.2.1* defines the following as acceptable reasons for excused absences: (a) significant illness, (b) death of a family member, (c) trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit "reasonable cause for nonattendance" by the instructor of record. Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing (by email) of anticipated absences due to their observance of such holidays. If a student is required to be absent due to military duties, the Director of the Veterans Resource Center will verify the orders with the appropriate military authority, and on behalf of the military student, notify each Instructor of Record via Department Letterhead as to the known extent of the absence. In all cases, students should notify the professor of absences prior to class, whenever possible, and may be asked to verify their absences in order for them to be considered excused.

Excused absences for in-person participation include quarantine and other recommended/required absences by a medical, public-health, or government officials.

**Make-Up Work:** Students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence *within one week following the period of the excused absence* (except where prior notification is required); and for making up the missed work. According to *SR 5.2.5.2.2*, if a student adds a class after the first day of classes and misses graded work, the instructor will provide the student with an opportunity to make up any graded work without penalty. No late submissions will be allowed for students after one week of return to classes for excused absences, unless approved in writing by the instructor.

**Late Work:** Acceptance of late assignments due to excused absences are governed by the rules above. For late assignments due to unexcused absence(s), explanation of the reason for the late submission must be made in writing (by email) within one week of the original deadline of the assignment. The instructor will make a determination to accept or reject late submissions on a case-by-case basis. No late submissions due to unexcused absence(s) will be permitted after one week from the original deadline of the assignment.

## Accommodations

In accordance with federal law, if you have a documented disability that requires academic accommodations, please inform your instructor as soon as possible during scheduled office hours. In order to receive accommodations in a course, you must provide your instructor with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the [Multidisciplinary Science Building](#), Suite 407. You can

reach them via phone at (859) 257-2754, via email ([drc@uky.edu](mailto:drc@uky.edu)) or visit the DRC website ([uky.edu/DisabilityResourceCenter](http://uky.edu/DisabilityResourceCenter)). DRC accommodations are not retroactive and should therefore be established with the DRC as early in the semester as is feasible.

Email the professor a copy of your letter of accommodation as close to the beginning of the semester as possible.

### Prep Week

Per *Senate Rules 5.2.5.6*, the last week of instruction of a regular semester is termed "Prep Week." No exams or quizzes will be administered this week, as these are not permitted by University policy. However, class participation and attendance grades are permitted during Prep Week.

### University Resources Available

I also highly recommend looking at the UK Senate page detailing [Resources Available to Students](#). Given the stresses of the ongoing COVID-19 pandemic, I would like to bring your attention to one these resources, specifically.

- **The UK Counseling Center (UKCC)** provides a range of confidential psychological services to students enrolled in 6 credit hours or more, psychoeducational outreach programming (including QPR suicide prevention), and consultation to members of the UK community (students, faculty, staff, administrators, parents, concerned others). Please visit the [UKCC's website](http://uky.edu/counselingcenter) ([uky.edu/counselingcenter](http://uky.edu/counselingcenter)) for more detailed information or call (859) 257-8701.

### Class Recordings

See the University of Kentucky Senate page on [Classroom Recordings](#). The University of Kentucky [Code of Student Conduct](#) defines Invasion of Privacy as using electronic or other devices to make a photographic, audio, or video record of any person without their prior knowledge or consent when such a recording is likely to cause injury or distress. Video and audio recordings by students are not permitted during the class unless the student has received prior permission from the instructor. Any sharing, distribution, and or uploading of these recordings outside of the parameters of the class is prohibited. Students with specific recording accommodations approved by the [Disability Resource Center \(DRC\)](#) should present their official documentation to the instructor.

### Course Copyright

All original instructor-provided content for this course, which may include handouts, assignments, and lectures, is the intellectual property of the instructor. Students enrolled in the course this academic term may use the original instructor-provided content for their learning and completion of course requirements this term, but such content must not be reproduced or sold. Students enrolled in the course this academic term are hereby granted permission to use original instructor-provided content for reasonable educational and professional purposes extending beyond this course and term, such as studying for a comprehensive or qualifying examination in a degree program, preparing for a professional or certification examination, or to assist in fulfilling responsibilities at a job or internship; other uses of original instructor-provided content require written permission from the instructor(s) in advance.

### Final Remark

This syllabus is a contract between the professor and student. Participation in the class indicates the student understands and accepts the terms of this syllabus, i.e., the expectations and requirements laid out herein.

**PHI 516: 001**

Phenomenological Directions

**Spring 2022**[Syllabus](#)

MWF 1:00pm - 1:50pm (CB 217)

**Download Grade Tracking Excel Document****Daily Schedule**

(last update: 27 Apr)

<i>Date</i>	<i>Day</i>	<i>(links open at time of class)</i> <i>Lesson</i>	<i>(due on day listed)</i> <i>Homework</i>
Introductions			
01/10	Mon	<a href="#">Introductions</a>	
01/12	Wed	<a href="#">The Phenomenological Movement</a>	1. Read and Review <ul style="list-style-type: none"><li>◦ Syllabus</li><li>◦ Review Daily Schedule</li></ul> 2. Read <a href="#">Spiegelberg - The Phenomenological Movement</a> , Introduction (pp. 1-24, skip section "A" pp. 7-11)
01/14	Fri	<a href="#">zu den Sachen selbst (to the things themselves)</a>	1. Read <a href="#">Adolf Reinach - Concerning Phenomenology</a> , pp. 194-200, 210-216, & 218-221 2. Handouts: <ul style="list-style-type: none"><li>◦ <a href="#">Reinach - Concerning Phenomenology (Sandmeyer Outline)</a></li><li>◦ <a href="#">Husserl et. al. - Forward to Jarhbuch I</a></li></ul> 3. Recommended: <ul style="list-style-type: none"><li>◦ <a href="#">Spiegelberg - The Phenomenological Movement</a>, Adolf Reinach (1883-1917) - Phenomenological Ontology of Essences, pp. 191-196.</li></ul>
01/17	Mon	<i>No classes; MLK, Jr. Holiday</i>	
01/19	Wed	<b>Wilhelm Dilthey</b> , <a href="#">Ideas Concerning a Descriptive and Analytic Psychology</a>	1. Read <a href="#">Dilthey, Ideas</a> , Chapter 1 (pp. 23-41)
01/21	Fri		1. Read <a href="#">Dilthey, Ideas</a> , Chapter 4 (pp. 51-72)
01/24	Mon		1. Read <a href="#">Dilthey, Ideas</a> , Chapter 7 & 8 (pp. 81-106) 2. Recommended: read chapter 9 also, 106-17
01/26	Wed	<b>Franz Brentano</b> , <a href="#">Psychology from an Empirical Standpoint</a>	1. Read <a href="#">Brentano, Psychology</a> , II.I (pp. 59-77)
01/28	Fri		1. Read <a href="#">Brentano, Psychology</a> , II, IV (pp. 120-130)
01/28 - Last day to drop without a W or change grading option.			
01/31	Mon	(Brentano, <a href="#">Psychology</a> continued)	1. Read <a href="#">Brentano, Psychology</a> , II, VI & IX (pp. 150-155, 206-208)
02/02	Wed	<a href="#">Dilthey, Brentano, &amp; Reinach</a>	1. complete draft of 1st analysis paper
02/04	Fri	<a href="#">Online Meetings (sign-up here)</a>	1. <b>1st Analysis Paper: Brentano, Dilthey, or Reinach</b> (due by 11:59pm)
Edmund Husserl			
02/07	Mon	Intro: <a href="#">Phenomenological Psychology, Lectures SS 1925, "Introduction"</a>	1. Read <a href="#">Phenomenological Psychology</a> , pp. 1-22

02/09	Wed		1. Read <a href="#">Phenomenological Psychology</a> , pp. 22-37
02/11	Fri	Intro: <a href="#">Encyclopædia Britannica, "Phenomenology" (1927)</a> : Phenomenological Psychology and Transcendental Phenomenology	1. Read <a href="#">The Essential Husserl</a> , pp. 322-327
02/14	Mon	<i>Class canceled</i>	
02/16	Wed	Intro: <a href="#">Encyclopædia Britannica, "Phenomenology" (1927)</a> : Phenomenological Psychology and Transcendental Phenomenology	1. Read <a href="#">The Essential Husserl</a> , pp. 327-333 <ul style="list-style-type: none"> <li>◦ definitely read section II, pp. 327-333</li> <li>◦ I recommend you read section III, pp. 333-336.</li> </ul>
02/18	Fri	Intro: <a href="#">"Phenomenology and Anthropology" (1931)</a>	1. Read <a href="#">Husserl - Phenomenology and Anthropology</a> , pp. 485-495 <ul style="list-style-type: none"> <li>◦ I recommend you read the whole lecture, pp. 485-500.</li> </ul>
02/21	Mon	Phenomenology as Transcendental Philosophy ( <i>Ideas I</i> ) <a href="#">"Natural Attitude and Its Exclusion; Conscious as Transcendental"</a>	1. Read <i>The Essential Husserl</i> , pp. 60-79
02/23	Wed	Phenomenology as Transcendental Philosophy ( <i>Ideas I</i> ) <a href="#">"The Region of Pure Consciousness"</a>	1. Read <i>The Essential Husserl</i> , pp. 79-85
02/25	Fri	Phenomenology as Transcendental Philosophy ( <i>Ideas I</i> ) <a href="#">"Noesis and Noema"</a>	1. Read <i>The Essential Husserl</i> , pp. 86-96
02/27	Sun		1. <a href="#">2nd Analysis Paper</a> : Husserl ( <i>recommended deadline</i> )
02/28	Mon	Phenomenology as Transcendental Philosophy ( <i>Ideas I</i> ) <a href="#">"Question of Levels"</a>	1. Read <i>The Essential Husserl</i> , pp. 96-100
03/02	Wed	Phenomenology as Transcendental Philosophy ( <i>Ideas I</i> ) <a href="#">"Noema and Object"</a>	1. Read <i>The Essential Husserl</i> , pp. 102-108 ( <i>jump over "Expressive Acts," 100-102</i> )
03/04	Fri	<a href="#">paper meetings</a> (no in-person class)	1. <a href="#">2nd Analysis Paper</a> : Husserl ( <i>final deadline</i> )
03/06	Sun		1. <a href="#">1st Phenomenology Paper</a> : Husserl

### Max Scheler

03/07	Mon	<a href="#">"On the Essence of Philosophy"</a>	1. Read <a href="#">Scheler - "The Nature of Philosophy"</a> , pp. 69-80
03/09	Wed		1. Read <a href="#">Scheler - "The Nature of Philosophy"</a> , pp. 80-92
03/11	Fri		1. Read <a href="#">Scheler - "The Nature of Philosophy"</a> , pp. 93-104

03/14 - Academic Midterm

03/14	Mon	<i>No Classes. Spring Break</i>	
03/16	Wed		
03/18	Fri		
03/21	Mon	<a href="#">"Person" in Formalism</a>	1. Read <a href="#">Scheler - Formalism</a> , pp. 382-398
03/23	Wed		1. Read <a href="#">Scheler - Formalism</a> , pp. 398-415
03/25	Fri		1. Read <a href="#">Scheler - Formalism</a> , pp. 476-489
03/27	Sun		1. <a href="#">3rd Analysis Paper</a> : Scheler
03/28	Mon	<a href="#">The Human Place in the Cosmos</a>	1. Read <i>The Human Place in the Cosmos</i> , pp. 5-21



03/28 - Last day to withdraw from the University or reduce course load.

03/30	Wed	( <a href="#">HPC, continued</a> )	1. Read <i>The Human Place in the Cosmos</i> , pp. 21-35
04/01	Fri	<i>Class canceled</i>	
04/04	Mon	( <a href="#">HPC, continued</a> )	1. Read <i>The Human Place in the Cosmos</i> , pp. 35-51
04/06	Wed		1. Read <i>The Human Place in the Cosmos</i> , pp. 51-66
04/08	Fri	<a href="#">Paper meetings</a>	
04/10	Sun		1. <b><a href="#">2nd Phenomenology Paper</a>: Scheler</b>

### Martin Heidegger ("SZ" = marginal pagination [*Sein und Zeit*])

04/11	Mon	<a href="#">Being and Time: Intro I &amp; II</a>	1. Read <i>Being and Time</i> , First Introduction (SZ 1-15)
04/13	Wed		1. Read <i>Being and Time</i> , Second Introduction (SZ 15-40) 2. Read <i>Being and Time</i> , §83
04/15	Fri		1. see <a href="#">suggested paper topic questions</a>
04/17	Sun		1. <b><a href="#">4th Analysis Paper</a>: Heidegger</b> ( <i>Being and Time</i> Introductions)
04/18	Mon	<a href="#">Being and Time: Division One</a>	1. Being in the World, Worldhood of World §9-10, §12, §14-§18 (SZ 41-50, 52-59, 63-89)
04/20	Wed	<ul style="list-style-type: none"> <li>• Being in the World, Worldhood of World</li> <li>• Being-with, the 'They'</li> <li>• Being-In as such</li> <li>• Care as the Being of Dasein</li> </ul>	1. Being-with, the 'They', IV - §27 (SZ 113-130)
04/22	Fri		1. Being-In as such V. §28-§32, §34-35, §38 (SZ 130-153, 160-170, 175-180)
04/25	Mon		1. Care as the Being of Dasein, VI. §39-§42, §44(a)-(c) (SZ 180-200, 212-230)
04/27	Wed	<a href="#">in-class discussion</a>	1. <a href="#">paper meetings</a>
04/29	Fri	<i>Reading Day - no class</i>	
05/04	Wed	Final assignments due by 3:00pm EST	1. <b><a href="#">3rd Phenomenology Paper</a>: Heidegger</b>
5/07	Sat		1. <b><a href="#">Grad Student Final Paper</a>: Phenomenology</b> (due by 11:59pm)



## Sandmeyer – Course Materials – PHI516 Phenomenological Directions (Undergrad & Grad)

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### PHI516: Lesson Structure

The document included here demonstrate my **outcomes-based pedagogy**. First, it is important to note that PHI516 is a class that includes both advanced undergraduate and graduate students. My pedagogical approach accentuates differential learning. This is especially important toward achieving the primary outcome of developing students' ability to present their ideas clearly and concisely analyze a work verbally. The 02-lesson demonstrates the construction of my lesson plans, which facilitates this objective. I do not read a prepared lecture. Rather, I sketch out a lecture in bullet points. At the top of the lesson are the primary outcomes I want students to be able to accomplish from that discussion. The bullet-point structure of the lesson, which I provide to students before class and from which we work during the class, achieves two goals, at once. First, the outline structure of the presentation – correlated to the outcomes detailed at the top of the document – provide a clear frame for students to follow the logic of that lesson. Second, the bullet-point structure promotes discussion during class, as it inherently subdivides the lecture into parts. I aim in my lesson less to work through a prescribed amount of material and more around the goal of promoting students' skills at extemporaneous analysis. Note the inclusion of earlier outcomes in this lesson. The inclusion of these outcomes promotes the integration of previously achieved accomplishments into the current lesson. This approach allows students consciously to develop the skill at synthesis and analysis in verbal form.

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**PHI 516: 001**

Phenomenological Directions

MWF 1:00pm - 1:50pm (CB 217)

**Spring 2022**Syllabus

Lesson Date	Lesson Objectives	Homework for next lesson
<b>18 Feb Friday</b>	<p><b>With this lesson, students should be able to:</b></p> <ol style="list-style-type: none"> <li>explicate the following terms: <ol style="list-style-type: none"> <li>anthropologism</li> <li>natural attitude <ol style="list-style-type: none"> <li>naive attitude</li> </ol> </li> <li>transcendental philosophy</li> </ol> </li> <li>explain the epistemological principle motivating phenomenology;</li> <li>describe the phenomenological method of correlation-research.</li> </ol>	<ol style="list-style-type: none"> <li>Read <i>The Essential Husserl</i>, pp. 60-79 "Phenomenology as Transcendental Philosophy"</li> </ol>

**Readings & Resources In Use Today**

- [Husserl - Phenomenology and Anthropology](#)

Learning Objectives to Date		
<b><u>Feb 7-9</u></b> <i>Phenomenological Psychology (1925)</i>	<b><u>Feb 11-16</u></b> <i>Encyclopædia Britannica</i> "Phenomenology" 1927"	<b><u>Feb 18</u></b> "Phenomenology and Anthropology" (1931)
<ol style="list-style-type: none"> <li>describe the causality of motivation operative in descriptive psychology (i.e., the human sciences);</li> <li>explain the "marvelous paradox" at the heart of Dilthey's psychology;</li> <li><b>define psychologism;</b></li> <li>distinguish phenomenology from descriptive psychology.</li> <li>define intentionality and intentional analysis;</li> <li>distinguish the psychological-phenomenological method from the transcendental-phenomenological method.</li> </ol>	<ol style="list-style-type: none"> <li><b>gain a preliminary understanding the phenomenological reduction;</b></li> <li>describe phenomenological reflection (and distinguish it from 'self-observation');</li> <li><b>explicate the following terms</b> <ol style="list-style-type: none"> <li>epoché</li> <li>bracketing</li> <li>noema (cogitatum)</li> <li>noesis (cogito)</li> <li>[ego]</li> </ol> </li> <li>describe the method of eidetic reduction;</li> <li>distinguish psychological subjectivity from transcendental subjectivity.</li> </ol>	<ol style="list-style-type: none"> <li><b>explicate the following terms:</b> <ol style="list-style-type: none"> <li>anthropologism</li> <li>natural attitude <ol style="list-style-type: none"> <li>naive attitude</li> </ol> </li> <li>transcendental philosophy</li> </ol> </li> <li>explain the epistemological principle motivating phenomenology;</li> <li>describe the phenomenological method of correlation-research.</li> </ol>

The objectives in bold are recommended topics for your [next analysis paper](#).

**Analysis Paper Deadline:**

- Sunday, Feb 27 - recommended deadline
- Friday, Mar 4 - **final** deadline
  - (no submissions after the final deadline will be accepted)

## Husserl's Lecture, "Phenomenology and Anthropology" (1931)

### 1. Phenomenology and Anthropology

#### Introduction

"over the last decade some of the younger generation of German philosophers have been gravitating with ever increasing speed toward philosophical anthropology" (485)

- Edmund Husserl (1859-1938)
- Max Scheler (1874-1928)
  - *The Human Place in the Cosmos* (1928)
- Martin Heidegger (1889-1976)
  - *Being and Time* [*Sein und Zeit*, SZ] (1927)

Anthropologism & psychologism - variants of the same spurious epistemology

- critique of Heidegger - anthropologism
  - "Phenomenological philosophy is supposedly now to be constructed entirely anew from out of human Dasein" (486)
- critique of Locke (in *Encyclopedia Britannica* article) - psychologism
  - "In Locke, Descartes's transcendentally pure *mens* is changed into the "human mind," whose systematic exploration through inner experience Locke tackled out of a transcendental philosophical interest. And so he is the founder of psychologism - as a transcendental philosophy founded through a psychology of inner experience." (EB article, 328)
- Philosophy and Argument against Psychology
  - "the method that philosophy requires on principle for its own grounding must be prefigured in the very essence of philosophy, in the fundamental sense of its task." (486)

#### Psychologism, defined

The theory that psychology is the foundation of philosophy, and that introspection is the primary method of philosophical enquiry. First propounded in the early 19th century by the German philosophers J.K. Fries and F.E. Beneke as an interpretation of philosophy in general, psychologism has since been particularly associated with a tendency in logic. J.S. Mill's *System of Logic* (1843), for examples, claims that all mathematical axioms and principles of logic are revealed by introspection. However, though there remain traces of psychologism in Russell's work, contemporary logic is largely founded on the severe antipsychologism of logicians such as Frege

and Carnap.

Flew, Anthony. *A Dictionary of Philosophy*. New York: St. Martins Press, 1979, 272.

The prolegomena <Husserl, *Logical Investigations*, Vol. I> are a sustained and effective critique of *psychologism*, the doctrine that reduces logical entities, such as propositions, universals, and numbers, to mental states or mental activities.

Audi, Robert, ed. *The Cambridge Dictionary of Philosophy*. Cambridge: Cambridge University Press, 1999, 404.

## The Idea of Philosophy

The old objectivist idea of philosophy: pre-Cartesian philosophy

- a creation of the Greek spirit: attitude of *thaumazein* (wonder)
  - "the teleological notion of philosophy (or science) ... over a long process of development ...
    - "we give the name philosophical only to those sciences that generally deal with questions about everything that is" (487)
    - "philosophy ... for absolute and definitive truths that surpass all forms of relativity" (487)
  - Philosophy knowledge requires
    - "a universal a priori knowledge of the world" (487)
      - universal knowledge of essential possibilities
    - "pure mathematics and mathematical natural science have allowed us to see ... sphere, exactly what it was that the original objectivistic idea of philosophy/science was striving for" (488)
  - Formal and material science
    - logic, i.e., formal ontology - "a universal rational knowledge of whatever is" (488)
      - the new subjective-transcendental ideal of philosophy did not attack this formal ideal of philosophy
    - philosophy, i.e., material ontology - "the science of the totality of real things" (488)

the new subjective-transcendental idea of philosophy: post-Cartesian philosophy

- New domain of scientific inquiry: the dimension of the transcendental
  - opened up by "Descartes' regress from this pre-given world to the subjectivity that experiences the world" (488)
    - "the old, traditional concepts, alien as they are to the essence of the new dimension, cannot grasp it; rather, they only misconstrue it." (488-89)
  - transcendental motivation
    - "All of modern philosophy springs from Descartes' *Meditations*" (489)

## Transcendental Phenomenology

- Principle of all principles
- "I must let no previous judgment, no matter how indisputable it may seem to be, go unquestioned and ungrounded." (490)
- *Ideas I*
  - "No conceivable theory can make us err with respect to the principle of all principles: that every originary presentive intuition is a legitimizing source of cognition, that everything originally (so to speak, in its 'personal' actuality) offered to us in 'intuition' is to be accepted simply as what it is presented as being, but also only within the limits in which it is presented there." (Husserl, *Ideas I* - Kersten translation, 44)
- **Philosophy**
  - an autonomous science
    - Cf. Scheler

- "I shall on the other hand call any philosophy whose constitution avoids these faults and is genuinely free of presumptions *autonomous* philosophy, i.e. philosophy which seeks and finds its essence and principle exclusively through itself, in itself and its constitution." (Scheler, "The Nature of Philosophy," 70)
  - justified apodictically
  - presuppositionlessness
    - "giving it an ultimate grounding through the activity of raising and answering questions" (490)
- The natural attitude
  - "a universal belief in being flows through and sustains my entire life. Quite unnoticed, this belief immediately infiltrates my view of philosophy as well." (490)
    - "I must submit it to questioning." (490)
  - epoché
    - "what is demanded of us - or of me the meditating· and philosophizing ego - is **a universal epoche regarding the being of the world**, including all the individual realities that one's experience (even one's consistently harmonious experience) submits as actual." (491)
    - "the validity of my entire world-experience has been put aside - and yet it is still experience." (491)
    - transcendental question
      - "am I now standing/ace to face with the nothing?" (491)
        - "in contrast to the being of the world, I as this apodictic ego am that which in and of itself is prior, insofar as my being as this ego remains unaffected by whatever status the validity of the world's being" (491)
        - "now that this world is and must remain in question, so also my being as a human being - amidst other humans and other realities in' the world - has to remain in question as well, submitted to the epoche." (491)
- Regress to the I qua transcendental solitude
  - "I am the ego that certainly continues to live its life within universally available experience but that brackets the validity of the being of that experience." (492)
    - "world is now a 'bracketed' world" (492)
    - "this consciousness is now transcendently reduced" (492)
  - "in the final analysis **everything depends on the initial moment of the method**, the phenomenological reduction. The reduction is the means of access to this new realm, so when one gets the meaning of the reduction wrong then everything else also goes wrong" (493)
    - "to take oneself as a human being already presupposes an acceptance of validity of the world" (493)
  - "the world had to become our focus in a new way, at a whole level deeper." (494)
    - "I have lost nothing" (495)
    - "The world continues to appear the way it used to appear; life in the world is not interrupted" (492)
- Phenomenological reduction
  - "as transcendental Ego I am the absolute subject of, and the subject responsible for all of my validations of being." (494)
    - "What now becomes my focus - and this can happen only through the epoche - is my transcendental Ego, its transcendental cogitationes, and thus the transcendently reduced lived experiences of consciousness in [172] all their typical forms, along with my current cogitata qua cogitata as well - everything of which I am presently conscious, as well as the ways in which I am conscious of it, although always within the bounds of the epoche" (492)
  - "**transcendental relativity of all being**" (495)
    - "We must embark on a systematic study of concrete transcendental subjectivity" (496)
      - "as a first step I need to comprehend essential forms of my conscious lived experiences in terms of their immanent temporality" (496)

- **transcendental clue:** "thing that is naïvely given to us as one thing" (497)
  - "I must direct my gaze toward a bewildering multiplicity of subjective modes of consciousness, which as such belong in each case to one and the same object that I am conscious of and intend in those modes of consciousness; and these modes of consciousness belong together thanks to the *synthesis of identity*, that necessarily enters into the process" (496)
- Method of Correlation-Research
  - **two poles**
    - noema: "the ego in the natural, worldly attitude is always in one way or other directed to and involved with some object that is already given to it" (497)
    - noeses: "the ego can reflectively turn its thematic gaze around; it can intentionally bend its questioning back around and through systematic explanations make its own production of unity visible and understandable" (497)
  - "the hermeneutic of conscious life" (497)
- transcendental strata
  - a first level of investigation
    - "requires an extraordinarily difficult method for abstractively stratifying the transcendental sphere" (498)
  - a fundamental and essential distinction shows up
    - "from out of myself as the one constituting the meaning of being within the content of my own private ego that I attain the transcendental other as someone just like me" (498)
    - transcendental intersubjectivity
      - "that which, within its communalized transcendental life, first constitutes the world as an objective world, as a world that is identical for everyone." (498)

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(End of Lesson)

## Sandmeyer – Course Materials – PHI516 Phenomenological Directions (Undergrad & Grad)

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### PHI516: Scaffolded Writing

The structure of the writing assignments in this class reflects a fundamental principle at work in my pedagogy of paper writing. Good writing is the product of rewriting. However, one cannot assume that students understand how to rewrite their work or that they have the techniques to accomplish this. Consequently, the pedagogy of writing in my advanced classes aims to provide the skills and experience of doing just this.

The writing assignments in this class fall into two general categories. For simplicity's sake, class content is organized around particular philosophers. For each philosopher studied then, students write one 3-page analysis paper and one 7-page thesis defense paper. The 3-page analysis paper assignment is framed as a subordinate element of the longer 7-page paper. This scaffolded approach to writing encourages students (i) to identify a central theme in the readings, (ii) to analyze concepts or ideas fundamental to this theme, and (iii) to elaborate and critically assess this theme. Individual paper meetings are held whenever the analysis paper is complete but before the student begins the longer paper. Further, lessons are devoted at important intervals in the semester to developing paper ideas, introducing techniques of paper evaluation and improvement, and studying examples of clear, concise, and elegant writing.

Graduate students must complete a longer, comprehensive paper at the end of term. As per the structure of the other assignments, the shorter 7-page papers may be incorporated into this more comprehensive paper. Hence, all students gain good experience producing concise, precise, and elegant short pieces. Every student practices rewriting and refines the skill of rewriting. And graduate students develop the skill of building sustained arguments out of shorter pieces.



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**PHI 516: 001**  
Phenomenological Directions

**Spring 2022**  
[Syllabus](#)

MWF 1:00pm - 1:50pm (CB 217)

[Download Grade Tracking Excel Document](#)

## 2nd Analysis Paper

**Husserl:**  
**Phenomenological Psychology & Transcendental Phenomenology**

**Goal:** Analyze a concept or theme.

**Deadline:**

- Sunday, Feb 27 - *recommended* deadline
- Friday, Mar 4 - **final** deadline
  - (no submissions after the final deadline will be accepted)

**Length:** Your paper should be **1,050 (not 1,500)** words or about 3 pages. Use Times New Roman 12pt font and standard 1" margins.

**Explanation of Task:**

1. Precision
  - Focus on a singular concept or theme. Bear in mind, you are not as much arguing for a thesis than clarifying a theme.
  - Choose a concept or theme fundamental to the main ideas in the texts we've read.
    - see the Learning Objectives in the lessons as your guide.
2. Evidence & Organization
  - Select evidence from the text(s) which provides a nuanced presentation of your theme.
  - Use evidence to support your analysis and not the reverse; that is, the evidence should corroborate your analysis.
3. Clarity
  - The primary aim of this paper is to provide a clear account of a simple concept or theme.
  - Clarity requires that your sentence structure should tend toward brevity.

**Recommended Process**

1. Identify the concept or theme you wish to analyze. Carefully reread the textual passage or passages directly relevant to that concept or theme.
  1. You may wish to outline these passages for your own understanding.
2. Produce a draft of the analysis paper. This draft should be something you'd be willing to submit.
  1. Pay close attention to your paragraph structure. Rule of thumb: one paragraph = one idea
3. Set this draft aside for at least one day to get some space from it.
  1. You may submit this, if you would like me to help you edit it for clarity and precision.
  2. Schedule an appointment with me (see email prof link at top of page) or [Robert E. Hemenway Writing Center](#) to discuss this draft.
4. Revise draft for content.

1. Consider especially the structure of your presentation. Outlining of a working draft allows you think through the organization and structure of your argument.

1. Excise elements inessential to the analysis.

2. Set this aside (i.e., get some space from it).

5. Revise draft for language.

6. Submit final product online by final deadline.

1. I will not accept papers emailed to me; they must be submitted via Canvas.

## Evaluative Rubric

	<i>Rich</i>			<i>Poor</i>
	(A) Exemplary	(B) High Achievement	(C) Satisfactory Achievement	(D) Inadequate
<b>Precision</b> (Focus)	Issue/problem to be considered critically is stated clearly and explicated precisely in a manner that explains theme's fundamental importance.	Issue/problem to be considered critically is stated in a manner that does clearly articulates theme and its importance but introduces issues of outside boundaries of fundamental concern.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
<b>Evidence</b>	Uses <i>and synthesizes</i> evidence in an integrated way to reveal insightful integration and clear critical engagement with course source materials.	Organizes evidence to reveal theme but omits important textual evidence necessary to clarification of theme.	Organizes evidence, but the organization is not effective in revealing theme.	Lists evidence, but it is not organized and/or is unrelated to focus.
<b>Clarity</b> (Control of Syntax and Mechanics)	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free.	Uses straightforward language that generally conveys meaning to readers. The language has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

## Grading

- Scoring per Outcome
  - *Exemplary* = 10 - 9 points
  - *High Achievement* = 9 - 8 points

- *Satisfactory Achievement* = 8 - 7 points
- *Inadequate* = 7 - 6 points
- Cumulative Score:
  - A paper or *Exemplary* = 30 - 27 points
  - B paper or *High Achievement* = 26.99 - 24 points
  - C paper or *Satisfactory Achievement* = 23.99 - 21 points
  - D paper or *Inadequate* = 20.99 - 18 points
  - < 18 points: *Fail*
- See the [course syllabus](#) for the grading scale used in this class.

## Upload and Formatting Requirements & Deductions

Double-check your submission follows these requirements and understand the automatic deductions *before* uploading your essay.

### Upload and Formatting Requirements

1. Papers must be submitted either as Word documents with the extension .docx or .doc, or PDF documents. No other format is acceptable.
  - Upload to Canvas as a single document, which includes both your piece of writing and a works cited section.
2. Paper formatting requirement
  - Margins: 1" top/bottom and left/right.
  - Font: Times New Roman, 12 pt
  - Pagination: each page should be numbered. Number should be placed bottom center.
  - Line Spacing: Paper should be double-spaced.
3. First three lines of document:
  - First Line: Student's Name and Course Number:
    - Example: Student name: Bob Sandmeyer - PHI516
  - Second Line: "By submitting this essay, I attest that it is my own work, completed in accordance with University regulations."
  - Third Line: Word Count, e.g., "Word Count: 1,007 words"
    - don't include in the word count:
      - first three lines
      - works cited section
  - Do *not* create a cover page.
4. Citation Requirement:
  - As required by evidence criteria, cites properly from at least one relevant material source.
  - Includes works cited section at conclusion of essay.

### Automatic Deductions

#### Upload and Formatting Requirements

2.5% for each of the upload and formatting requirement not followed

#### Late Submission Policy

100% No submissions later than the final deadline will be accepted

**PHI 516: 001**  
Phenomenological Directions

**Spring 2022**  
[Syllabus](#)

MWF 1:00pm - 1:50pm (CB 217)

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## 1st Phenomenology Paper

### Husserl

**Goal:** Advance a thesis and marshal textual and logical evidence to support your claim.

**Deadline:** Sunday, March 6th, by 11:59pm E.S.T.

- this assignment will remain open until Friday, March 11th, 11:59pm
- late papers, i.e., papers submitted after the March 6th deadline, will not be penalized
- no papers will be accepted after March 11th at 11:59pm

**Length:** Your paper should be approximately **2,450 words** or **about 7 pages**. Use Times New Roman 12pt font and standard 1" margins.

### Explanation of Task:

#### 1. Thesis

- This is a singular proposition, oft reiterated at the beginning and end of the paper, which expresses the claim for which you are arguing.
- The thesis claim encompasses the whole argument of the paper. That is to say, every element of the paper bears a direct and clearly articulated subordinate relation to this claim.

#### 2. Evidence

- Select evidence from the text(s) which provides a nuanced critical articulation of your theme.
- Do not include evidence which is tangential or irrelevant to the main thesis.

#### 3. Organization

- In a thesis defense paper, you are to present an extended argument. Your thesis is but one conclusion of many. That is to say, it is that conclusion to which all other conclusions are subordinate.
  - The governing thesis is the [terminus ad quem](#) of the paper, i.e., the finishing point which defines the development of your argument.
- Make explicit how to develop your thesis in your paper.
  - If you treat something first, why must this be dealt with first? What follows from this, and why does this second point of your analysis follow from the first, etc.

#### 4. Clarity

- A significant aim of this paper is to provide a clear account of a unitary theme.
- Clarity requires that your sentence structure should tend toward brevity.

### Recommended Process

1. Articulate central question you wish to address. This identifies a manageable topic area. Use the learning objectives as guide
2. Carefully reread the textual passage or passages directly relevant to that theme.
  1. You may wish to outline these passages for your own understanding.
3. Draft a preliminary thesis statement.
  1. This is the basic or organizing claim for which you will argue in your paper.

4. Produce a draft of the analysis paper. This draft need not be something you'd be willing to submit.
  1. Pay close attention to your paragraph structure. Rule of thumb: one paragraph = one idea
5. Set this draft aside for at least one day to get some space from it.
  1. You may submit this, if you would like me to help you edit it for clarity and precision.
  2. Schedule an appointment with me (see email prof link at top of page) or [Robert E. Hemenway Writing Center](#) to discuss this draft.
6. Revise draft for content.
  1. Consider especially the structure of your presentation. Outlining of a working draft allows you think through the organization and structure of your argument.
    1. Excise elements inessential to the analysis.
  2. Set this aside (i.e., get some space from it).
7. Revise draft for language.
8. Submit final product online by final deadline.
  1. I will not accept papers emailed to me; they must be submitted via Canvas.

## Evaluative Rubric

	<i>Rich</i>			<i>Poor</i>
	(A) Exemplary	(B) High Achievement	(C) Satisfactory Achievement	(D) Inadequate
<b>Thesis</b>	States a clear and distinct thesis which is a logical extrapolation from the evidence presented in paper.	States a clear thesis which is derived from but not entirely warranted by evidence presented in paper.	States a general thesis which addresses paper question imprecisely.	States an ambiguous, illogical, or unsupportable thesis.
<b>Evidence</b>	Uses <i>and synthesizes</i> evidence in an integrated way to reveal insightful integration and clear critical engagement with course source materials.	Most evidence used effectively but omits important textual evidence necessary to clarification of theme.	Application of evidence is not entirely effective in critically analyzing theme.	Lists evidence, but it is not organized and/or is unrelated to thesis.
<b>Organization</b>	Organizes content appropriately and effectively from beginning to end.	Organizes content appropriately and effectively throughout much of the paper with only insignificant tangents or irrelevancies.	Organizes appropriate and relevant content to develop and explore ideas, with at least one significant deflection from main argument.	Inappropriate or irrelevant content in major sections of the work.
<b>Clarity</b> (Control of Syntax and Mechanics)	Uses graceful language that skillfully communicates meaning to readers with clarity and	Uses straightforward language that generally conveys meaning to readers. The language has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

fluency, and is  
virtually error free.

## Grading

- Scoring per Outcome
  - *Exemplary* = 10 - 9 points
  - *High Achievement* = 9 - 8 points
  - *Satisfactory Achievement* = 8 - 7 points
  - *Inadequate* = 7 - 6 points
- Cumulative Score:
  - A paper or *Exemplary* = 40 - 36 points
  - B paper or *High Achievement* = 35.99 - 32 points
  - C paper or *Satisfactory Achievement* = 31.99 - 28 points
  - D paper or *Inadequate* = 27.99 - 24 points
  - < 24 points: *Fail*
- See the [course syllabus](#) for the grading scale used in this class.

## Upload and Formatting Requirements & Deductions

Double-check your submission follows these requirements and understand the automatic deductions *before* uploading your essay.

### Upload and Formatting Requirements

1. Papers must be submitted either as Word documents with the extension .docx or .doc, or PDF documents. No other format is acceptable.
  - Upload to Canvas as a single document, which includes both your piece of writing and a works cited section.
2. Paper formatting requirement
  - Margins: 1" top/bottom and left/right.
  - Font: Times New Roman, 12 pt
  - Pagination: each page should be numbered. Number should be placed bottom center.
  - Line Spacing: Paper should be double-spaced.
3. First three lines of document:
  - First Line: Student's Name and Course Number:
    - Example: Student name: Bob Sandmeyer - PHI516
  - Second Line:
    - "By submitting this essay, I attest that it is my own work, completed in accordance with University regulations."
  - Third Line: Title and Word Count
    - Example: Husserl's Theory of Reflection (2,374 words)
    - don't include in the word count:
      - first three lines
      - works cited section
  - Do *not* create a cover page.
4. Citation Requirement:
  - As required by evidence criteria, cites properly from relevant source material.

- For simplicity, I recommend using the [Chicago Manual of Style](#):
  - In text, use the "Shortened Notes" style.
  - Works cited, use the "Bibliographic" style.
- Includes works cited section at conclusion of essay.

### **Automatic Deductions**

#### Upload and Formatting Requirements

2.5% for each of the upload and formatting requirement not followed

#### Late Submission Policy

0% **no penalty for submissions anytime before March 11 at 11:59pm**

100% no paper will be accepted after March 11 at 11:59pm



## **Sandmeyer – Course Materials – PHI516 Phenomenological Directions (Undergrad & Grad)**

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### **PHI516: Student Work**

The paper submissions included here are correlated to the assignments in section 2 of this packet. What is absent in these documents is the personal interaction between professor and student on their paper submissions, which occurs at a higher frequency and with greater intensity than in my other classes. In advanced classes, paper evaluation is conducted primarily in person. Nevertheless, the model of paper evaluation employed in my advanced classes follows that laid out in my lower-level classes. That is, I create a single rubric for each paper type. As students submit numerous papers of the same type, this allows me to focus my evaluative comments and recommendations on improving the individual skills of the writer for that type of assignment. Evaluation occurs progressively over the course of the semester. Students are tasked with making improvements based on previous work, and thus the evaluation of each new assignment proceeds from the evaluation of earlier submissions.

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Dr. Sandmeyer

PHI: 516 Phen. Directions

4 February 2022

### Husserl and the epoché

Throughout Husserl's development of his idea of transcendental phenomenology, he posits the idea of an epoché as necessary for taking the phenomenological view of the world or the phenomenological attitude. To get to the phenomenological attitude, according to Husserl, one must undergo the process of the phenomenological reduction which is reliant on the epoché, as a first step. Through this, Husserl, describes the epoché as the suspension of the belief that the world exists, in order to examine the world as such. In doing so, he posits the epoché as a way to get to a deeper understanding of the world through transcendently pure data that the individual is forced to stand face to face with.

To begin, Husserl posits the epoché as the suspension of the belief that the world exists. The epoché requires the phenomenologist to inhibit "every judgmental drawing-in of the world as it "exists" for him straightforwardly" (Husserl, *The Essential*, 325). This is a clear demarcation in Husserl's work, he is not asking the phenomenologist to deny the existence of the physical object, instead, he is asking for something less radical: a suspension of belief. The inhibiting here is a bracketing off of the belief, which is necessary for the epoché. In the view under this epoché what is left to be grasped is "myself precisely as ego" and "that is inseparable

from me as this ego” (Husserl, *Psychological*, 491). Therefore, not only is it necessary to bracket off the existence of the object(s) in question, but one must also bracket the belief of themselves as worldly beings. The suspension of these beliefs separates the individual from that which they cannot be confident of: the validity of existence.

The bracketing Husserl prescribes in the epoché leaves the question: what exactly is that which the individual is left to face after conducting this bracketing? In Husserl’s view of transcendental phenomenology, the individual is left face to face with the ego and everything inseparable from it. Therefore, the individual is left with the experience of consciousness within the bracketing, which is “everything of which I am presently conscious, as well as the ways in which I am conscious of it” (Husserl, *Psychological*, 492). While the individual under the epoché is including everything they are presently conscious of, it is still within the limitations of the epoché. In other words, there is no existence posited within their consciousness. Thus, the field of experience that is opened is “the world as given in consciousness” (Husserl, *The Essential*, 325) or the object as such. As such, in this context, is the way the consciousness apprehends the object(s) in question, whether that be through perception, remembering, judging, etc. Within the epoché the as such becomes what, under the natural attitude, an individual would take up as the real object. Instead of discerning features from the real, an individual that has bracketed off the existence would discern from the object(s) as such.

Husserl’s idea of the epoché is furthered through the discussion of the universality of the bracketing. He continuously calls the epoché the “universal epoché of the world” (Husserl, *The Essential*, 325). Thus, the epoché is not simply a single suspension of belief taken every time one perceives an individual object. Instead, it is a universal suspension of the existence of the world.

However, the epoché does not leave the individual face to face with nothing, instead, it pushes them face to face with the ego and all that is inseparable from the ego. Thus, the ego is still held within the bracketing and the world as such becomes our focus. For example, imagine an individual standing under a lamppost late at night. The individual perceiving this individual in the natural attitude presumes the actuality of the existence of the individual and some real relation between the perceiver and the perceived. If upon further reflection, the individual was simply a hallucination, this real relation would be absent. However, the individual operating within the phenomenological attitude is not concerned with the actuality of existence as it has been bracketed off. The relation between the perceived and perceiver remains.

Despite the bracketing off of the world, the world is not cut off from the object as perceived. Taking the individual under the lamppost as an example, the individual as perceived are not complete without the light shown on them or the environment which surrounds them because they present as existing within the world. In other words, the perceived is not perceived absently, instead, it is the perceived as such within the context of the world. As Husserl puts it, the object does not lose “all these moments, qualities, and characteristics with which it was appearing in this perception” (Husserl, *The Essential*, 89). This is an inherent part of the universal epoché, the context within which the object is presenting. The context in which the object is perceived leads to the further study that Husserl posits phenomenology will lead to. He explains that “[P]henomenology has to do, not with objects simpliciter in an unmodified sense, but with noemas as correlates of noeses” (Husserl, *The Essential*, 108). Here correlation research is proposed between the objects as such (noemas) and the perceiving acts (noeses) because the study is turned towards the perceiving and perceived as such, the context surrounding them is inseparable from the study of them. Therefore, we approach the study with “transcendentally

pure data” (Husserl, *The Essential*, 331), which is not reliant on existence to provide information. Taking the phenomenological attitude one can study the perceived as such within the context of the world, to reach pure data which does not rely on the existence of the perceived.

In conclusion, Husserl’s idea of the epoché, is the concept of the suspension of the belief of the existence of the world. Instead, the epoché replaces the world as existing with the world as such. Thus, the individual operating with this universal epoché is forced to view only their ego and what is inseparable from it. Ultimately, the individual leaves behind the natural attitude and in its place takes up the phenomenological attitude. By undergoing this change in attitude, one is more aptly able to study the phenomena perceived without the reliance on the validity of existence, which leads to a study based on pure data.

### Works Cited

Husserl, Edmund, and Donn Welton. *The Essential Husserl: Basic Writings in Transcendental Phenomenology*. Lightning Source UK Ltd., 2013.

Husserl, Edmund, et al. *Psychological and Transcendental Phenomenology and the Confrontation with Heidegger (1927-1931): The Encyclopaedia Britannica Article, the Amsterdam Lectures "Phenomenology and Anthropology," and Husserl's Marginal Notes in Being and Time, and Kant and the Problem of Metaphysics*. Kluwer Academic Publishers, 1997.

By submitting this essay, I attest that it is my own work, completed in accordance with University regulations.

Word Count: 2,219

Husserl's phenomenology purports to be a rigorous science. In order to ensure the rigor of this new science of the a priori, Husserl devised a new method of philosophizing. The move which is key to Husserl's new method, the phenomenological reduction, is the phenomenologist's leading-back-to transcendental subjectivity. In order to understand how Husserl's phenomenology is a transcendental philosophy, this paper will be an exposition of the phenomenological epoché and the field of research which it opens up, namely transcendental subjectivity. By understanding the origins of the epoché, Husserl's alignment with the Cartesian tradition, and the phenomenological residuum which remains untouched by the suspension of positing, I will show in what sense Husserl's phenomenology is transcendental.

In understanding any concept it is useful to understand its origins. By understanding the history of the concept of epoché, we might situate Husserl's use and understanding of the term within the history of philosophy. The term epoché was originally a technical term in Hellenistic Skepticism, usually rendered from the Greek as "suspension of judgment." Skepticism, like all other ancient philosophical traditions, was a way of life. The Skeptics' epistemology and metaphysics were intimately linked with and informed their ethics, or way of life. Sextus Empiricus, in his *Outlines of Scepticism*, says that as skeptics, "we come first to the suspension of judgement and afterwards to tranquility."<sup>1</sup> Sextus thought that any position could be shown to have arguments for and against it, both of equal weight. Because positions or opinions had as much going for them as they did going against them, Skeptics withheld assent and suspended

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<sup>1</sup> Sextus Empiricus, *Sextus Empiricus: Outlines of Scepticism*, 1 ed. (Cambridge University Press, 1994), 4.



judgement. By not assenting to any opinion, the Skeptics could lead a life free of disturbance.

Sextus understands the epoché as a “standstill of the intellect, owing to which we *neither reject nor posit anything* (emphasis added).”<sup>2</sup>

Husserl uses the term epoché in a quite similar sense to that of the Hellenistic Skeptics. Though Husserl appropriates the term from the Skeptics, he’s not seeking to gain a state of *ataraxia* as the Skeptics were. Husserl finds the Skeptics’ concept of the epoché useful in his philosophical project, but aligns himself much more with the Cartesian tradition. Descartes’ philosophical approach is headed in a Husserlian direction but ends up a bit misguided. Husserl teases out the aspects of Descartes’ method that align with his own approach, objecting to the missteps that Descartes makes. Husserl explicitly differentiates the epoché from Cartesian doubt, which attempts a universal negation of all that is possibly dubitable.

In the first of his *Meditations*, Descartes says that “for the purpose of rejecting all my opinions, it will be enough if I find in each of them at least some reason for doubt.”<sup>3</sup> So, if an opinion is at all dubitable, it must be rejected. Descartes begins by attempting to simply abstain from assenting. This is difficult for Descartes as beliefs such as his really being in his gown by the fire are so habitually ingrained in him and taken for granted. He says, “I shall never get out of the habit of confidently assenting to these opinions, so long as I suppose them to be what in fact they are, namely highly probable opinions.”<sup>4</sup> In dire want not to be deceived, Descartes resolves to “turn [his] will in completely the opposite direction and deceive [himself], by pretending for a time that [his] former opinions are utterly false and imaginary.”<sup>5</sup> Descartes’ attempt to withhold assent turns into a universal doubt. He ends up deciding:

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<sup>2</sup> Empiricus, *Sextus*, 5.

<sup>3</sup> Rene Descartes, *Meditations 1&2*, trans. John Cottingham, 1, <https://rintintin.colorado.edu/~vancecd/phil201/Meditations.pdf>.

<sup>4</sup> Descartes, *Meditations*, 3.

<sup>5</sup> Descartes, *Meditations*, 3.

I will suppose then, that everything I see is spurious. I will believe that my memory tells me lies, and that none of the things that it reports ever happened. I have no senses. Body, shape, extension, movement and place are chimeras.<sup>6</sup>

Rather than setting his beliefs in physicality, accuracy of memory, and the world at large to the side, he supposes they are false, negating them.

Husserl thinks that Descartes is on to something, but believes that the impetus toward negation is a step in the wrong direction. Before explaining Husserl's critique of the Cartesian method, we must first understand what exactly Husserl proposes the phenomenologist withhold judgment about. Rather than negating the objective world and the transcendent objects within it, as phenomenologists, "*We put out of action the general positing which belongs to the essence of the natural attitude.*"<sup>7</sup> A positing is simply the directedness toward something. All consciousness in the natural attitude consists of at least one positing, and often a multitude. In the natural attitude, in which we are so often and firmly ingrained, we always take ourselves as existing, and as existing in an actual world of truly transcendent objects. This is a universal presupposition of the natural attitude; as within any positing, say for instance the striving toward something, we are always also positing that we objectively exist, as does that which we are striving toward. This is precisely why Husserl calls it a "general" positing, meaning it is universal. Positing in the natural attitude is not an aggregate, not a compilation of positing a multitude of individual objects as existing. Rather, positing is pervasive. This is why Husserl says that, in the natural attitude, "I effect cogitationes, acts of consciousness in both the broader and narrower sense and these acts, as belonging to this human subject, are occurrences within the same natural actuality."<sup>8</sup> So, in

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<sup>6</sup> Descartes, *Meditations*, 3.

<sup>7</sup> Edmund Husserl, *The Essential Husserl: Basic Writings in Transcendental Phenomenology (Studies in Continental Thought)*, ed. Donn Welton. trans. Frank Kersten, Illustrated ed. (Bloomington: Indiana University Press, 1999), 61.

<sup>8</sup> Husserl, *Essential*, 67.

performing the epoché, we suspend the positing of ourselves as human subjects as well as the existence of the “natural actuality” to which we belong.

To properly understand the performance of the epoché, we must describe its two moments. The epoché consists of what Husserl calls bracketing and suspension. In order to properly distinguish between these two moments of the epoché, we must first distinguish *noema* and *noesis*. When we speak of these two terms, *noesis* and *noema*, we are already operating within the phenomenological reduction. *Noema* is the sense content or object which we are intended toward. *Noesis* is the experiencing of the content or object in consciousness. Bracketing is the parenthesizing of the *noema*, as in phenomenology we are not concerned with any particular object of consciousness. We put in parentheses the sense that the object has as a worldly object which is transcendent of consciousness. Husserl chooses the term bracketing as he was originally a mathematician. In a manner similar to the mathematical use of bracketing, the phenomenologist takes the *noema* of the object-sphere out of the equation so to speak. For this reason, Husserl says “when the metaphor of parenthesizing is closely examined it is seen to be, from the very beginning, more suitable to the object-sphere.”<sup>9</sup>

On the other hand, the suspension of positing is more properly understood to be a performance enacted on the side of the phenomenological residuum Husserl refers to as *noesis*. The experiencing side, the side of consciousness, is that which does the positing. It makes sense, therefore, for the suspension of positing to be enacted in the experiencing. As positing is the action of *noesis*, “the locution of “putting out of action” is better suited to the act- or consciousness-sphere.”<sup>10</sup>

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<sup>9</sup> Husserl, *Essential*, 65.

<sup>10</sup>Husserl, *Essential*, 65.

With the understanding of the epoché as both a suspension of the positing habitual in the natural attitude, and a bracketing of the sense which is bestowed upon the *noema*, we may proceed to the elucidation of Husserl's critique of, and alignment with, Descartes. Husserl says that "In the attempt to doubt which accompanies a positing which, as we presuppose, is certain and continued, the "excluding" is brought about in and with a modification of the counter positing, namely the "*supposition*" of *non-being* which is, therefore, part of the substratum of the attempt to doubt."<sup>11</sup> The supposition of non-being is "so predominant in Descartes that one can say that his attempt to doubt universally is properly an attempt to negate universally."<sup>12</sup> Rather than going down this particular path of Descartes, Husserl thinks we can distinguish and freely adopt the bracketing and suspension which are parts of the attempt to doubt.

Unlike Cartesian doubt, when we suspend the general positing of the natural attitude, we do not thereby take away the sense of the world as really there with or without my ego to experience it. With the epoché we retain this sense of the world, the sense it naturally has, but are able to phenomenologically reflect on how that sense is bestowed in the first place, able to conduct correlation research. Husserl makes this point clear when contrasting the epoché with Cartesian doubt saying, we might freely exercise the epoché, "*a certain refraining from judgment which is compatible with the unshaken conviction of truth, even with the unshakable conviction of evident truth.*"<sup>13</sup> The phenomenologist's refraining from judgment is compatible with the evident objectivity of the world, but the judgment is put out of action. Unlike Cartesian doubt, Husserlian suspension causes us to lose nothing. Rather, the consistent performance of the

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<sup>11</sup> Husserl, *Essential*, 64.

<sup>12</sup> Husserl, *Essential*, 64.

<sup>13</sup> Husserl, *Essential*, 64.

epoché is an operation which will “*make “pure” consciousness, and subsequently the whole phenomenological region, accessible to us.*”<sup>14</sup>

So, Husserl explicitly distances himself from Descartes, in that within his philosophical system doubt is not negation, but doubt allows for the transcendental turn towards pure consciousness, something Descartes anticipated. In this sense, Husserl sees himself as an inheritor of the Cartesian tradition as he attempts an exploration of the transcendental field; only this time Husserl will be the inheritor who will develop a rigorous method which can make scientific progress in addressing the transcendental problem. Like Husserl’s suspension of belief in the world as existing objectively, “Descartes’ regress from this pre-given world to the *subjectivity that experiences the world*, and thus to the subjectivity of consciousness itself, gives rise to [168] an entirely new dimension of scientific inquiry.”<sup>15</sup> With Husserl’s alignment with the transcendental turn of Descartes firmly established, it remains to see in what way Husserl’s phenomenology is transcendental.

Husserl’s epoché allows him to make a similar move to Descartes. By bracketing the sense one has as a worldly subject, as a human being, and suspending the positing of the world as existing transcendentally, Husserl’s epoché allows the phenomenologist to turn back from the world towards the subjectivity which experiences the world. Within the reduction a person must bracket the sense of themselves as a human being, as failing to do so presupposes the existence of the world. By bracketing the sense of oneself as a human being, the study of the transcendental ego might begin. With the world and the sense of oneself as a human being bracketed, what is essential to perceptual consciousness as such might be grasped. The epoché is

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<sup>14</sup> Husserl, *Essential*, 67.

<sup>15</sup> Edmund Husserl, *Psychological and Transcendental Phenomenology and the Confrontation with Heidegger (1927-1931): The Encyclopaedia Britannica Article, The Amsterdam Lectures, "Phenomenology and Anthropology"*, 1997 ed. (Springer, 1997), 488.

a radical and universal suspension of positing, but Husserl says that “I the questioner, the one practicing the epoche, am still here, along with the “I am” of which I am conscious and which I can ascertain immediately and apodictically.”<sup>16</sup> This is the phenomenological residuum, pure transcendental consciousness.

Husserl finds that consciousness is always consciousness-of something. That is, consciousness is always intended toward some object. When consciousness is intended toward perceptual objects, they are always given partially, imperfectly, and in adumbrations. Experiencing is given in quite the opposite manner. Mental processes, or experiencing, are given immediately and absolutely, without qualification. Objects are taken up in the stream of our experience and our consciousness bestows sense upon the objects. There is, therefore, an intimate link between the two sides of consciousness, the perceiving and the perceived. The epoché allows the phenomenologist access to the transcendental field in which this relation between *noesis* and *noema* might be analyzed. Within the field of pure consciousness lies the *transcendental problem* which Husserl’s philosophy aims to address.

Though the sense of the world and its objects as existing independently of consciousness is bracketed in the reduction, the problem as to how they get that sense remains. The sense that an object is transcendent of consciousness is constituted *within* consciousness. Husserl makes this problem clear when saying, “What the epoche shows us clearly, however, is that the Ego is the one in whose life-process the apperception “human being,” standing within the universal apperception “world,” acquires and maintains its sense of being.”<sup>17</sup> Furthermore, the world gains the sense, constituted in consciousness, as one and the same world for all. So the reduction opens up for the phenomenologist *transcendental intersubjectivity* as well. Husserl’s scientific method

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<sup>16</sup> Husserl, *Psychological*, 491.

<sup>17</sup> Husserl, *Psychological*, 493.

enables the understanding of how consciousness “constitutes the world as an *objective* world, as *a world that is identical for everyone*.”<sup>18</sup>

Husserl’s use of the epoché allows him to regress back to that consciousness which experiences the world. Much like Descartes turn away from the outside world and towards the *cogito*, Husserl uses bracketing and the suspension of positing in order to investigate transcendental consciousness. Importantly, Husserl does not, like Descartes, negate the objectivity of the world. Rather, he employs the epoché much like the Skeptics, from whom he appropriates the term. This allows Husserl to analyze how the bracketed sense is constituted in consciousness. Husserl’s transcendental phenomenology “uses intentionality to interrogate the sources of [the] world’s meaning and validity for us, the sources that comprise the true meaning of its being.”<sup>19</sup> By employing the epoché and investigating consciousness not as a particular human being, but as a pure ego, and by seeking to understand how meaning is constituted within reduced consciousness, Husserl’s phenomenology is clearly a transcendental philosophy.

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Husserl, Edmund. *The Essential Husserl: Basic Writings in Transcendental Phenomenology (Studies in Continental Thought)*. Edited by Donn Welton. Translated by Frank Kersten. Illustrated ed. Bloomington: Indiana University Press, 1999.

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<sup>18</sup> Husserl, *Psychological*, 498.

<sup>19</sup> Husserl, *Psychological*, 498.

Husserl, Edmund. *Psychological and Transcendental Phenomenology and the Confrontation with*

*Heidegger (1927-1931): The Encyclopaedia Britannica Article, The Amsterdam Lectures,*

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## Sandmeyer – 3. Course Materials – PHI680 Special Topics: Time & Time-Consciousness

Jump to each section for a brief discussion of those materials.

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### PHI680: STATEMENT OF GENERAL PEDAGOGY

PHI680 is a special topics **graduate seminar** typically strictly designated for graduate students in the Department of Philosophy, though I did allow one advanced undergraduate to take the class for credit. I designed this course around the idea of Time and Time-Consciousness, which is a theme central to the major figures within the phenomenological movement. I design my seminars using many of the same principles at work in my lower-level classes. This is apparent here in the frequency of collaborations required of my students. Class participation is essential to the success of these seminars for two reasons. First, class participation is founded on the close and **critical reading** of a text. In preparation for class, all students are required to **formulate a substantive question**, outline the resources available necessary to answering that question, and sketching out a possible answer. These **participation** exercises, i.e., these question collaborations, then form the basis for class discuss of the reading. These questions then form the basis for short "**question clarification**" **papers**. Finally, these question clarification papers outline the basic problem to be addressed in the **final long paper**. Hence the entire course is articulated into a series of **scaffolded assignments** culminating in a final paper.

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### **PHI680: Syllabus & Daily Schedule**

**Class participation** was foundationally important to this class. Class lessons were divided typically into two sections. First, I would present an outline of the reading or, more often, an important aspect of that reading. Second, a student in the class would use the remaining time, typically an hour or so, to lead discussion.

The documents included here offer a view of the week-by-week assignment requirements as well as the content of one of my early lessons in the semester.

As is typically for all my classes, the pedagogy of this course revolves around achieving specific learning outcomes, i.e., developing sophisticated skills at reading, writing, and speaking.

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# Syllabus: Time & Time-Consciousness

PHI 680.001

Special Topics in Philosophy

Fall 2017

Tuesdays 4:30pm – 7:00pm

Classroom: POT 1445

<b>Contact Information</b>  Bob Sandmeyer, Ph.D. ph. 859-257-7749 (office) ph. 859-684-0548 (texts) <a href="mailto:bob.sandmeyer@uky.edu">bob.sandmeyer@uky.edu</a>  Canvas Site: <a href="https://uk.instructure.com/">https://uk.instructure.com/</a>	<b>Office</b>  Office: 1429 Patterson Office Tower  Office Hours: Mon/Wed: 1:00pm – 1:45pm Mondays: 3:15pm – 4:15pm (or by appointment)  <i>I'm also available appointment, if these times are inconvenient. My door is open to you. Come by or contact me by email to arrange a time convenient to us both.</i>
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## Franz Brentano (1838-1917)

- Texts (available in Canvas)
  - *Philosophical Investigations on Space, Time, and the Continuum* -- 9780415568036
  - *Descriptive Psychology* -- 9780415408011

## Henri Bergson (1859-1941)

- Texts (available in the bookstore)
  - *Key Writings* (9781472531148) (not 9781441153104)

## Edmund Husserl (1859-1938)

- Texts (available in Canvas and in the bookstore)
  - *On the Phenomenology of the Consciousness of Internal Time (1893-1917)* -- 9780792308911

## Martin Heidegger (1889-1976)

- Texts
  - "The concept of time in the science of history."
  - *The Concept of Time* (Blackwell) -- 9780631184256
  - *The Concept of Time* (Continuum) -- 9781441105622

All texts will be available in PDF form on Canvas, with the exception of Henri Bergson's book, *Key Writings*.

## Course Description

What is time? This question is one of the most riddlesome and perplexing question in philosophy. Our aim in this class is to address this problem as best we can but within strict limitations. As background, we read significant approaches to this question in the tradition, particularly by Aristotle, by Augustine, and by Kant. This will be brief, however. The bulk of the class will be devoted to studying the work of four figures especially influential to the contemporary Continental treatment of the problem of time: Franz Brentano, Henri Bergson, Edmund Husserl, and Martin Heidegger. Given the problematic nature of the subject matter, each class will be devoted to searching discussions of these authors' texts. This class requires substantive preparation by the student, since students will have much of the responsibility to lead discussion.

## Schedule of Readings and Homework

The schedule of readings and homework can be found in Canvas (**Pages: Daily Schedule**).

## Grading Structure

- Graduate Students
  - Participation: 30%
  - Short Papers: 30%
  - Final Paper: 40%
- Undergraduate Students
  - Participation: 30%
  - Final Paper: 70%

## Grading Scale

A+	100%
A	95%
A-	90%
B+	88%
B	85%
B-	80%
C+	78%
C	75%
C-	70%, etc.

## Attendance

- Perfect attendance is required and a necessary condition to succeed in this class.
- *Students bear the responsibility to meet with the instructor when class is missed.*
- An absence for a major religious holiday requires advance written notification.
- If a pattern of absences (without excuse) occurs, the student will fail the course.

## Writing and Class Participation

### Class Participation:

- Each student shall supply to the professor a set of 3 to 5 substantive questions every class period. The questions can be broad or narrow. They can deal with a single text or multiple texts. (However, if the question ranges over multiple texts, you'll need to provide the class advance notice so we'll know what texts to bring.) Students should be prepared (i) to explain why you think this is a worthy question, (ii) to orient the class to the proper place(s) in the text(s) where we can pursue an answer, and (iii) to offer some semblance of a response to the question. Class time will be devoted to working through the questions you've prepared.

### Short Papers: (Graduate Students Only)

- Students will write two papers of approximately 5 pages, each. One paper will be written during the first half of the semester. The other paper will be written during the second half of the semester.
- Deadlines
  - One paper must be submitted by 11/05.
  - The other paper must be submitted 12/15.
- The subject of each paper will be one question posed by the student as part of the class participation requirement.
  - The aim of the paper is to clarify the question.
- Further details of the assignment will be provided mid-September.

### Final Term Paper

- A final long term paper is required of each student. There is fairly broad latitude here in subject matter. Students will be asked to meet with the instructor after the mid-point of the class to discuss their paper topic and the basic articulation of their paper.
- Papers will be approximately 15 pages in length.
- The deadline for this term paper is 12/15, but I'm willing to be flexible here. If not restrained by Graduate School Regulations, the student may opt to take an Incomplete in the class in order to

complete the paper with the level of attention such an important paper deserves. This option *must* be negotiated with the instructor at least one week prior to the final deadline for the paper.

- At the conclusion of the semester, all members of the class will present their research in the first ever ***Bluegrass Phenomenology Circle*** (BPC) meeting. Presentation before the BPC is required, but the presentation will not be graded. Even if the student opts to take an Incomplete in the class in order to complete his/her paper, he or she must present their research before the BPC.
- Further assignment details will be provided at midterm.

## Learning Outcomes

Upon completion of this course students will be able to:

- formulate insightful presentations on complex and difficult reading material.
- analyze the basic analytical structure of the phenomenological descriptions.
- clarify a philosophical position with precision in writing.
- evaluate the strengths and weaknesses of various positions in philosophical debates, including their own.
- defend theses well, orally and in writing.

## Accommodations

If you have a documented disability that requires academic accommodations, please schedule an appointment and/or see me during scheduled office hours as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at [drc@uky.edu](mailto:drc@uky.edu). Their website is: <http://www.uky.edu/DisabilityResourceCenter>.

## Academic Integrity

Everyone understands that while cheating may be tempting, in all cases it is wrong. Bear in mind, this is a graduate seminar. Do not cheat! Do not plagiarize from others in your written assignments! If the professor determines that a student has plagiarized any part of any assignment, at a minimum he/she/they will receive a grade of zero for the assignment without the possibility of redoing the assignment. *Typically, though, evidence of cheating results in course failure.* If the case is especially egregious, the issue will be directed to the appropriate University Dean and the student will receive a grade of XE/XF for the course.

Cheating not only robs other students of a fair grade, it also fundamentally threatens the mission of this institution of higher education. Unfortunately, cheating and plagiarism – though not frequent – does exist here at UK. By taking this class, you accept the injunction not to cheat in any way, and you agree to comport yourself with integrity and honor throughout the semester. You also agree to have all or some of your assignments checked by anti-plagiarism or other anti-cheating tools.

Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise,

submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is a form of plagiarism. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).



**PHI 680.001 Fall 2017 Schedule**Tuesdays 4:30 pm - 7:30 pm, [1445 P.O.T.](#)

<b>Day</b>	<b>Date</b>	<b>Class</b>	<b>due on day listed Reading/Homework</b>
			"Handout" = Canvas:Files:Handouts "Library" = Canvas:Files:Library
8/29	Tues	First Day	Library: <a href="#">Brentano - Philosophical Investigations</a> - 49-70 Handout: Syllabus
9/5	Tues	(second day)	(class cancelled)
9/12	Tues	Aristotle * read what is indicated here * bring best Aristotle reader you have to class * <i>Complete Works</i> : <a href="#">Vol. 1</a> ; <a href="#">Vol. 2</a>	<a href="#">Aristotle Packet</a> : Physics IV: 10-14; also de Int. 9, Meta. V 11, Phy. V 4, NE VI 2, de Anima II 6 * come to class with these sections, at least
9/19	Tues	Augustine ( <i>Confessions</i> )	Augustine: <i>Confessions</i> <a href="#">Chapter XI</a> (& <a href="#">Chapter X</a> )
9/26	Tues	Kant ( <a href="#">Critique of Pure Reason</a> )	<a href="#">Kant - Transcendental Aesthetic</a>
10/3	Tues	Bergson, "The Idea of Duration," <i>TFW</i>	* Bergson, <i>Key Writings</i> , Time and Free Will * "Introduction," <i>recommended</i>
10/10	Tues	Bergson, "Intro to Metaphysics" & <i>Duration and Simultaneity</i>	* Bergson, <a href="#">TFW-Conclusion.pdf</a> * Bergson, <i>Introduction to Metaphysics</i> * Bergson, <i>Key Writings</i> , <a href="#">Duration and Simultaneity</a>
10/17	Tues	Bergson, <i>Creative Evolution</i>	Bergson, <i>Key Writings</i> , <a href="#">Creative Evolution</a> Recommended: <a href="#">Hackett Bergson Preface</a>
10/24	Tues	( <i>Post SPEP/IAEP</i> ) Brentano, <a href="#">Descriptive Psychology</a> (time)	Brentano, <i>Descriptive Psychology</i> , <a href="#">83-109</a> , <a href="#">137-142</a>
10/31	Tues	Brentano, Time & Time-Consciousness	Brentano, <a href="#">Philosophical Investigations</a> , <a href="#">71-137</a> (Review reading of 8/29)
11/7	Tues	Husserl, <a href="#">Phenomenology of Inner Csn of Time Lecture</a>	Husserl, <i>OPCIT</i> <a href="#">3-75</a> <i>Recommended</i> : <a href="#">Kraus - Toward a Phenomenognosy of Time-Csn</a>
11/9	Thurs	<b>First Short Paper Due</b> (11:59pm - Grad Students Only)	
11/14	Tues	Husserl, <a href="#">Phenomenology of Inner Csn of Time Lecture</a>	Husserl, <i>OPCIT</i> <a href="#">77-103</a>
11/21	Tues	Husserl: Seefelder Mss. on Individuation	Husserl, <i>OPCIT</i> <a href="#">245-277</a>
11/28	Tues	Heidegger, Concept of Time I	Heidegger, * <a href="#">The Concept of Time in the Science of History</a> (1915) * <a href="#">The Concept of Time</a> (McNeill trans. - Blackwell)
12/5	Tues	Heidegger, <a href="#">Concept of Time IIa</a>	Heidegger, The Concept of Time (Farin trans. - Continuum), <a href="#">1-36</a>
12/12	Tues	Heidegger, <a href="#">Concept of Time IIb</a>	Heidegger, The Concept of Time (Farin trans. - Continuum), <a href="#">37-88</a>
12/15	Fri	Bluegrass Phenomenology Circle Meeting (10:30am - 1:30pm)	(30 minute presentation)
12/15		<b>Second Short Paper Due</b> (12:01am - Grad Students Only, recommended deadline: 12/10)	
12/15		<b>Final Paper Due</b> (12:01am - All Students)	
1/12	Fri	Bluegrass Phenomenology Circle Meeting (10:30am - 1:30pm)	(30 minute presentation)

## Sandmeyer – Course Materials – PHI680 Special Topics: Time & Time-Consciousness

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### **PHI680: Lesson Structure**

**Class participation** was foundationally important to this class. Class lessons were divided typically into two sections, which is the case in the lesson included here. First, I would present an outline of the reading or, more often, an important aspect of that reading. Second, a student in the class would use the remaining time, typically an hour or so, to lead discussion. This discussion was based on the collaborative document created during the week by the whole class. The discussion leader would choose one or more questions to address. A primary objective of these discussion sessions was to demonstrate the ability to remain focused and to keep a substantive discussion going.

As is typically for all my classes, the pedagogy of this course revolves around achieving specific learning outcomes, i.e., developing sophisticated skills at reading, writing, and speaking.

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Aristotle Packet:

- Physics IV: 10-14
  - de Int. 9
  - Meta. V 11
  - Phy. V 4
  - NE VI 2
  - de Anima II 6

Cf. Brentano, "What the philosophers have taught about time," sec. 2: Aristotle.

## **Physics IV: 10-14**

### **IV.10 (doubts about the existence of time. 218a21 various opinions about the nature of time)**

- Time – does it belong to the things that exist or to that of things that do not exist?
  - ATTRIBUTES OF TIME: "it either does not exist at all or barely, and in an obscure way" 217b34
    - The PAST: one part of it has been and is not
    - THE FUTURE: one part is going to be and is not yet
    - THE NOW
      - "not a part"<sup>1</sup> ... time ... is not held to be made up of nows" 218a7
      - "seems to bound the past and the future" 218a9
        - The now is always different and different
          - RAA
            - 'now' which is not but formerly was must have ceased to be at some point
            - Prior 'now' cannot have ceased to be in itself
              - It cannot have ceased to be in another 'now'
              - One now cannot be simultaneous with one another
                - one now cannot be next to another
                - now = a mathematical point
        - The now is one and the same
          - RAA
            - Now is a termination
              - No determinate divisible thing has a single determination
              - It is possible to cut off a determinate time
          - RAA
            - Coincidence in time = to be in one and the same 'now'
              - What is before is in the now
                - This is impossible
              - What is after is in the now
                - This is impossible
      - ITS NATURE
        - Time is the movement of the whole

<sup>1</sup> A part is a measure of the whole – 217a7

- Plato, *Timaeus*<sup>2</sup>
  - Part of revolution ≠ the whole of the revolution
    - Multiple parts (heavens) = multiple times at same time
- Time is the sphere of the whole<sup>3</sup>
  - Parmenides
    - “far too naïve for it to be worth while to consider”
- Time is motion and a kind of change
  - Change or movement
    - *in* the thing
      - Time is present equally everywhere and with all things (218b13)
    - faster or slower
      - Time neither faster nor slower
        - Time the measure of fast and slow
          - speed = d/t
        - “time is not defined by time” (218b18)
  - “it is not movement”

#### IV.11 (What time is. 219b9 The 'now'.)

- Time is neither movement nor independent of movement
  - Time does not exist without change
    - When the state of our mind does not change, we do not think time has elapsed
    - When the difference from one moment to another escapes notice, no notice of time
  - Hence
    - Time is not movement 218b19
    - Time is not independent of movement
      - “time and movement always correspond with each other” 219a17
  - **Time** is either movement or **something that belongs to movement**
    - Not movement
    - Hence
      - Belongs to movement
    - Movement & Magnitude
      - All magnitude is continuous
        - What is moved = a this
          - Cf. 219b30 what is carried is a 'this', the movement is not
        - Movement goes with the magnitude
          - Hence
            - Movement is also continuous
      - “the time that has passed is always thought to be as great as the movement” 219a13
        - If movement continuous, then time is continuous
  - Before/After: the definition of **time as a kind of number**
    - hold in virtue of a relative position, i.e., place

<sup>22</sup> “[the Demiurge] began to think of making a moving image of eternity: at the same time as he brought order to the universe, he would make an eternal image, moving according to number, of eternity remaining in unity. This, of course, is what we call “time.” [Plato, [Timaeus 37d](#)]. See also 38d and 39d.

<sup>3</sup> Parmenides, [poem](#) 35-45.

- Before marked from that which follows after by some intermediate thing
  - "the mind pronounces the 'nows' are two, one before and one after, it is then that we say there is time" 219a28
    - **Time** – what is bounded by the nows
      - the 'now' is a termination 218a24
      - no time, no now – and vice versa 220a1
    - **Time** – "is just this – number of motion with respect of 'before' and 'after'." 219b1
      - **Time – what is counted, not that with which we count**
        - we discriminate more or less movement with time
- the now: the same in one sense, not the same in another
  - As succession, the now is different
    - Substratum is identical
    - "the 'now' corresponds to the body that is carried along" 219b23
  - As substratum, the now is the same
    - Its being is different
      - "it is what is before and after in movement"
        - Cf. 219a28: the mind pronounces the nows are two
      - The now corresponds to the moving body 220a4
        - A this
  - Time
    - Continuous by the now
      - The now determines the movement as 'before' and as 'after' 220a10
    - Divided by the now
      - Since the body is moving, the now is always different
        - Qua as point in a succession
- Time
  - is number of movement in respect of before and after
    - the now delineates the extremities
      - the now is a boundary
      - the now numbers what it bounds
        - Hence
          - Time is continuous

#### IV.12 (various attributes of time. 220b32 the things that are in time)

- As with number, so with time
  - "of number as concrete sometimes there is a minimum, sometimes not" 220127
    - In respect of multiplicity, there is a minimum
    - In respect of size (extent), there is no minimum
- Time is number
  - Cf. 219b1
    - Not the number with which we count
    - Rather, the number of things which are counted
      - Same number: 100 horses, 100 men
      - Things numbered different
        - "we know the number by what is numbered" 220b17

- Time and movement
  - define each other
    - Time marks movement
      - We measure the movement by time
    - Movement marks time
      - We measure the time by movement
  - "time is not motion but number of motion" 221b10
- To be 'in time': means one of two things
  - To exist when time exists
    - "plainly...to be in time does not mean to coexists with time" 221a19
  - To be in in the sense in which we say to be 'in number'
    - Contained by time
    - "there is time when *it* is " 221a26
      - "if a thing is in time it will be measured by time" 221b17
- "time is by its nature the cause rather of decay, since it is the number of change, and change removes what is" 221b1-2
  - Things subject to perishing and becoming
    - necessarily in time
      - time "in itself...a cause of destruction rather than of coming into being" 222b20
  - Eternal things (which are always)
    - not in time nor measured by time
  - Things which do not exist but are contained by time, e.g., Homer
    - Some were, some will be
      - "this depends on the direction in which time contains them" 222a1
  - Non-existents, e.g., irrational numbers
    - Neither were nor are nor will be 222a5

#### IV.13 (definitions of temporal terms)

- The 'now'
  - Link & Limit
    - The link of time
      - In so far as it connects it is always the same (222a13)
    - A limit of time
      - A potential dividing of time
        - Not in the same respect
      - An end and a beginning of time 222a34
        - End of that which is past
        - Beginning of that which is to come
- Other terms
  - The time of something near
  - At some time
    - A time determined by reference to this 'now' to that time
  - Just now
    - "the part of future time which is near the indivisible present 'now'" 222b9
  - Lately
    - The part of past time which is near the present 'now'" 222b13

- Long ago
  - The distant past
  - Suddenly
    - That which has "departed from its former condition in a time imperceptible because of its smallness" 222b15

- "time exists" 222b27

#### **IV.14 (further reflections about time)**

- "every change and everything that moves is in time" 222b30
  - The 'now' is in time
    - The 'now' is a boundary of before and after
      - The before is in time
      - The after is in time
- Time – related to a soul
  - Time is thought to be in everything 223a16
  - If the soul did not exist
    - If is no one to count, there can be nothing to be counted
    - Hence
      - Cannot be number
    - "if nothing but soul, or in soul reason, is qualified to count, it is impossible for ther to be time unless there is soul..." 223a28
- Time and the movement of the spheres
  - The number of continuous movement
  - The number of locomotion
    - Everything is counted by some one thing homogeneous
      - "if, then, what is first is the measure of everything homogeneous with it, regular circular motion is above all else the measure, because this number is the best known" 223b20
        - "time is thought to be the movement of the sphere, viz., because the other movements are measured by this, and time by this movement" 223b24
  - Circular time
    - "even time is thought to be a circle" 223b32
      - Things come into being form a circle
        - Cf. de Anima II.4 415a30 – 415b8



## Bob Sandmeyer

### 1. Does time exist in itself or merely for us?

#### a. Time & Movement

i.219a17 "time and movement always correspond with each other"

1. 219a2 "time is neither movement nor independent of movement"

2. 220b15 "Not only do we measure the movement by the time, but also the time by the movement, because they define each other."

ii.219b1 time "is just this – number of motion with respect of 'before' and 'after'"

iii.221b10 "time is not motion but number of motion"

#### b. Time – related to soul

i.219a4 "we perceive movement and time together"

ii.219a22-219a29

1. "we apprehend time only when we have marked motion, marking it by before and after; and it is only when we have perceived before and after in motion that we say that time has elapsed. Now we mark them by judging that one thing is different from another, and that some thing is intermediate to them. When we think of the extremes as different from the middle and the mind pronounces that the 'nows' are two, one before and one after, it is then that we say there is time..."

iii.223a22-223a28

1. "Whether if the soul did not exist time would exist or not, is a question that may fairly asked; for if there cannot be some one to count there cannot be anything that can be counted either.... But if nothing but soul, or in soul reason, is qualified to count, it is impossible for there to be time unless there is soul..."

a. 219b8 "Time, then, is what is counted, not that with which we count"

b. 220b8 "Time is not number with which we count, but the number of things which are counted"

c. 222b27 "We have stated, then, that time exists and what it is..."

2. Brentano indicates that according to Aristotle time is "the number of the movement of the uppermost celestial sphere in so far as this supplies the measure of the earlier and later for all other change and perseverance" (49-50). **Is this definition identified by Brentano borne out by the reading, and, if so, where?**

a. See Phy. IV.14 223b13-223b24

b. See also IV.10, esp. 218a33ff

i."Some assert that it [time] is the movement of the whole.... Besides, if there were more heavens than one, the movement of any of them equally would be time, so that there would be many times at the same time."

### 3. Is time linear or circular for Aristotle?

#### a. References for the circularity of time; see 1.a above

i.220a4 "the number of the locomotion is time, while the 'now' corresponds to the moving body, and is like the like the unit of number"

ii.221b25 "if time is the measure of motion in itself and of things accidentally, it is clear that thing whose being is measured by it will have its being in rest or motion"

iii.223a33 time "is simply the number of continuous movement"

1. 223b13 "there is such a thing as locomotion, and in locomotion there is included circular motion, and everything is counted by some one thing homogeneous"

2. 223b20-24 "Now neither (a) alteration nor (b) increase nor (c) coming into being can be regular but (d) locomotion can be. This is also why time is thought to be the movement of the sphere, viz., namely because the other movements are measured by this, and time by this movement."

#### b. Time – succession vs. continuity

- i.219a10-219a14: All magnitude is continuous
  - 1. Movement goes with the magnitude
  - 2. Hence, movement is also continuous
    - a. If movement continuous, then time is continuous
- ii.220a1-220a14 "time ... is both made continuous by the 'now' and divided at it"
  - 2. 220a22 The 'now' is a boundary
  - 3. 22a10-17 The 'now': link and limit

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### **PHI680: Scaffolded Writing Assignments**

The primary assignments in this class were two. First, students were to collaborate together to produce a series of substantive questions about the readings. See the student questions in the next section for an example of this task. This weekly project produced quite profound discussion of the texts and constituted the bulk of the students' workload over the semester. Second, students had to produce two distinct sorts of papers. The first was a short clarification of an important question. The structure of this assignment was closely aligned to the weekly collaboration assignment. The second was a long (15-20) page thematic paper which addressed a question posed in the clarification assignment.

The class concluded with a seminar conference in which student volunteered to present their papers to the class as a whole.

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## (08-31) Reading Questions

Hi Folks,

So I've created in Canvas a means by which to post your questions of the readings. This is the [Collaborations](#) tool.

Just to reiterate, here's an explanation of this requirement from the syllabus:

Each student shall supply to the professor a set of 3 to 5 substantive questions every class period. The questions can be broad or narrow. They can deal with a single text or multiple texts. (However, if the question ranges over multiple texts, you'll need to provide the class advance notice so we'll know what texts to bring.) Students should be prepared (i) to explain why you think this is a worthy question, (ii) to orient the class to the proper place(s) in the text(s) where we can pursue an answer, and (iii) to offer some semblance of a response to the question. Class time will be devoted to working through the questions you've prepared.

I've posted the questions I mentioned in class over Brentano's "What the philosophers have taught about time" reading already. I notice also that one or two of you have also posted your questions. If you haven't, here's how:

1. In Canvas, click the "Collaborations" link.
2. This will open up window with the link "Reading Questions." Click this.
3. Canvas will redirect you to Office365, which everyone in the class should have access to. Sign in using your LinkBlue account information.
4. This will open a Word document ONLINE. You may make changes in this document Online or in Word. If you prefer the latter, click the "Edit in Word" link at the top of the screen. But this isn't necessary, as you can easily edit the document Online. I recommend writing your questions in Word on your own computer originally. This will make it easier to paste your work into this document.
5. For each reading, I've created a table. Find your name in the proper table. Below your name, paste your questions (or just write them in). I recommend keeping the formatting to a minimum, since the system is a bit persnickety.
6. If you're working ONLINE, the document will be saved automatically. There's a notice at the top of the page that will read: "Reading Questions - Saved."
7. You're done. Just close the browser window.

Let me know if you have any problems using this system. This is new tool for me. So I don't know what bugs to expect, but I do expect some bugs.

Please:

- Upload your questions for the Brentano reading ASAP.
- Upload your questions for future readings at least ONE HOUR BEFORE class. I'll print out the list of questions and bring them to class. Be prepared to discuss your questions.
- If you pose questions about textual sources other than those assigned, please post these questions by Monday evening at 11:59pm. This will give me - and us - time to look over the sources your reference.
- One last note, order your questions from most pressing to least. That is to say, the first question should be the one you want to talk about the most.

## The Assignment

- From the syllabus
  - Students will write two papers of approximately 5 pages, each. One paper will be written during the first half of the semester. The other paper will be written during the second half of the semester.
  - **Deadlines:** changed from that indicated on course syllabus
    - First paper: Thursday, November 9, at 11:59pm
    - Second paper: Recommended deadline Sunday, December 10, at 11:59pm (actual deadline: 12/15 @ 12:01am)
      - If you think you'll need extra time completing this second paper, let me know within the first week of December. While I'm not opposed to offering an extension, I discourage it.
  - Aim
    - To clarify a question.
      - Ideally, the subject of each paper will be one question posed by the student as part of the class participation requirement.
      - This is an exercise that asks you to clarify a question which, itself, at the heart of your final paper (i.e., a presentation) or an article length paper (for a journal).
  - This is a requirement for graduate students only.
  - See the syllabus for the grading scale.
- Content of the Exercise
  - In the paper, you should:
    - identify an intriguing non-trivial question that merits further study
    - explain why you think this is a worthy question
      - Don't be overly general here. Specify as precisely as possible what is interesting about this question and what a proper treatment of it may accomplish. In certain respects, this is the most element of the paper.
      - Consequently, you should orient the reader to the proper context, at least in a text or in a historical/philosophical dimension
    - offer some a basic orientation of how you believe the question can be addressed
      - This requirement follows from the preceding and need not be thought of as a distinct element.
    - provide *essential* textual material.
      - This should include only what must be considered in order to clarify the question sufficiently
      - This material should lay the ground for a larger treatment.
  - The paper can range narrowly, i.e., to a specific problem in a particular text. Or it may range over a number of texts or even a number of treatments by distinct authors.
- Sources
  - You are expected to provide reference to secondary source materials that you (would) intend to consult in order to write a paper addressing this question. This need not be exhaustive, but it should include very important references.
  - Provide these references in a bibliography at the conclusion of the paper.
    - You are not required to integrate any of these secondary into this exercise. However, if you have the resources to do so, it would be interesting to see what has inspired you.
  - I recommend you use the Chicago Manual of Style for this (and all) papers.  
[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

## Submission Procedures

- Submit your paper via the Canvas system (Assignments: Papers: Short Paper Assignment)
- All papers must be formatted as Word documents with the extension .docx or .doc
- Each page of text should contain approximately 300 words.

- Text margins should be 1 inch for top/bottom and left/right. Use double line-spacing.
- Include the following information at the top of the first page of the paper (single-spaced):
  - Student's Name
  - Word Count of Your Essay
- Number every page.

# Final Paper

## Final Term Paper

- A final long term paper is required of each student. There is fairly broad latitude here in subject matter. Students will be asked to meet with the instructor after the mid-point of the class to discuss their paper topic and the basic articulation of their paper.
- Papers will be approximately 15 pages in length.
- The deadline for this term paper is 12/15, but I'm willing to be flexible here. If not restrained by Graduate School Regulations, the student may opt to take an Incomplete in the class in order to complete the paper with the level of attention such an important paper deserves. This option *must* be negotiated with the instructor at least one week prior to the final deadline for the paper.
- At the conclusion of the semester, all members of the class will present their research in the first ever **Bluegrass Phenomenology Circle** (BPC) meeting. Presentation before the BPC is required, but the presentation will not be graded. Even if the student opts to take an Incomplete in the class in order to complete his/her paper, he or she must present their research before the BPC.



## Sandmeyer – Course Materials – PHI680 Special Topics: Time & Time-Consciousness

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### **PHI680: Student Work**

The student work here is of two kinds:

1. The collaboration document included here contains the questions formulated by students on the Aristotle reading. As note already, these collaborations were foundationally important to all the work of the class, i.e., in-class discussion, the short question clarification assignment, and the final thematic paper.
2. The paper documents are of two kinds. Included here are:
  - a. question clarification papers from two different students, and
  - b. a final thematic paper

Typically, 600- and 700-level courses are reserved for graduate students. However, I had worked with a very good undergraduate student in other classes, who asked to participate in this seminar for a grade. I acceded to this request. The student successfully completed all the requirements of the course and passed the class with distinction.

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**Readings: 09/05/2017**

**Aristotle: Packet** - Physics IV: 10-14; also de Int. 9, Meta. V 11, Phy. V 4, NE VI 2, de Anima II 6

**Sandmeyer, Bob**

**1. Does time exist in itself or merely for us?**

a. Time & Movement

i. 219a17 "time and movement always correspond with each other"

1. 219a2 "time is neither movement nor independent of movement"

2. 220b15 "Not only do we measure the movement by the time, but also the time by the movement, because they define each other."

ii. 219b1 time "is just this – number of motion with respect of 'before' and 'after'"

iii. 221b10 "time is not motion but number of motion"

b. Time – related to soul

i. 219a4 "we perceive movement and time together"

ii. 219a22-219a29

1. "we apprehend time only when we have marked motion, marking it by before and after; and it is only when we have perceived before and after in motion that we say that time has elapsed. Now we mark them by judging that one thing is different from another, and that some thing is intermediate to them. When we think of the extremes as different from the middle and the mind pronounces that the 'nows' are two, one before and one after, it is then that we say there is time..."

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1. "Whether if the soul did not exist time would exist or not, is a question that may fairly asked; for if there cannot be some one to count there cannot be anything that can be counted either.... But if nothing but soul, or in soul reason, is qualified to count, it is impossible for there to be time unless there is soul..."

a. 219b8 "Time, then, is what is counted, not that with which we count"

b. 220b8 "Time is not number with which we count, but the number of things which are counted"

c. 222b27 "We have stated, then, that time exists and what it is..."

**2. Brentano indicates that according to Aristotle time is "the number of the movement of the uppermost celestial sphere in so far as this supplies the measure of the earlier and later for all other change and perseverance" (49-50). Is this definition identified by Brentano borne out by the reading, and, if so, where?**

a. See Phy. IV.14 223b13-223b24

b. See also IV.10, esp. 218a33ff

i. "Some assert that it [time] is the movement of the whole.... Besides, if there were more heavens than one, the movement of any of them equally would be time, so that there would be many times at the same time."

**3. Is time linear or circular for Aristotle?**

a. References for the circularity of time; see 1.a above

i. 220a4 "the number of the locomotion is time, while the 'now' corresponds to the moving body, and is like the like the unit of number"



- ii. 221b25 "if time is the measure of motion in itself and of things accidentally, it is clear that thing whose being is measured by it will have its being in rest or motion"
- iii. 223a33 time "is simply the number of continuous movement"
  - 1. 223b13 "there is such a thing as locomotion, and in locomotion there is included circular motion, and everything is counted by some one thing homogeneous"
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- b. Time – succession vs. continuity
  - i. 219a10-219a14: All magnitude is continuous
    - 1. Movement goes with the magnitude
    - 2. Hence, movement is also continuous
      - a. If movement continuous, then time is continuous
  - ii. 220a1-220a14 "time ... is both made continuous by the 'now' and divided at it"
    - 1. 220a22: the 'now' is a boundary.
    - 2. 22a10-17 The 'now': link and limit

#### Question One:

#### Is Aristotle's definition of time circular?

##### (i) worthiness:

- This question is relevant to our study of the problem of time because it clarifies Aristotle's position as well as the seemingly temporal notions of 'before' and 'after'.

##### (ii) textual location:

- Handout page 2-4, 7-9, 15-16, etc.
  - "Time is the number of motion with respect to before and after."
- HOPWAG podcast ep. 41
  - <https://historyofphilosophy.net/aristotle-sorabji>
- Turetzky 19-22

##### (iii) attempted response:

- No, because "before and after" are formal elements of change as such, and not necessarily temporal terms
- Richard Sorabji: Aristotle's definition is circular
  - Aristotle defines time as the "*number* of motion in respect of before and after"
    - 'number': what is countable (not 'measure', because that implies regularity, which only applies sometimes)
    - Time is the countable instantaneous stages of a motion
    - 'before and after': Aristotle means what is *spatially* before and after in the motion
  - Circularity:

- Aristotle *thinks* he gets out of it because he means *spatially* before and *spatially* after
- The snag:
  - You may move from left, to the middle, to the right
  - Left is *spatially* before right, but left and right are not temporal terms.
  - However, why do we call the left-hand side 'before'? It is because it is what the motion reaches *in time* before it reaches the middle.
- Turetzky: Aristotle's definition is not circular:
  - For Aristotle, changes constitute the phenomena that is to be explained through inquiring about nature.
  - Time is *not* more fundamental to than motion.
  - For Aristotle, time is an *aspect of* change, and the nature of change is that one thing becomes something else.
  - So, 'before' and 'after' are formal elements of change, not temporal per se.
- Aristotle:
  - "time is not defined by time, by being either a certain amount or a certain kind of it" (218b17-18)
  - time is not movement, because movement is particular and time is everywhere (~218b12)
    - "time is neither movement nor independent of movement"

### Question Two:

#### Why does Aristotle reject the notion that time is constituted of a series of nows?

- (i) Worthiness:
  - This question is relevant to our study of the problem of time because there is a common-sense notion of time which conceives of it as a series of nows, and it is important to see the problems with this ordinary way of viewing time.
- (ii) Textual Location:
  - Course packet 1, 3-4, etc.
  - Turetzky 22-24
    - The now is the basic phenomena of time, because time consists of a succession of nows (before and after) counted in motion, but it is also the case that time is not made up of nows and that the now is not a part of time.
    - Just as a line cannot be constituted by a series of points, so time cannot be constituted by a series of nows.
    - Two nows cannot be next to each other, because another now is always ready to be found between any two nows.
    - There is no smallest time
- (iii) Attempted Answer:
  - Aristotle rejects the common notion that time is constituted of a series of nows by making an analogy with points on a line. Time and lines are continuous, while nows and points are not. Two nows cannot be 'next to each other' since every now can be subdivided into smaller and smaller nows. These means that time is not constituted of a series of nows and also that there is no minimum amount of time.

### Question Three:

#### How does Aristotle resolve the difficulty regarding necessity and statements about the future?

- (i) Worthiness:
  - This question is relevant to our study of the problem of time because it deals with an issue regarding the status of truth value determinations for propositions about the future in terms of necessity and contingency, as well as establishing the necessary nature of truth values for propositions about the



past and the present. It also asks us to consider whether time, all of time, exists in the same way and to the same extent.

- (ii) Textual Location:
  - Course packet page 7, 12-14
  - Turetzky: 28-29
- (iii) Attempted Answer:
  - Aristotle rejects the notion that propositions about the future are determined with necessity because it makes deliberation about possible courses of action pointless. Only one alternative will happen, and it will happen with necessity. So, there are no alternatives.
  - Aristotle assigns the 'truth value' of indeterminate for propositions about the future, and notes that the most we can say is that one option is more likely to happen than another. The rule of contradictories only applies to what actually exists, not that which is merely potential.
  - 'all existence is necessary' is not implied by 'if something is the case, then it is necessarily the case'.

1. At the beginning of *Physics*, Aristotle appears to articulate a preliminary definition of time: "For time is just this – number of motion in respect of 'before' and 'after.'" Is that supposed to be a *per se* definition, which captures the essence of time? If so, is it not the case that "before" and "after" already presuppose an understanding of time?
2. Aristotle occasionally seems to subordinate time to motion. However, mustn't we presuppose time to cognize motion? What is the relation of time and motion?
3. What is the relation between time and the "now?" In just what sense is the "now" equal in substratum, but different in being?
4. For Aristotle, is time a quality of substances or a generality?

1. A question from *Metaphysics*, Book V: Aristotle is working through different forms of priority in sect. 11. How does this relate (directly or indirectly) to the question of time. In what sense, for Aristotle (or for us) is time prior? Is it as substance?
2. A question from *De Interpretatione*, sect. 9: Here Aristotle is working through the concepts of necessity and possibility. What is the difference in the way that necessity and possibility work? When he speaks of necessity is he speaking of logical necessity? Is this in opposition to actual/real possibilities? Is this clarified somewhere?
3. A question from *Physics*, Book IV, sect. 10 (and probably other places): How are we to deal with "nows" and parts in time? Relatedly, how do we speak of the whole of time? What does it mean for time to be whole? If time is also infinite, then in what sense can we speak of the wholeness of an infinity?
4. A question from *Nicomachean Ethics*, Book VI, sect. 2: How does this section fit into the scheme of our readings? Also, what does it mean for ethics to be oriented toward the future? Is there no place for moral guilt or pride in this conception of ethics since these would seem to be oriented toward the past?

## Aristotle Questions

**Question One:** Brentano had described Aristotle's theory of time as a non-subjective theory. **Is this a good (i.e. accurate and complete) reading of Aristotle?** Does Aristotle present a theory that contradicts a subjective conception?

- (i) textual location:
  - "Now we mark them by judging that one thing is different from another, and that some third thing is intermediate to them. When we think of the extremes as different from the middle and the mind pronounces that the 'nows' are two, one before and one after, it is then that we say that there is time, and this that we say is time. For what is bounded by the 'now' is thought to be time—we may assume this." Packet 3, Bekker 219a30.



- Cf 218b21 as well where his conclusions seem to assume something of a subjective perspective. “But neither does time exist without change; for when the state of our minds does not change at all, or we have not noticed its changing, we do not think that time has elapsed...”

**Question Two:** How does Aristotle answer the first question he introduces in section 10? That is, **does time, for Aristotle, belong to the class of things that exist or to the class of things that do not exist?**

- (i) textual location:
  - Con.
    - “One part of it has been and is not, while the other is going to be and is not yet. Yet time—both infinite time and any time you like to take—is made up of these. One would naturally suppose that what is made up of things which do not exist could have no share in reality.” Packet 1, Bekker 217b29
      - Further, the now, which is the only part said to exist is not a part of time since a part is a measure of the whole and time is not made up of nows.
    - “but the now corresponds to the body that is carried along, as time corresponds to the motion. For it is by means of the body that is carried along that we become aware of the before and after in the motion...For what is carried is a ‘this,’ the movement is not.” Packet 4, 220a.
  - Pro.
    - Time is linked by various nows, which, do exist. “We have stated then, that time exists and what it is, and in how many ways we speak of the now...” Packet 9 222b27
    - Time is a property of things “It is also worth considering how time can be related to the soul; and why time is thought to be in everything, both in earth and in sea and in heaven. It is because it is an attribute, or state, of movement...” Packet, 9, Bekker 223a6

**Question Three:** In some sense it seems that **things in time are both measured by and measure time. Is this (a) an accurate characterization of Aristotle’s position, and (b) a coherent view?**

- (i) textual location:
  - “time is not number with which we count, but the number of things which are counted; and this according as it occurs before or after is always different, for the nows are different. And the number of a hundred horses and a hundred men is the same, but the things numbered are different—the horses for the men. Further, as a movement can be one and the same again and again, so too can time, e.g. a year or a spring or an autumn.” 220b6.
    - What differentiates the nows? If the nows are like the individual horses and men that differentiate the number, what is the content of the now?
  - “The time marks the movement, since it is its number...for we know how many horses there are by the use of number; and again, by using the one horse as a unit we know the number of the horses itself.” Packet 5, 220b15. We use motion as the unit for time.
  - “Clearly, then, to be in time has the same meaning for other things also, namely, that their being should be measured by time.” 221a9

**Question Four:** Is Aristotle making an explicit distinction between **logical necessity** and a kind of **necessity that applies specifically to temporal entities** (i.e. things in time)? If so, **what is the relation between these?**

- (i) textual location:
  - “I mean, for example: it is necessary for there to be or not to be a sea-battle tomorrow; but it is not necessary for a sea-battle to take place tomorrow, nor for one not to take place—though it is necessary for one to take place or not to take place. So, since statements are true according to how the actual things are, it is clear that wherever these are such as to allow of contraries as chance has it, the same necessarily holds for the contradictories also.” Packet 8, Bekker 19a23-a39.

**Aristotle mentions the idea of all things existing in the now as a difficulty. How is this a difficulty?**

Textual location

On Pg. 68 He says, Further, if coincidence in time (i.e. being neither prior nor posterior) means to be in one and the same 'now', then, if both what is before and what is after are in this same 'now', things which happened ten thousand years ago would be simultaneous with what has happened to-day, and nothing would be before or after anything else."

Semblance of a response

It seems to me that things existing within one time would not be a problem since, after all, this would resolve the other problem about things only existing within the now. Otherwise how it is that things can be said to have existed in the past since they don't exist in the now and how is it possible that things can exist in the future, for the same reason.

Question

Aristotle discusses the idea that time is neither movement nor independent of movement. Time might be understood as movement as, for instance, in the ticking of a clock or sand running through an hourglass or any constant sort of pattern that can be observed to have occurred a certain number of times, with each time the movement occurring associated with a particular amount of time and time be determined on the basis of this know process and the amount of times it has occurred but nevertheless it seems that time would not be this movement, since we might for instance not have the sense that very much time has elapse with something or any if we do not notice the change. This posses a problem. It seems that time is both existent and non-existent. So the question is **can time be thought of as both being subjective and not subjective and perhaps be more than one thing?**

Textual support

Pg. 69 "If, then, the non-realization of the existence of time happens to us when we do not distinguish any change, but the mind seems to stay in one indivisible state, and when we perceive and distinguish we say time has elapsed, evidently time is not independent of movement and change. It is evident, then, that time is neither movement nor independent of movement."

Semblance of a response

From my own experience and I would imagine others, and popular expressions, this seems to be the case. The expression, 'Time flies when your having fun' suggests the passage of a subjective time that is happening faster. Nevertheless, objective time is moving along all the same.

Question

**Is Aristotle being reasonable when he says, "For time is by nature rather the cause rather of decay, since it is the number of the change and removes what is." (Aristotle, 73)**

Textual Support

Aristotle says, "A thing, then, will be affected by time, just as we are accustomed to say that 221a30-221b2 time wastes things away, and that all things grow old through time, and that people forget owing to the lapse of time, but we do not say the same of getting to know or of becoming young or fair." Is it not also true that while time wastes things away it can make other things come to exist? As, for example, the album cover of the band REM, in time, which when opened up show various things that have grow forth in time. Farmers understand this because the ...



Sleeping Among the Heroes at Sardinia:  
Time in Aristotle's Physics

November 9, 2017  
PHI680

In *Physics* Δ, Aristotle articulates his definition of time in a number of ways and with varying degrees of specificity. ~~the~~ The most precise ~~of which articulation given by Aristotle states~~ ~~is~~ that time is the “number of motion in respect of before and after.”<sup>1</sup> ~~In this paper,~~ I would like to present a set of difficulties involved in ~~understanding~~ Aristotle’s conception of time as the number of motion. ~~It will be seen that substantial questions remain to be addressed regarding this relation.~~ In the first two sections, I will ~~attempt to~~ layout the untendentious aspects of Aristotle’s concept of time. First, ~~I will look at the way in which~~ Aristotle conceives of time as an attribute of motion. Second, ~~I will articulate how~~ time is understood as the number of motion. ~~With this conception of time in hand, and b~~By way of conclusion, I will gesture toward a set of tensions present in Aristotle’s notion of time. ~~So what is the question, precisely, or what is the tendentious aspect of Aristotle’s concept of time?~~

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## Time and Motion

In *Physics* Δ, as in many of his works, Aristotle employs a doxastic approach ~~to his subject of enquiry~~, canvassing and evaluating the many views of his predecessors. The most prevalent view of time, Aristotle claims, holds that it is a sort of motion.<sup>2</sup> ~~As time is most usually supposed to be a motion and a kind of change, we must consider this view.~~<sup>3</sup> Indeed, the idea that time is related

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Commented [BS1]: Since you explicitly point to his doxastic approach, what predecessor or predecessor is he evaluating here?

<sup>1</sup> Aristotle, *Physics*, 219b1.

<sup>2</sup> Aristotle, *Physics* 218b10. We should note that when Aristotle speaks of motion, this term is not limited simply to locomotion—that is, a change in location. Aristotle’s conception of motion is broader than this. Motion for Aristotle includes not just changes in location, but changes in quality as well. The change undergone by my coffee as it turns from hot to cold would be, for Aristotle, a sort of motion. For the remainder of this essay, I will use motion in a similar sense to refer both to locomotion as well as to qualitative changes.

<sup>3</sup> Aristotle, *Physics* 218b10.

to motion is an intuitive view. It is by noting various sorts of motion that we become aware of the passage of time. Watching a boat move languidly down a river indicates to me not only the motion of the boat itself, but the passage of time as well. However, Aristotle embraces this ~~doxastic~~ view only with significant modification. ~~If one is~~ Speaking precisely, Aristotle observes, it must be said that time is related to change but is not identical to it. In a crucial passage, Aristotle writes “change is always faster or slower, whereas time is not; for fast and slow are defined by time—fast is what moves much in a short time, slow what moves little in a long time.”<sup>4</sup> We can observe that changes occurs either more or less quickly and the magnitude of the change is not identical to the duration. As such, time cannot be identical to motion or such variations in rate would be impossible. ~~From this Aristotle concludes that~~ Consequently, ~~time is~~ time is not identical to motion. ~~Following Aristotle’s logic, time is~~ held to be either identical to movement or ~~to be~~ something that belongs to movement, ~~and~~ Since time cannot be identical to movement, ~~time it~~ must belong to movement in some other way.<sup>5</sup>

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#### Time as the Number of Motion

~~According to Aristotle, time is a measure of motion, and it is not identical to motion. But what~~ sense is this to be understood? An indication can be found in Aristotle’s discussion of the ‘now’ and the number of motion. Aristotle observes that we notice time only when we can establish something that is prior to that which is posterior. Aristotle writes, when the mind “pronounces that the ‘nows’ are two, one before and one after, it is then that we say that there is time, and this that we say is time.”<sup>6</sup> He clarifies this statement, writing “what is bounded by the ‘now’ is thought to

<sup>4</sup> 218b15-218b18

<sup>5</sup> 218b15

<sup>6</sup> 219a25



be time”<sup>7</sup> These now moments are themselves durationless points and thus not themselves in time. That is, the prior ‘now’ and the posterior ‘now’ are merely boundaries which establish a unit of time. Time then can be said to be number in the same way “as the extremities of a line form a number...”<sup>8</sup> The dual ‘nows’ and the dual endpoints of a line segment are both boundaries, which, in their duality simultaneously establishing a unit and a number. Thus, insofar as the ‘nows’ are durationless boundaries, they are not in time; nevertheless, the ‘now’ is what gives rise to the number of time. It is this thought that subtends Aristotle’s full definition of time: time is to be understood as the number of motion with regard to the before and after.

This is about as much as can be said, untententially, about Aristotle’s notion of time. However, it will be helpful to note a few details and entailments of this account. First, with a more complete articulation of his definition, Aristotle is now in a better position to specify how it is that time relates to motion. He writes that time is not movement “but only movement in so far as it admits of enumeration.”<sup>9</sup>

Second, we have seen, that the now is a boundary that is used to establish the measure or unit that is time. However, Aristotle makes the further claim that these ‘nows’ individual instances of the now -are essentially distinguishable from one another. He writes, “the ‘nows’ are the same insofar as they are boundaries, but different in their being. That is to say, falling along the line of progression differently, they indicate a different relation. They are not in the same relation: one being before and one being after. The argument is based in a analogy to spatial relations. Just like the sophists posit of Coriscus that Coriscus at the Lyceum is different in being from Coriscus

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Commented [BS2]: Okay, I don't see how this definition follows from the discussion of the 'now' Subject of your sentences in this paragraph: now, now, now, time, now I would suggest that the argument from analogy of not very well explicated here

Commented [BS3]: I really don't know why you express it this way There seems a lot to disagree with in regard to this way of representing time

Commented [BS4]: Why?

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Commented [BS5]: Acceptable?

<sup>7</sup> 219a29

<sup>8</sup> 220a16

<sup>9</sup> 219b2

at the marketplace, so too with the nows.<sup>10</sup> ~~That is to say, it is only~~ insofar as we are able to bound an interval in terms of non-identical 'nows,' ~~(e.g., a defined by a~~ prior 'now' and a posterior 'now'), ~~is, that we establish~~ a duration ~~and or a~~ unit of time ~~definable~~. If these ~~the prior and the~~ posterior 'nows' were identical ~~in their being,~~ we would remain unable to mark changes in time because we would no longer be identifying something that is prior and something posterior. Like those who sleep among the heroes at Sardinia, ~~if the 'nows' were not distinguishable,~~ the passage of time would not be observed.

~~Finally, linking time to the establishment of the now by which a duration can, itself, be~~ ~~numbered~~ ~~number~~ allows Aristotle to explain two ~~desiderata for the concept of time:~~ (A) ~~how~~ simultaneous motions occur relative to the same time<sup>11</sup> and (B) ~~how~~ time establishes regular durations (e.g., a year, or a spring, or an autumn).<sup>12</sup> ~~Indeed, these claims are both aspects of our~~ ~~common sense conception of time.~~ ~~For~~ On the one hand, we speak of a specific duration such as yesterday (itself a twenty-four hour period) which will differ from tomorrow (a different twenty-four hour period), where this specific period and the events therein are a subject of which that duration (twenty-four hours) is predicated; but, the difference between yesterday and tomorrow is precisely not a difference in duration. The difference between these times lies elsewhere namely in the specific motions captured by the duration. On the other hand, we talk about time in terms of abstract durations: one hour, one day, one week, one month. These are alike purely in their duration and this must be so for them to establish regular intervals. I take these claims to be among the fundamental aspects of time that are explained by Aristotle though the association between time and number; for, number seems to function in a similar fashion. As Aristotle will note, number

**Commented [BS6]:** WHAT? Where does this come from?  
You need to provide context in order for this to make sense

**Commented [BS7]:** In being, but in what sense?  
\* as relational?  
\* as substantial?

**Commented [BS8]:** Isn't this redundant?

**Commented [BS9]:** WHAT? Where does this come from?  
Some context is necessary to make this allusion understandable

Are those who sleep among the heroes at Sardinia indistinguishable? How so? Why are they indistinguishable?  
In analogical moment what does the analogy work?

**Commented [BS10]:** Acceptable?

<sup>10</sup> 219b20-25

<sup>11</sup> 219b10.

<sup>12</sup> 220b14.



can be said “both of what is counted or countable and also of that with which we count.”<sup>13</sup> For example, when I count ten horses and then ten people, the decade is the same, but the thing counted differs. It is this aspect of number that Aristotle hopes to carry over to his conception of time.

### Tensions in the Theory

The notion that time is a sort of number is meant to clarify the relation between time and motion. ~~We have already seen that Aristotle introduces and then dismisses two possible relations between time and motion as unacceptable. First, Aristotle explicitly denies that time is simply identical to motion (cf. 218b15), but – Second, given the definition of time Aristotle puts forward as the number of motion, it is obvious that time for Aristotle is not completely independent of motion. Indeed, Aristotle writes “it is evident, then, that time is neither movement nor independent of movement.”<sup>14</sup> According to Aristotle, then, The notion of time as is the number of motion. This definition appears to provide a productive way to cash out this relation between time and motion. However, Aristotle’s use of number to explain time is fundamentally problematic. By way of conclusion, I would like to note an intertextual tension that results from conceiving of time as a sort of number. I will suggest that~~ There are two ways in which Aristotle presents time as a number and each leads to a contradiction with regard to other claims to which Aristotle is committed.

The first interpretation holds that time is just an aspect of enumerating motion. That is to say, time is just the ‘nows’ with which we number motion. There is textual support for this interpretation. At 220b4-5 Aristotle is trying to explain why time is not said to be quick or slow, but is a consistent measure (Deseterata B). In justifying this claim Aristotle says that no number

Commented [BS11]:

Commented [BS12R11]: Why does this example not apply to the now?

When I indicate a before and an after with the now, the now is the same but the moment delimited by the now is different. Seems precisely the same issue to me.

Commented [BS13]: See my first highlighted question!

Commented [BS14]: Wasn't aware of this. This was not clearly stated and explained above.

<sup>13</sup> 219b5.

<sup>14</sup> 219a1

with which we number is quick or slow. This seems to imply that time is a number with which we count. That is, time is simply the intervals established by the 'nows' by which motion is measured.<sup>15</sup> Though this interpretation would make sense of Aristotle's claim that there is no time without the soul since time is a numbering or counting and this is itself the activity of a rational being, it explicitly goes against a claim to which Aristotle seems particularly dedicated. Time, Aristotle claims, is number in the sense of "what is counted, not that with which we count."<sup>16</sup>

The second interpretation available is that time is some sort of derivative property of motion. On this reading, neither the 'nows' nor the regular interval established by marking the 'nows' of before and after are themselves time. Rather, the 'nows' marks off a specific motion and establishes a new feature, namely time as the content of the interval between the 'nows' that are identical in their being. This interpretation would make sense of the numerous passages in which it is claimed that time is that which is numbered, not the numbering or counting itself (i.e. not the 'nows' in themselves). Indeed, this claim is central to Aristotle's defense of the idea that earlier and later times, though of the same duration, are not identical (that which is numbered, horses, people, or the specific motion of the duration differentiate otherwise identical numbers). Justifying such a claim is the aim of passages such as 220b5. However, if this is correct, and time is an attribute of motion in the sense of a property of the motion, how is it that the soul is needed in order for there to be time? If it is the specific motion counted that constitutes time, surely this motion could exist without one to enumerate it. Additionally, this interpretation makes it difficult to understand how rest could be included in time. If time is a derivative property of motion that is

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<sup>15</sup> Bostock, 156.

<sup>16</sup> 219b4-9

then simply given a measure in enumeration, then motion is necessary for the production of time. Yet, Aristotle explicitly states that periods of rest can be in time (221b8-221b14).

It is unclear which interpretation is primary, or, put another way, which is the better representation of Aristotle's views. This is my question. Which of these two interpretations is most adequate to Aristotle's other views, particularly to his theory of motion? As I hope has been shown, there is no forthcoming interpretation of time as a number of motion that does not come into conflict with other major tenants of Aristotle's theory. A more complete analysis of this problem would involve looking at the account of measure and unit *Metaphysics Iota* as well as a more sustained analysis of motion in the *Physics*. This paper is meant merely to serve as an illustration of the various interpretations available as well as an indication of what would be entailed by adopting either one of these interpretations. The solution to these problems is the subject for a much larger work.

YOU NEVER CLARIFIED THE QUESTION. I WOULD SUGGEST. SEE MY FINAL ADDITION TO YOUR PAPER.

B+/A-

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## The Endurance of the Past and the Creation of the Future

### I – Introduction

In brief passages of his treatises and lectures, Heidegger sketches some objections to Bergson's conception of primeval time. Though he offers no more than cursory allusions, we can discern an important critical theme: mired in a bog of metaphysical confusions, the idea of pure duration by Bergson presumes the temporal primacy of the present and, therefore, fails to unearth the ontological relation between time and being. Such a contention is, I reckon, inaccurate. In his attempt to ground horological time, Bergson articulates an account of existential temporality whereby the past and the future emerge in a creative process. Accordingly, the enduring consciousness consists in an openness to being – which, to be sure, Bergson interprets as life. Pure duration, therefore, designates the ontological field across which we encounter and create being. I do not, of course, intend to overstate the commonalities between Heidegger and Bergson – their presumptions and conclusions are very different. I merely wish to show the latter is not culpable of the charge levied by the former.

<sup>1</sup> According to Heidegger, there are many problems with Bergson's account of time, all of which emerge from the latter's persistent entanglement in traditional metaphysics. For him, Bergson (1) reduces horological time to space; (2) retains and merely inverts the Aristotelian conception of time; (3) fails to provide an ontological foundation for time-consciousness; (4) prioritizes the present and the being of presence. In this paper, I focus on the last two lines of criticism.

**Commented [BS1]:** Vagueness here weakens the impact of paper's opening to entice interest.

**Commented [BS2]:** Sentence break called for here.

**Commented [BS3]:** These comments do not seem tangential to your discussion but rather quite central to it. Consequently, they shouldn't be placed in a footnote.

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**Commented [BS4]:** First you need to explain that he seeks to ground horological time by reference to lived duration.

**Commented [BS5]:** Assume that I don't know much about Bergson. Your opening is, then, pretty confusing. For instance, why are you suddenly talking about consciousness after indicating the central problematic was the ontological relation between time and being.

**Commented [BS6]:** Which charge? I see two charges: Bergson presumes the primacy of the present and he fails to unearth the ontological relation between time and being.

Structure of presentation:

1. Idea of duration by Bergson has two problems, one of which is said to follow from the other
2. You wish to defend Bergson against "a" charge.

## II –Pure Duration: In Memoriam

To appreciate Heidegger's critique of Bergson, we must briefly expound the latter's theory of pure duration. Much like Heidegger, Bergson strove to disclose the origin of temporality from which we derive [both](#) our mundane and scientific conception of time. His aim is to avoid the paradoxes and ambiguities of the mundane conception of time and, ultimately, secure an indeterministic and temporal conception of freedom.<sup>2</sup> He distinguishes, then, between horological time [*temps*] and pure duration [*durée*]. The former is a quantitative multiplicity, a discontinuous and homogenous juxtaposition of objective units, whereas the latter is a qualitative multiplicity, the continuous and heterogenous progress of consciousness. Only duration is a pure and concrete temporal phenomenon. Horological time, as a numerical magnitude, is a spatialized mixture, a convenient and useful abstraction.

To establish the distinction between these two kinds of multiplicity, Bergson investigates the nature of number. Number is, he argues, a spatial designation. On one hand, the origin of a numerical magnitude is space. What we count and divide are originally regions of space – say, petals or sheep. On the other hand, the countability of a numerical magnitude also entails spatiality. [To count anything](#), we must set each member of the group *aside*. We must, in other words, place the units somewhere even in highly abstract calculations. Numbers “are therefore parts of space, and space is, accordingly, [the material with which the mind builds up number](#), the medium in which the mind places it.”<sup>3</sup> In creating numbers, we abstract from

**Commented [BS7]:** To count:  
\* act of counting: a multiplicity of states  
\* the counted: a multiplicity of affairs

**Commented [BS8]:** Good.

**Commented [BS9R8]:** Good. So where is the discussion of the symbolic thus far?

<sup>2</sup> The connection between duration and freedom is, of course, beyond the narrow scope of this paper.

<sup>3</sup> Henri Bergson, “Time and Free Will,” in *Key Writings*, 53.



the multiple qualities of the world and thereby establish a homogenous magnitude. We must ignore the unique peculiarities of a single petal and conceptualize it as an indistinct unit.

Page | 3 Now, horological time is the numerical magnitude of motion and change – indeed, such is the conception of temporality, which Aristotle has bequeathed upon us. So, insofar as clock-time is a kind of number, it must perforce unfold in space. We count the now-units of this discontinuous succession in spatial juxtaposition – much like we count material objects, e.g., apples in a crate. Horological time, as the alloy of time and space, responds to the pragmatic and evolutionary needs of the body. If we wish to calculate the route of a rocket to Mars or coordinate our schedules, we need a measurable unit of some sort, an abstract standard or rule. As Bergson puts it: “Nay, more, time enters into the formulae of mechanics, into the calculations of the astronomer, and even of the physicist, under the form of a quantity. We measure the velocity of a movement, implying that time itself is a magnitude.”<sup>4</sup> In this sense, then, time is a useful quantitative multiplicity, a homogenous magnitude.

However, the fount of impure-spatialized time is pure duration. Duration is the raw life of consciousness, a creative flourishing. It designates the inexorable, irreversible succession of qualitative-multiplicities states of consciousness, i.e., the restless interpenetration of sensations, desires, ideas, sentiments, woes, worries and so forth. “In a word, pure duration might well be nothing but a succession of qualitative changes,” he begins, “which melt into and permeate one another, without precise outlines, without any tendency to externalize themselves in relation to one another, without any affiliation with number: it would be pure heterogeneity.”<sup>5</sup> In duration, experiences have no discernible contours, no determinate

**Commented [BS10]:** Why alloy? (not to deny the validity of this idea, just think it is necessary to explain the origin of this idea in Bergson)

**Commented [BS11]:** See previous question about symbolical representation.

**Commented [BS12]:** See earlier comment regarding consciousness.

**Commented [BS13]:** “It”, the word, designates?

<sup>4</sup> Henri Bergson, *Time and Free Will*, in *Key Writings*, 63

<sup>5</sup> Bergson, 61.

boundaries: they simply **disembogue** into one another. Duration is, therefore, the absolute **flourishment** of conscious life, a heterogenous, uncountable, qualitative medium, an endless process of growth. As such, it **resists** discursive analysis: it must be lived, rather than cognized.

**Commented [BS14]:** Excellent GRE word, but I'm not sure it gets at what you intend. Disembogue carries the connotation of an emptying. Is this what you mean?

**Commented [BS15]:** Notice you are employing a substantive to indicate a dynamic.

**Commented [BS16]:** Resist or abjure

A **symphony**, for instance, comprises multiple pitches, pauses, sounds, moods and themes. Consciousness could very well dissect the piece and analyze the formal structure of a theme, or the contrapuntal line of one instrument. To do so, it must excise a part of the whole by means of a symbol or cypher and, thereby, separate "its present state from its former states."<sup>6</sup> In so doing, however, consciousness no longer lives the music. **It no longer endures.** It projects the sonorous sensibilities onto a space of thought. Conversely, when consciousness lives the music, the symphony is disclosed as a heterogenous amalgamation of sensibilities. It experiences the moods, pitches, memories, worries and silences melting into one another. Thus, pure duration constitutes the gradual growth of the living consciousness through which it develops, evolves creates and changes.

**Commented [BS17]:** Given the analogy to musical tone and to music generally is prevalent in Bergson, this explication could be much richer if tied more clearly to Bergson's own explication.

Bergson's theory of temporality relies, therefore, upon the distinction between horological time and pure duration. Horological time **is a quantitative multiplicity**, a numerical magnitude, which comprises abstract, discontinuous and homogenous now-units. As such, clock-time is an **alloy** of space: to the degree that time is countable, it is spatial. **The spatialization of time occurs, in turn, by dint of the pragmatic and evolutionary vicissitudes of corporeal life.** In contrast, pure duration is a qualitative multiplicity, the primeval fount of temporality, which comprises concrete, continuous and heterogenous experiences. It is, in

**Commented [BS18]:** "Our final conclusion, therefore, is that there are two kinds of multiplicity: that of material objects, to which the conception of number is immediately applicable; and the multiplicity of states of consciousness, which cannot be regarded as numerical without the help of some symbolical representation, in which a necessary element is space"  
— Bergson, "The Idea of Duration" (sorry don't have my Key Writings text, so I cannot provide the page number)

What do you mean that consciousness "excise(s) a part of the whole by means of a symbol or cypher". This is introduced too quickly and without adequate explication.

**Commented [BS19]:** Is horological time a representation of the mind applied to material objects?

**Commented [BS20]:** admixture

**Commented [BS21]:** New Idea :: New Paragraph

**Commented [BS22]:** Introduced but not explained.

<sup>6</sup> Bergson, 60.



other words, the very endurance of consciousness in a relentless process of self-creation. And so, duration is essentially inarticulable and ineffable. It is a concept, admittedly of a very unique nature (see *Introduction to Metaphysics*), that denotes a form of immediate and pure living.

### III - Heidegger's Critique of Bergson: The Primacy of the Present

Now, Heidegger recognizes Bergson's innovative attempt to disclose the primeval phenomenon of time: "Recently Bergson tried to conceive the concept of time more originally. He made it [clearer] than any previous philosopher that time is interwoven with consciousness."<sup>7</sup> However, Bergson's idea of pure duration remains fettered to the "ordinary way of understanding" time, "which has persisted from Aristotle..."<sup>8</sup> Aristotle, he claims, established the problem of time for all subsequent thinkers, "and not least of all for Bergson."<sup>9</sup> For Heidegger, Bergson's most important metaphysical mistake is perhaps the attribution of ontotemporal primacy to the present - that is, the epistemic and ontological privilege of presence.

Traditional metaphysics, he argues, has hitherto attempted to know entities as presence. "The outward evidence for this," he asserts, "is the treatment of the meaning of Being as παρουσία or οὐσία, which signifies, in ontologico-temporal terms, 'presence' [*Anwesenheit*]. Entities are grasped in their Being as 'presence'; this means that they are understood with regard to a definite mode of time - the 'present.'"<sup>10</sup> Thus knowledge has been interpreted as an act of making present. To know is to represent here and now, to

<sup>7</sup> Martin Heidegger, *The Metaphysical Foundations of Logic*, 149

<sup>8</sup> Heidegger, *Being and Time*, 39.

<sup>9</sup> Heidegger, 142.

<sup>10</sup> Heidegger, *Being and Time*, 47.

**Commented [BS23]:** Don't be coy. Where is this criticism introduced by Heidegger. Don't bury that information in a footnote. Place the objection in context.

**Commented [BS24]:** Cf. *The Concept of Time*, (first draft) in which the concept of the present is actually quite ambiguous.

"The surrounding world - when examined with regard to its presence [*Anwesenheit*] - is structured according to its own significations and references" (17).

"Measuring amounts to determining something that is present [*Gegenwärtiges*] by means of something that is present [*Gegenwärtiges*]" (61).

Which presence is at issue here?

\* the ontotemporal primacy of something that is present [*Gegenwärtiges*]  
\* the privileging of presence [*Anwesenheit*]

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**Commented [BS25]:** Resolution of the ambiguity. But I would suggest that the ambiguity needs to be acknowledged explicitly in order to be clearly resolved.

grasp something as present-at-hand [*Vorhandensein*]. Thus, ~~the truth is conceived as a~~ permanent, persistent, changeless transcendence, an enduring entity of some sort: the being that is, primary substance, the eternal forms or the timeless presence of God. In sum, the present is interpreted as ~~the experiential center in relation to which we understand the past,~~ as a mere “have-been,” and the future, as a mere “not-yet.” nothing.

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Commented [BS26]: This needs a lot more clarification. See my previous comment.

Now, this prejudice is a problem, argues Heidegger, because it occludes the phenomenon of existence as a temporalized openness. For Heidegger, the being of existence [*Dasein*] is care – that is, a concerned awareness of being. Care comprises three equiprimordial structural moments: thrownness, projection and fallenness. Thrownness designates the phenomenon by which existence is always already in a world structured by a system of customary and pragmatic references. *Dasein* is encultured by a world of signification that precedes it and finds itself caring for it. Projection designates the phenomenon by which existence is always a confrontation with possibilities for action. *Dasein* is that which it can become, all of its temporally determined possibilities. Finally, fallenness designates the phenomenon by which existence is a fascinated dispersal in the business of everyday and social life. In its average everydayness, *Dasein* is merely any “one” – it behaves as one behaves.

As such, care is only possible on the basis of temporality. Temporality is a unified existential whole, which comprises three temporal ecstasis, or horizons of interpretation: past, present and future. Each ecstasis primarily conditions one moment of the structure of care. So, *Dasein*, as care, ‘makes’ the present in its projection toward the future as it plunges



into the past – that is, in its concern for its existential possibilities.<sup>11</sup> Since projected anticipation is the mode through which we unveil finitude in the form of death, Dasein's authentic temporality is the future. Inauthentic temporality is, on the contrary, a fallen dispersal in the present, the vicissitudes of everyday life as any "one." To prioritize the present is, therefore, to close the present, to understand oneself as an innerworldly entity among other entities. However, Dasein, as being-in-the-world, is neither a transcendent object nor a transcendental subject, for which a horological interpretation of time as presence would apply. Rather, Dasein is an ecstatic openness: the temporal disclosure of being.

Only through this analysis can we reveal the ontological relation between time and existence in light of the question of being. Temporality is that through and in which all interpretations of being become possible. Dasein's understanding of being is fundamentally temporal – that is, the structure of care depends upon temporality. Such omission is, then, Bergson's fatal flaw. "The basic metaphysical problem of the primordial connection between Dasein and temporality," contends Heidegger, "he [Bergson] does not pose, and even less does he pose the problem of being, for which the other problem is only a preparation."<sup>12</sup> So Bergson's account of pure duration cannot articulate the nature of time as the existential condition for the possibility of the disclosure of being – Dasein's openness to time is Dasein's openness to being.

#### IV –Pure Duration: In Memory

<sup>11</sup> Heidegger, *Being and Time*, 401.

<sup>12</sup> Heidegger, 149.

**Commented [BS27]:** Time' is the being of 'nobody' (*Die Zeit' ist das Sein des Niemand*) which is encountered within and in terms of presenting immersion in the world. We must not interpret away the phenomena of 'one' and 'time', which are so relentlessly dominant (*hartnäckigen Herrschaft*) that they often seem more 'real' than the presence (*Vorhandensein*) of the world (what is in the world is 'in time'). Ontological investigation must open itself to these phenomena; it must read off their ontological characteristics from these phenomena themselves" (*Concept of time*, 65)

Your analysis above is quite good. But I would suggest that the demand announced in the last sentence of the quote above is absent in your analysis.



~~I suspect, however, that~~ Heidegger is overhasty in his dismissal of Bergson's theory of duration. In *Matter and Memory*, Bergson devises a theory of perception and memory, which disavows the traditional conception of time as presence. While the former is indeed the faculty by which consciousness attends to a rigid present, the latter is rather the faculty, which synthesizes and preserves the past as a continuous, heterogenous murmur of unconscious frequencies. Duration is, then, the memorial accumulation of the past and the inventive creation of the future. Unlike horological time, pure duration is defined by the past, sustained in memory, in its creative tendency toward the future. Thus, as a living process of flourishing, duration contains, at all moments, the three ecstatic horizons of temporality: in the creative relation between past and future, the original present remains open. Understood as such, pure duration is, not merely a psychological experience, but rather the ontological field across which we encounter being.

To countenance Bergson's rejection of the ontological primacy of the present, we must briefly examine his theory of perception and memory. In seeking the nature of these conscious faculties, he elucidates the phenomenon of pure duration in light of the relation between body and spirit. To do so, he posits first the notion of image as a "certain existence which is more than that which the idealist calls a representation, but less than that which the realist calls a thing."<sup>13</sup> That is to say, an image is an intermediary being, which does not possess the ontological independence of an object nor does it possess the ontological dependence of a representation. As such, an image is neither material nor ideal. It is, rather, that through which the world is manifest. "Nothing really new" could occur, contends

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**Commented [BS29]:** Is a consciousness something that is objectively present (Vorhandensein)? The faculty-analysis articulated here suggests it is.

<sup>13</sup> Henri Bergson, "Matter and Memory," in *Key Writings*, 81.

Bergson, except through a field of particular images.<sup>14</sup> Hence, matter is an aggregate of images.

Page | 9 Now, the faculty by which we apprehend these images is perception. In perception, we bind the image of matter to a representation. We transform, in other words, being-in-itself into being-for-us. However, such a transformation is not an addition, a bestowal of value or significance. We do not imbue the image with spirit or thought in a perceptive act. On the contrary, the transformation of an image into a representation is a subtraction, a loss of richness. From the image, we discern that which is useful or relevant with respect to the pragmatic needs and purposes of the organized body – the images of a pellucid pool of water ordinarily appear to us with reference to thirst or leisure. We represent in order to use and exert power. Therefore, in the epistemic reduction of images to representations, we refer the multifarious multiplicity of life “to the eventual action of one particular image, my body.”<sup>15</sup>

Inasmuch as perception is intimately related to matter and the concerns of the organism, it registers, first and foremost, objects *in space*: “perception is master of space...”<sup>16</sup> It solidifies images. Then, perception is the phenomenon through which images become manifest *in the present* – that is, it is oriented toward the present. The perceptive act discloses the presence of images in the now by extracting them from the multifarious totality of the universe. Perception is, therefore, attuned to horological time. Alone, it constitutes a merely pragmatic mode of encounter, a departure from the concrete abundance of duration. Perceptive apprehension cannot, therefore, subsist in isolation. If perception exhausted the scope of

Commented [BS30]: A wordly entity

<sup>14</sup> Bergson, *ibid.*, 87.

<sup>15</sup> Bergson, *ibid.*, 89.

<sup>16</sup> Bergson, *ibid.*, 95.

possible psychotemporal faculties, we would apprehend images in instantaneous flashes. Pure perception would lack duration and experience would consist in a discontinuous succession of discrete frames sliced from a film reel. Consciousness would be nothing but a series of sudden raptures, or a featureless string connecting the beads of its mental states.

Yet, in actuality, perception endures. The endurance of perceptive apprehension must then rest upon a more fundamental psychotemporal faculty: to wit, memory. Perception is, Bergson argues, always amalgamated with memory. “The qualitative heterogeneity of our successive perceptions of the universe,” Bergson begins, “results from the fact that each, in itself, extends over a certain depth of duration and that memory condenses in each an enormous multiplicity of vibrations which appear to us all at once, although they are successive.”<sup>17</sup> Now, memory in its purest sense is irreducible to mere habituation. Habit-memory is superficially inscribed on the body. It simply informs our attitudes and expectations with respect to our corporeal needs. Habit-memory is then nothing but a repetitive motor mechanism – for instance, riding a bicycle, or performing basic arithmetic.

Contrarily, pure memory is “spirit in its most tangible form.”<sup>18</sup> If perception petrifies images as presence, pure memory dissolves them as past. Such a faculty liquefies matter into a sea of vibrant tendencies and infuses the present therewith. It is not, consequently, a derivative form of perception, a deficient mode of apprehension through which we contend with phantasmal irrealities. This sense of remembrance is a mere spatialization of memory: the picture of an urn into which we safeguard psychic trinkets. Rather, in its authentic temporal sense, memory preserves and discloses the past as the accumulative endurance of

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<sup>17</sup> Bergson, *ibid.*, 119-20.

<sup>18</sup> Bergson, *ibid.*, 122.



our spiritual being irrespective of pragmatic concerns of the body – that is, pure duration. The restless totality of our sentiments, volitions, sensations, ideas, fancies and troubles looms against the present as a memorial impulse and “follows us at every instant.”<sup>19</sup> The unconscious past, preserved in memory, constitutes our enduring existence.

Now, the phenomenon of pure memory sustains the past, not only *in*, but also *through* the present into the future. In pure duration, consciousness is at every instant pregnant with the past, which determines its inventive possibilities. The past, understood as a swarm of vibrant memorial tendencies and impulses, situates and propels this continuous process of change. That is to say, the condensed being of the past informs the activity of consciousness by which it devises the irreducibly new future. “The more we study the nature of time,” speculates Bergson, “the more we shall comprehend that duration means invention, the creation of forms, the continual elaboration of the absolutely new.”<sup>20</sup> Hence, in duration, the future is disclosed as sheer novelty, the anticipation of the new. Against the spurious, spatial ego of perception, memory reveals the ontological dimension of the ego that endures in its creative, self-constitutive orientation toward the future.

Duration is, therefore, the being of consciousness in which past and future are always manifest. The impulses of the past create the future. In Bergson’s words: “Duration is the continuous progress of the past which gnaws into the future and which swells as it advances.”<sup>21</sup> As we have already established, duration resists perceptive cognition in terms of a fragmentary succession of instants, an abstraction, which is nonetheless possible –

<sup>19</sup> Bergson, “Creative Evolution,” in *Key Writings*, 173.

<sup>20</sup> Bergson, 176.

<sup>21</sup> Henri Bergson, *Creative Evolution*, 173.

**Commented [BS31]:** Very nice discussion of Bergson above. But I still wonder if Heidegger’s criticism doesn’t so much rest on the being of entities given to a consciousness but rather on the being of consciousness as innerworldly.

horological time. Rather, the endurance of consciousness is, for Bergson, a continuous, multifarious flourishing, a ceaseless invention whose unique qualities permeate one another. As a dynamic process of change, duration always reveals the past in its projection toward the future. In primeval time, the past is always manifest as a memorial tendency, while the future is always manifest as the creative potency of the living being.

So, insofar as pure duration establishes a concrete relation between the past and the future, the present in its original sense appears as an openness. Time, as endless transience, is the ontological medium through which we encounter ourselves and other beings. It is, in other words, not a mere conscious experience, but rather an ontological condition for the disclosure of being: "Questions relating to subject and object, to their distinction and their union, should be put in terms of time rather than of space."<sup>22</sup> This epistemic suggestion is in fact an ontological reorientation. It bespeaks an insight about the philosophical attitude through which truth is revealed: we cannot apprehend the being of entities by stumbling upon them in space. Rather, we must encounter them in time. In pure duration, therefore, we contend with the inextinguishable multiplicity of the universe. Time is not primordially an innerworldly magnitude, but rather an active process of endurance through which what is becomes. It is, in a word, an openness to phenomena, the existential condition for the disclosure of being.

Yet, Heidegger would likely insist that Bergson understands temporality in terms of innerworldly entities. After all, duration is a living process of multifarious change whereby consciousness preserves the past and creates the future. So, in this account, Dasein is

<sup>22</sup> Henri Bergson, "Matter and Memory," in *Key Writings*, 120.

**Commented [BS32]:** Establishes in what sense?

**Commented [BS33]:** If so, then this is fundamentally and radically dissimilar to Heidegger's position.

**Commented [BS34]:** Go back and look again at the Introduction to Metaphysics.

"Certainly, concepts are necessary to it, for all the other sciences work as a rule with concepts, and metaphysics cannot dispense with the other sciences. But it is only truly itself when it goes beyond the concept, or at least when it frees itself from rigid and ready-made concepts in order to create a kind very different from those which we habitually use; I mean supple, mobile, and almost fluid representations, always ready to mould themselves on the fleeting forms of intuition."

This distinction between the conceptuality appropriate to the sciences and a conceptuality appropriate to metaphysics would be very useful to the point you are making in this paper. For if it, ultimately, a question of encounter (access, opening), then how is this possible?

"a true empiricism is that which proposes to get as near to the original itself as possible, to search deeply into its life, and so, by a kind of intellectual auscultation, to feel the throbbing of its soul; and this true empiricism is the true metaphysics."

Question: in what sense is the Heidegger's hermeneutic phenomenology in line with Bergson's conception of metaphysics, "which aims at no application, <and which> can and usually must abstain from converting intuition into symbols."

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**Commented [BS35]:** See my comment/question on page. 11.

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**interpreted as** the temporally enduring progression of consciousness, which is endowed with faculties of memory and perception. However, this obstinate charge might consist in a mere semantic quibble. Given the previous examination, it seems evident that Bergson stretches the sense of these terms in an attempt to articulate an ontology of time and existence. **Duration** is not reducible to the consciousness experience of time. Rather, it constitutes **the very being of consciousness** – that is, **pure duration is the ontological ground upon which conscious experience rests**. And so, memory and perception are no mere **psychic capacities**. They are instead the horizons against which the world becomes manifest to consciousness.

I do not, of course, contend that Heidegger and Bergson devise the same, or even a similar, account of temporality and existence. Their premises, conclusions and concerns are quite obviously different. Although I cannot conduct such a comparative investigation here, I can at least enumerate some relevant differences: (1) while both reject the primacy of the present, Bergson seems prioritize the past and Heidegger seems to prioritize the future; (2) Heidegger understands finitude as the finality of death, whereas Bergson understands finitude as incompleteness; (3) for Heidegger, the disclosure of being seems to be an act of temporal interpretation, a linguistic phenomenon, while, for Bergson, the disclosure of life is, in its purity and immediacy, inarticulable and inexpressible – indeed, to articulate life is to detract from it.

Therefore, pure duration depends upon the unitary manifestation of the three tenses of temporality. The present appears in the act of perception. The past appears in the memorial accumulation of experiences. The future, finally, appears in the creative orientation toward

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**Commented [BS36]:** This is paragraph is very good, but I feel you are falling into contradiction ultimately.

1. "Duration is the raw life of consciousness, a creative flourishing. It designates the inexorable, irreversible succession of states of consciousness...."

2. "Duration is not reducible to the consciousness (*sic.*) experience of time." (13)

**Commented [BS37]:** So what happens to all the talk of faculties earlier?

the new. However, since pure duration is primarily defined by the dynamic relation between the past and the future, consciousness is a disclosure of being. Any transcendent presence is rather a function of perception and horological time. It consists in a deficient mode of existence in which we abstract from the primeval process of duration. Hence, the present of horological time is a perceptive unit, whereas the present of duration is a creative dialogue of the unconscious past with the unknown future.

### V - Conclusion

From this investigation, we can draw two conclusions. Firstly, it seems, to me, incorrect that Bergson succumbs to the Aristotelian temptation to privilege the present. Although the faculty of perception does in fact bind consciousness to the present, the faculty of memory preserves the past in all its multifarious multiplicity. In pure duration, the past is always manifest as a multiplicity of creative tendencies projected toward the future. To the extent that pure duration is a process, it always refers to the reality of these temporal horizons. Secondly, memory is the faculty through which consciousness discloses its very being as duration, an inexorable, inexhaustible process of growth. Therefore, the present is, in its primal sense, an openness. The enduring consciousness is fundamentally a form of disclosure. Time is, for Bergson, the process whereby consciousness encounters being.

Very nice analysis of Bergson's concept of duration. See my comments in margins. To summarize, the ambiguity of privileging the present. Anwesen vs. Gegenwart. needs to be more explicitly brought out; and the account of duration as raw life of consciousness and as ontological ground of life of consciousness is contradictory.

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Indeed, clarifying these two would better get at the heart of Heidegger's critique of Bergson.

Nice work this semester.

Paper Grade: **A**

Final Course Grade: **A**

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#### **Bibliography:**

Bergson, Henri. *Key Writings*. Edited by Keith Pearson and John Mullarkey. New York: Continuum, 2002.

Heidegger, Martin. *The Basic Problems of Phenomenology*. Translated by Albert Hofstadter. Bloomington: IUP, 1982.

Heidegger, Martin. *Being and Time*. Translated by Macquarrie and Robinson. New York: Harper Perennial, 2008.

Heidegger, Martin. *The Metaphysical Foundations of Logic*. Translated by Michael Heim. Bloomington: IUP, 1984.

# The Essential Husserl

PHI755-011 — F 11:00-11:50am

[PHI755 Zoom Portal](#)

(password: Sandmeyer)

Husserl, Edmund. [\*The Essential Husserl: Basic Writings in Transcendental Phenomenology\*](#). Edited by Donn Welton. Bloomington: Indiana University Press, 1999.

- [Table of Contents](#)
- [Bibliography](#)

Recommended:

- Cairns, Dorion, Edmund Husserl, and Eugen Fink. [\*Conversations with Husserl and Fink\*](#). The Hague: Nijhoff, 1976.

Secondary (Husserl primary source - original & translation - in folder titled "Secondary")

- [Logische Untersuchungen I \(1913\)](#)
- [Logische Untersuchungen II \(1913\)](#)
- [Logical Investigations I](#)
- [Logical Investigations I](#)
- [Philosophy as rigorous science \(1911\)](#)
- [Ideen I \(1913\)](#)
- [Ideas I \(Kersten\)](#)
- [Hua I - Cartesianische Meditationen und Pariser Vorträge](#) (1931 & 1929, respectively)
- [Cartesian Meditations](#)

<i>Date</i>	<i>Topic</i>	<i>(due on day listed)</i> <b>Reading</b>
<b>Part I: Contours of a Transcendental Phenomenology</b>		
01/25-29	<b>I. Antitheses</b>	pp. <a href="#">3-25</a> (22)
	1. The Critique of Psychologism	
	Normative and Theoretical Disciplines The Arguments of Psychologism The Prejudices of Psychologism	
	2. The Critique of Historicism	
02/01-05	<b>II. Phenomenological Clues</b>	pp. <a href="#">26-59</a> (33)
	3. Expression and Meaning	
	Essential Distinctions Fluctuation in Meaning and the Ideality of Unities of Meaning The Phenomenological and Ideal Content of the Experiences of Meaning	
	4. Meaning-Intention and Meaning-Fulfillment	
02/08-12	<b>III. Phenomenology as Transcendental Philosophy</b>	pp. <a href="#">60-85</a> (25)
	5. The Basic Approach of Phenomenology	
	The Natural Attitude and Its Exclusion Consciousness as Transcendental The Region of Pure Consciousness	
02/15-19	<b>IV. The Structure of Intentionality</b>	(recommended: <i>Ideas I</i> , §§ 80-83) <i>Ideas I</i> , §§ 84-86
	6. The Noetic and Noematic Structure of Consciousness	

	Noesis and Noema The Question of Levels Expressive Acts Noema and Object Horizons	pp. <a href="#">86-112</a> (31)
02/22-26	<b>V. The Question of Evidence</b> 7. Varieties of Evidence 8. Sensuous and Categorial Intuition	pp. <a href="#">113-134</a> (21)
03/01-05	<b>VI. From Subjectivity to Intersubjectivity</b> 9. Empathy and the Constitution of the Other Primordial Abstraction The Appresentation of the Other	(recommended: <a href="#">CM</a> I, §§ 33-34 & 37-39) pp. <a href="#">135-160</a> (25)
<b>Part II: Transcendental Phenomenology and the Problem of the Life-World</b>		
03/08-12	<b>VII. Transcendental Aesthetics (part I)</b> 10. Perception, Spatiality and the Body Objective Reality, Spatial Orientation, and the Body The Self-Constitution of the Body	pp. <a href="#">163-185</a> (22)
03/15-19	<b>VII. Transcendental Aesthetics (part II)</b> 11. A Phenomenology of the Consciousness of Internal Time Analysis of the Consciousness of Time Levels of Constitution of Time and Temporal Objects 12. Horizons and the Genesis of Perception	pp. <a href="#">186-233</a> (47)
03/22-26	<i>Academic Holiday</i>	
03/29-04/02	<b>VIII. Transcendental Analytics (part I)</b> 13. Formal and Transcendental Logic The Discipline of Formal Logic Formal Logic as Apophantic Analysis The Transcendental Grounds of Logic	pp. <a href="#">234-272</a> (37)
04/05-09	<b>VIII. Transcendental Analytics (part II)</b> 14. Individuals and Sets Explication of Individuals Constituting Sets 15. Universals The Constitution of Empirical Universals Eidetic Variation and the Acquisition of Pure Universals 16. The Genesis of Judgment	pp. <a href="#">272-306</a> (34)
04/12-16	<b>IX. Static and Genetic Phenomenology</b> 17. Time and the Self-Constitution of the Ego 18. Static and Genetic Phenomenological Method	pp. <a href="#">307-321</a> (14)
04/19-23	<b>X. Transcendental Phenomenology and the Way through the Science of Phenomenological Psychology</b> 19. Phenomenological Psychology and Transcendental Phenomenology	pp. <a href="#">322-336</a> (14)
04/26-30	<b>XI. Transcendental Phenomenology and the Way through the Life-World</b>	pp. <a href="#">337-378</a> (41)

	20. The Mathematization of Nature 21. Elements of a Science of the Life-World	
05/14	<b><u>Paper Submission</u></b> ca. 20 page paper due (by 12noon)	

### Sandmeyer – 3. Course Materials – (China2018) Teaching Methods: A Faculty Course

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#### Overview of Class & Materials:

During the summers of 2017 and 2018, I was hired through the Faculty Teach in China program sponsored by University of Kentucky Confucius Institute to teach summer courses in China. In 2018 I applied for and was selected to teach a **course for faculty** at the Qingdao University of Technology. The Qingdao course was especially important to the development of my own pedagogy, as the course gave me the opportunity to articulate my own **teaching methodology** and the student body were all faculty from the university. My 3-week course covered modern Western teaching methods for active learning with an emphasis on interdisciplinary education.

This packet contains the basic structure elements of the Teaching Methods Faculty Course.

- Syllabus
  - Syllabus design was an important lesson in the class, as Chinese faculty do not typically teach from a syllabus as we understand it in the West. Hence, the syllabus design – especially the idea and articulation of course **learning outcomes** – was, itself, the subject of an important lesson. See attached lesson 7.25.
- Schedule
  - The schedule was designed to be a progressive working through of **active learning** techniques. Each day of class broken into two distinct hours. The first hour was typically devoted to the introduction of new pedagogical content. The second hour was devoted to practicing active learning techniques. The objective of this second hour was to engage the faculty in the very pedagogical techniques they were learning in the course.
- Lesson
  - The most important element of these lesson was the articulation of learning objectives at the top of the document. There was always two sets:
    - Learning Outcomes (as students)
      - These were outcomes around which my own lesson was designed.
    - Learning Outcomes (as faculty)
      - These were **meta-outcomes**, designed for my students to reflect *as teachers* on the techniques they were learning in the lesson.
- Resources
  - The course resources detail the primary pedagogical texts and documents used in this methods class.
  - Importantly, these same resources inform my own work as a teacher of interdisciplinary classes here at the University of Kentucky.

The class has become especially important to my own understanding of pedagogical method, as much of its content reflects my own approach to the teaching of interdisciplinary classes.



# Teaching Methods for Interdisciplinary Courses

## Time:

Monday - Fridays: tbd

## Room:

tbd

## Office:

tbd

tbd

*for appointment,  
send a WeChat*

## Dr. Bob Sandmeyer

[bob.sandmeyer@uky.edu](mailto:bob.sandmeyer@uky.edu)

WeChat ID: bobsand



bobsand

## Site Map & Contact Info

## Syllabus & Schedule

## Course Resources



[Qingdao University of Technology](http://www.qingdao-ust.edu.cn/)



[UK Arts & Sciences](http://www.ukartsandsciences.org/)



[UK Philosophy](http://www.ukphilosophy.org/)



[UK ENS](http://www.ukens.org/)



# Syllabus

## Teaching Methods for Interdisciplinary Courses

### Contact Information

**Professor Bob Sandmeyer**

Assistant Professor of Philosophy  
Environmental & Sustainability  
Studies Faculty  
University of Kentucky

Course Website:

<https://www.uky.edu/~rsand1/china2018/>

Email: [bob.sandmeyer@uky.edu](mailto:bob.sandmeyer@uky.edu)

WeChat ID: bobsand



### Course Description

This course introduces faculty to the pedagogy unique to interdisciplinary classes. Using the Environmental & Sustainability Studies program at the University of Kentucky as our primary example, faculty in this class will study the inherent relationship between program design and effective construction of class outcomes. The focus of this class will center on the development and application of learning outcomes that advance interdisciplinary program goals at the classroom level and practical methods to accomplish these goals. Much of the class will model interactive dynamic classroom design. Consequently, participants will engage in the very active learning techniques studied in the course. A secondary goal of the class will be to improve oral English communication skills based on task-based, active-learning methodologies. Participants will also work to improve their classroom communication and presentation skills.

Please bring a computer with you to each class. This will facilitate class discussion and allow us to work together with the course resources most efficiently. If it is not possible to bring a computer with you to class, please let me know via email or WeChat.

### Learning Outcomes

- Name and order action words for continuum of cognitive complexity identified in Bloom's taxonomy.
- Demonstrate understanding of learning outcomes for program and course design.
- Practice dynamic classroom learning techniques.
- Construct effective interdisciplinary program design parameters as well as effective course syllabi based on identified learning outcomes.

### Assessment

Given the orientation to faculty in this course, traditional assessment will be replaced by in-class exercises that consolidate comprehension of material and expertise of techniques studied.

## Course Structure

### 1. Interdisciplinary Program Design: Learning Objectives at the Program Level

- Two Case Studies
  - The disciplinary degree: Philosophy
  - The interdisciplinary degree: Environmental and Sustainability Studies
- Classroom project: interdisciplinary program construction
  - Modeling student-centered thinking

### 2. Learning objectives at the course level

- Course design
  - The concept of student learning objectives: Bloom's taxonomy
- Course objectives
  - General vs. disciplinary-specific courses
    - Core concepts
    - Specific knowledge
    - Communication
    - Application & research
  - Interdisciplinary courses
    - Introductory
    - Reinforcing
    - Application/emphasis

### 3. Teaching Techniques

- Reading
  - Good reading is re-reading
- Writing
  - Good writing is re-writing
- Classroom discussion
  - Effective techniques



# Schedule *(work in progress)*

## Teaching Methods for Interdisciplinary Courses

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Course B</b>	<a href="#">7.16</a> (13:20-15:20)	<a href="#">7.17</a> (8:00-10:00)	<a href="#">7.18</a> (13:20-15:20)	<a href="#">7.19</a> (10:10-12:10)	<a href="#">7.20</a> (8:00-10:00)
	<b>Opening Ceremony</b> (9:00-10:00)	<b>The Interdisciplinary Program</b>			
<b>1st hour</b>	Introductions	(i) PechaKucha Presentation (ii) Discussion of "student centered learning" (ii) Group work: Important Concepts	The Idea of an Interdisciplinary Program: PHI & ENS (2 case studies)	2 Case Studies ( <i>continued</i> )	The courses you teach (2 minute presentations in class)
<b>2nd hour</b>		Discussion of Important Concepts			Reflection on the week (Weekend Reading assignment: " <a href="#">Green vs. Sustainability</a> " (p. 299-300 & Table 2, only))
<b>15:30-17:30</b>		Office Hours (1416 Office Bldg)	<b>Roundtable Discussion</b> (15:30-18:30)		
	<a href="#">7.23</a> (13:20-15:20)	<a href="#">7.24</a> (10:10-12:10)	<a href="#">7.25</a> (8:00-10:00)	<a href="#">7.26</a> (13:20-15:20)	<a href="#">7.27</a> (10:10-12:10)
	<b>Interdisciplinary Learning Objectives</b>				
<b>1st hour</b>	Analysis of Reading: Main and Subordinate Theses ( <a href="#">Yanarella et. al.</a> , " <a href="#">Green vs. Sustainability</a> ").	Three <a href="#">syllabi</a> : PHI <a href="#">205</a> , <a href="#">336</a> , & <a href="#">517</a>	<i>Continued</i> : Bloom's Taxonomy (" <a href="#">A Model of Learning Objectives</a> ")	Core University Requirements	Syllabus Project Presentations
<b>2nd hour</b>	The Silo Effect: General vs. Disciplinary vs. Interdisciplinary Education	Reflection: Bloom's Taxonomy (" <a href="#">A Model of Learning Objectives</a> ")	Syllabus Project	Syllabus Project	
<b>15:30-17:30</b>	<b>Roundtable Discussion</b> (15:30-18:30)		<b>Roundtable Discussion</b> (15:30-18:30)		Office Hours (1416 Office Building)
	<a href="#">7.30</a> (8:00-10:00)	<a href="#">7.31</a> (13:20-15:20)	<a href="#">8.01</a> (10:10-12:10)	<a href="#">8.02</a> (8:00-10:00)	<a href="#">8.03</a> (13:20-15:20)
	<b>Teaching Philosophy &amp; Techniques</b>				
<b>1st hour</b>	Faculty-Student Interaction	Statement of Teaching Philosophy	Discussion: Teaching Philosophy	Review Course Learning Objectives	Discussion: The Idea of an Interdisciplinary Program
<b>2nd hour</b>	Writing a Teaching Philosophy Statement		(music)		Music & Expressions
<b>15:30-17:30</b>	<b>Roundtable Discussion</b> (15:30-18:30)			Office Hours (1416 Office Bldg)	<b>Closing Ceremony</b> (15:30-17:30)



# Daily Work

## Teaching Methods for Interdisciplinary Courses

Wednesday		
7.25 (8:00-10:00)		
	Learning Objectives (as Students)	Learning Objectives (as Teachers)
	<ol style="list-style-type: none"> <li>1. Recal elements of syllabus</li> <li>2. Describe outcomes: <ul style="list-style-type: none"> <li>o from concrete--&gt;abstract</li> <li>o from lower-order thinking --&gt; higher-order thinking</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Explain syllabus purpose in relation to your own classes</li> <li>2. Categorize elements of learning objectives</li> <li>3. Design syllabus (and especially set of learning objectives) for one of your courses.</li> </ol>
Agenda		
1st hour	<p>(Continued from yesterday)</p> <p>Recall: <a href="#">A Model of Learning Objectives</a></p> <ul style="list-style-type: none"> <li>• Anderson and Krathwohl, <a href="#">A Taxonomy for Learning, Teaching, and Assessment</a> <ul style="list-style-type: none"> <li>o taxonomy of the cognitive domain</li> </ul> </li> <li>• Three dimensional representation <ul style="list-style-type: none"> <li>o two planes <ul style="list-style-type: none"> <li>▪ the knowledge dimension</li> <li>▪ the cognitive dimension</li> </ul> </li> <li>o three dimensionality</li> </ul> </li> <li>• Learning objectives</li> </ul>	
2nd hour		
Homework		

◦ deadline: **Thursday at 8pm**

**Round-table** (15:30-18:30)



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# Resources

## Teaching Methods for Interdisciplinary Courses

### Bloom's Taxonomy

[Bloom's Taxonomy of Action Verbs](#) (PDF)

[Model of Learning Objectives](#) (PDF)

[Bloom's Rose](#) (Kentucky)

[Bloom's Taxonomy](#) (Vanderbilt)

[Bloom's Taxonomy](#) (Waterloo)

[Educational Origami](#)

### Reading Exercise Material (*required*)

[Krathwohl, "A Revision of Bloom's Taxonomy: An Overview"](#)

[Yanarella et. al., "Green versus Sustainability"](#)

### Background Source Material (*not required*)

[Bloom et. al., \*Taxonomy of Educational Objectives\*](#)

[Anderson & Krathwohl, \*A Taxonomy for Learning, Teaching, and Assessing\*](#)

[Davis, \*Tools for Teaching\*](#)

### Association of American Colleges and Universities VALUE Rubrics

- [Civic Engagement](#)
- [Creative Thinking](#)
- [Critical Thinking](#)
- [Ethical Reasoning](#)
- [Foundations and Skills for Lifelong Learning](#)
- [Inquiry and Analysis](#)
- [Integrative Learning](#)
- [Intercultural Knowledge and Competence](#)
- [Global Learning](#)
- [Information Literacy](#)
- [Oral Communication](#)
- [Problem Solving](#)
- [Quantitative Literacy](#)
- [Reading](#)
- [Teamwork](#)
- [Written Communication](#)

### University of Kentucky CORE Documents

- [The UK Core](#) (website)
  - [Assessment](#)
    - [Assessment Plan](#)
  - [Committee Composition](#)
  - [Curriculum](#)
    - [Learning Outcomes](#)
  - [Design Principles](#)
  - [Evaluation Data](#)
- [Course Templates](#)
  - I. [Intellectual Inquiry](#) (General Preamble)
    - [Inquiry in the Humanities](#)  
(Evaluation Rubric)
    - [Inquiry in the Natural/Physical/Mathematical Sciences](#)  
(Evaluation Rubric)
    - [Inquiry in the Social Sciences](#)  
(Evaluation Rubric)

- [Inquiry in the Arts & Creativity](#)  
([Evaluation Rubric](#))
- II. [Composition and Communication \(I and II\)](#)  
([Evaluation Rubric](#))
- III. Quantitative Reasoning
  - a. [Quantitative Foundations](#)  
([Evaluation Rubric](#) - non-MA)  
([Evaluation Rubric](#) - MA)
  - b. [Statistical Inferential Reasoning](#)  
([Evaluation Rubric](#))
- IV. Citizenship
  - a. [Community, Culture and Citizenship in the U.S.](#)  
([Evaluation Rubric](#))
  - b. [Global Dynamics](#)  
([Evaluation Rubric](#))
- [Course Templates Appendices](#)



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Owner: Bob Sandmeyer



New Course!

New Course!

Fall 2022 – UKC 110.001

## Introduction to the Environmental Humanities

MWF 11:00am – 11:50pm  
Patterson Hall, Room 218

Professor Bob Sandmeyer  
[bob.sandmeyer@uky.edu](mailto:bob.sandmeyer@uky.edu)



photo by K.M. Asad ([https://www.kmasad.com/portfolio/G0000hml4\\_qXci.w/10000youu0VUCHYk](https://www.kmasad.com/portfolio/G0000hml4_qXci.w/10000youu0VUCHYk))

Over the past few years, nature has imposed a new order on humanity in a way that we have not before experienced. To understand what we have been through, what we are still going through, and how we can survive and perhaps, even, flourish in the new normal ahead of us, the Environmental Humanities are more important than ever. This course will provide students with an overview of the complex problems and interdisciplinary approaches that define the Environmental Humanities.

This 3-credit course fulfills the UK Core Requirement: [Intellectual Inquiry in the Humanities](#).

Reading selections include (among others):

- |  |   |   |
|--|---|---|
| 1. Alaimo, Stacy<br><i>Bodily Natures: Science, Environment, and the Material Self</i> | 6. Gaard, Greta<br>"The Coronavirus as Messenger"                           | 11. Plumwood, Val<br>"A Wombat Wake"  |
| 2. Armstrong, Capone, McFarlane<br>"Coronavirus is a wake-up call"                     | 7. Haraway, Donna<br><i>When Species Meet</i>                               | 12. Shiva, Vandana<br><i>Biopiracy: The Plunder of Nature and Knowledge</i>     |
| 3. Coetzee, J.M.<br><i>The Lives of Animals</i>  | 8. Kimmerer, Robin Wall<br><i>Braiding Sweetgrass</i>                       | 13. Tsing, Anna<br>"Unruly Edges: Mushrooms as Companion Species"               |
| 4. Descartes, René<br>On the beast-machine theory                                      | 9. Kohn, Edward<br><i>How Forests Think</i>                                 | 14. Von Uexküll, Jakob<br><i>A Stroll Through the Worlds of Animals and Men</i> |
| 5. Di Chiro, Giovanna<br>"Environmental Justice"                                       | 10. Nixon, Rob<br><i>Slow Violence and the Environmentalism of the Poor</i> | 15. Wright, Laura<br>A Plague Genealogy   |

### Sandmeyer – 3. Course Materials – Institutional Rubrics

	Page
1. THE UK CORE – GENERAL EDUCATION REQUIREMENTS	
a. Intellectual Inquiry – The Nature of Inquiry in the Humanities	
i. Course Template .....	3
ii. Rubric .....	5
b. Citizenship – Community, Culture and Citizenship in the USA	
i. Course Template .....	7
ii. Rubric .....	8
2. AMERICAN ASSOCIATION OF COLLEGES AND UNIVERSITIES	
a. Written Communication Value Rubric .....	10
b. Reading Value Rubric .....	12
c. Oral Communication Value Rubric .....	14
d. Civic Engagement Value Rubric .....	16

#### Overview of Rubrics:

The documents here are included solely for **reference**. I rely heavily on rubrics for most of my assessments. The templates and rubrics have played an outsized role in my own pedagogy.

I have concentrated much of my teaching on first- and second-year courses, and a number of these fulfill a **University of Kentucky CORE** requirement. For instance, PHI100 Introduction to Philosophy fulfills an Intellectual Inquiry requirement; and PHI205 Food Ethics fulfills the Citizenship requirement. The design of any CORE class is prescribed to some degree by the relevant UK Core Template and Rubric. Hence, I include these CORE documents in this dossier.

As I have noted elsewhere, I have worked over the years to refine and simplify my pedagogy. My classes are outcomes-based. Indeed, three outcomes particularly define my teaching. Of course, students in higher level classes are expected to achieve higher-level results. Nevertheless, there are certain skills which define my work in the classroom as a philosopher. In general, then, at the conclusion of my classes, students should be able to:

1. write clearly, precisely, and elegantly,
2. read college-level texts with a high degree of comprehension, and
3. verbally express themselves coherently and fluidly.

Additionally, my Food Ethics class fulfills the Citizenship requirement imposed on all UK students. Consequently, students who take this class should be able to:

4. demonstrate an understanding of historical, societal, and cultural difference, and
5. demonstrated how these differences influence issues of social justice and/or civic responsibility.

Finally, when designing my **assessment rubrics**, I rely on the AACU Value Rubrics as a guide. Those AACU rubrics included here are the rubrics most fundamental to my work. Consequently, these rubrics have had a significant role in the evaluative aspect of my work as a teacher.



### **Intellectual Inquiry – Humanities**

The Humanities are united in their reflection upon the human condition as embodied in works of art and literature (including folklore, popular culture, film and digital media), philosophical and religious contemplation and argumentation, language systems, and historical narratives and the activities and events they relate. The principal activities of humanists and, therefore, the principal skills to be inculcated in students relate to *interpretation* and *analysis*, and the *evaluation* of competing interpretations of the same or similar texts and phenomena. In a course fulfilling the Humanities Gen Ed requirement students should learn to interpret, evaluate and analyze such creations of the human intellect.

Students will demonstrate the ability to construct their own artistic, literary, philosophical, religious, linguistic, and historical interpretations according to the standards of the discipline. It is hoped that students learn to recognize (a) the validity of different points of view – whether these points of view devolve from differences of class, race, gender, nationality or even historical period – and (b) a degree of tolerance and mistrust of dogmatism. Further it is hoped that students will be able to recognize some aspects of human life that might be considered eternal and constant and distinguish these aspects from those which are contingent products of history and culture.

- 1) Demonstrate the ability to present and critically evaluate competing interpretations through analysis and argumentation in writing and orally.
- 2) Demonstrate the ability to distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools and periods according to the varying approaches and viewpoints characterized therein.
- 3) Demonstrate the ability to identify the values and presuppositions that underlie the world-views of different cultures and different peoples over time as well as one's own culture. Students will therefore analyze and interpret at least one of the following: works of art, literature, folklore, film, philosophy and religion, language systems or historical narratives (or the primary sources of historical research).
- 4) Demonstrate disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations and in classroom discussions.
- 5) Demonstrate the ability to conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable. The student's analysis should demonstrate appropriate information literacy in a particular discipline of the humanities, which, depending on the nature of the assignment might include, for example:

- posing questions that shape an inquiry and identify sources necessary for this purpose
- getting and checking facts
- getting overviews, opposing views, background information, context
- recognizing and finding primary sources and distinguish primary from secondary sources
- identifying scholarly publications (monographs, articles, essays)
  - locating them (library stacks, Internet, other libraries)
  - citing them (MLA, Chicago styles)
- assessing the value of sources

## UK Core Intellectual Inquiry in the Humanities Rubric

**UK Core Learning Outcome 1:** *Students will demonstrate an understanding of and ability to employ the processes of intellectual inquiry.*

**Outcomes and Assessment Framework:** Students will: (A) be able to identify multiple dimensions of a good question; determine when additional information is needed, find credible information efficiently using a variety of reference sources, and judge the quality of information as informed by rigorously developed evidence; (B) explore multiple and complex answers to questions/issues/problems within and across the four broad knowledge areas: arts and creativity, humanities, social and behavioral sciences, and natural/ physical/mathematical sciences; (C) evaluate theses and conclusions in light of credible evidence; (D) explore the ethical implications of differing approaches, methodologies or conclusions; and (E) develop potential solutions to problems based on sound evidence and reasoning.

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<b>Ability to identify multiple dimensions of a good question</b>	Demonstrates thorough intellectual inquiry and fine discrimination in analysis or critical evaluation of texts and/or arguments. Demonstrates an understanding of the complexity of the question or problem under consideration.	Demonstrates intellectual inquiry in analysis or critical evaluation of texts and/or arguments. Understands partially the complexity of the question or problem under consideration.	To a very limited extent, incorporates inquiry in analysis or critical evaluation of texts and/or arguments. Does not understand the complexity of the question or problem under consideration at all.
<b>Ability to explore multiple and complex answers to questions, issues or problems within the Humanities</b>	Skillfully explores and evaluates the complexity of key questions, problems, and arguments in relation to texts or narratives. Explores different points of view on an argument or question. Written with fluency and avoids over-simplification.	Demonstrates complexity of key questions, problems, and arguments in relation to texts or narratives, but misses key points. Explores at least one point of view. Some problems with writing.	Does not explore the complexity of key questions, problems, and arguments in relation to texts or narratives. Serious problems with writing.

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Does Not Meet Expectations</b>
<b>Ability to evaluate theses and conclusions in light of credible evidence</b>	Using appropriate evidence and appropriate disciplinary literacy, critically evaluates claims, arguments and conclusions pertaining to the subject and texts under consideration. Well-argued, and (where applicable) reference sources used.	Using some evidence and some appropriate disciplinary literacy, evaluates some claims, arguments and conclusions pertaining to the subject and texts under consideration. Some problems with argumentation and/or use of reference sources.	Using the minimum of evidence, tries to evaluate some claims, arguments and/or conclusions. Minimum disciplinary literacy. Major problems with argumentation and references sources.
<b>Ability to explore the implications of differing approaches, methodologies or conclusions</b>	Critically evaluates texts/arguments by using at least one approach, methodology, or interpretive model. Shows awareness of other competing interpretations and of their possible implications.	Evaluates texts/arguments by using at least one approach or interpretive model, but there are problems with argumentation/analysis. Does not recognize other competing interpretations and implications.	Attempts to evaluate by using at least one approach, but there are serious problems with argumentation/analysis. Demonstrates no awareness of other interpretations.
<b>Develop potential solutions to problems based on sound evidence and reasoning</b>	In the course of written analysis of a text or texts, proposes coherent answers to problems or questions, using clear, logical argumentation supported by solid evidence, such as illustrations, examples and/or quotations	In the course of written analysis of a text or texts, proposes answers to problems or questions, but there are flaws in the argumentation, and gaps in the evidence	Attempts to offer written analysis of a text or texts, but does not propose any answers to problems or questions. There are serious flaws in the argumentation, and major gaps in the evidence.



**Community, Culture and  
Citizenship in a Diverse U.S. Society**

Courses in this area lay the foundation for effective and responsible participation in a diverse society by preparing students to make informed choices in the complex or unpredictable cultural contexts that can arise in U.S. communities. These courses may be disciplinary or interdisciplinary and should engage students in interactive learning techniques such as debates, digital documentaries, guided discussions, service-learning projects, and simulations, as well as develop their information literacy. Students completing this requirement will achieve the following learning outcomes:

- A. Demonstrate an understanding of historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.
- B. Demonstrate a basic understanding of how these differences influence issues of social justice and/or civic responsibility.
- C. Demonstrate an understanding of historical, societal, and cultural contexts relevant to the subject matter of the course.
- D. Demonstrate an understanding of at least two of the following, as they pertain to the subject matter of the course:
  - a. Societal, cultural, and institutional change over time
  - b. Civic engagement
  - c. Regional, national, or cross-national comparisons
  - d. Power and resistance
- E. Participate in at least two assessable individual or group projects that focus on personal and/or collective decision-making. The projects should require students to identify and evaluate conflicts, compromises, and/or ethical dilemmas. These projects shall demonstrate a basic understanding of effective and responsible participation in a diverse society.

## UK Core Citizenship Rubric

**UK Core Learning Outcome 4:** *Students will demonstrate an understanding of the complexities of citizenship and the process for making informed choices as engaged citizens in a diverse, multilingual world.*

**Outcomes and Assessment Framework:** Students will (A) recognize historical and cultural differences arising from issues such as race, ethnicity, age, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class; students will (B) demonstrate a basic understanding of how these differences influence issues of social justice and/or civic responsibility, both within the U.S. and globally; students will (C) recognize and evaluate the ethical dilemmas, conflicts, and trade-offs involved in personal and collective decision making. Topics will (D) include at least 2 of the following: societal and institutional change over time; civic engagement; cross-national/comparative issues; power and resistance.

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<b>Identifies an issue or problem</b>	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial.	Demonstrates a limited ability in identifying a problem statement or related contextual factors.
<b>Provides background information about the problem (historical, cultural, social justice, or civic responsibility)</b>	Demonstrates sophisticated understanding of the complexity of elements of the problem in relation to its history, values, politics, communication styles, economy, or beliefs & practices.	Demonstrates partial understanding of the complexity of elements of the problem in relation to its history, values, politics, communication styles, economy, or beliefs & practices.	Demonstrates surface understanding of the complexity of elements of the problem in relation to its history, values, politics, communication styles, economy, or beliefs & practices.
<b>Presents multiple perspectives</b>	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<b>Proposes solutions/ hypotheses</b>	Proposes one or more solutions/hypotheses that indicate a deep comprehension of the problem. Solution/hypotheses are sensitive to contextual factors.	Proposes one or more solutions/ hypotheses that indicate partial comprehension of the problem. Solutions/ hypotheses are sensitive to contextual factors.	Proposes a solution/hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.
<b>Argument is evidence-based and logical</b>	Synthesizes in depth information from relevant sources representing various points of view/approaches.	Presents information from relevant sources representing limited points of view/approaches.	Presents information from irrelevant sources representing limited points of view/approaches.

# WRITTEN COMMUNICATION VALUE RUBRIC

*for more information, please contact [value@aacu.org](mailto:value@aacu.org)*



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

## Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

## Framing Language

This writing rubric is designed for use in a wide variety of educational institutions. The most clear finding to emerge from decades of research on writing assessment is that the best writing assessments are locally determined and sensitive to local context and mission. Users of this rubric should, in the end, consider making adaptations and additions that clearly link the language of the rubric to individual campus contexts.

This rubric focuses assessment on how specific written work samples or collections of work respond to specific contexts. The central question guiding the rubric is "How well does writing respond to the needs of audience(s) for the work?" In focusing on this question the rubric does not attend to other aspects of writing that are equally important: issues of writing process, writing strategies, writers' fluency with different modes of textual production or publication, or writer's growing engagement with writing and disciplinarity through the process of writing.

Evaluators using this rubric must have information about the assignments or purposes for writing guiding writers' work. Also recommended is including reflective work samples of collections of work that address such questions as: What decisions did the writer make about audience, purpose, and genre as s/he compiled the work in the portfolio? How are those choices evident in the writing -- in the content, organization and structure, reasoning, evidence, mechanical and surface conventions, and citational systems used in the writing? This will enable evaluators to have a clear sense of how writers understand the assignments and take it into consideration as they evaluate.

The first section of this rubric addresses the context and purpose for writing. A work sample or collections of work can convey the context and purpose for the writing tasks it showcases by including the writing assignments associated with work samples. But writers may also convey the context and purpose for their writing within the texts. It is important for faculty and institutions to include directions for students about how they should represent their writing contexts and purposes.

Faculty interested in the research on writing assessment that has guided our work here can consult the National Council of Teachers of English/ Council of Writing Program Administrators' White Paper on Writing Assessment (2008; [www.wpacouncil.org/whitepaper](http://www.wpacouncil.org/whitepaper)) and the Conference on College Composition and Communication's Writing Assessment: A Position Statement (2008; [www.ncte.org/cccc/resources/positions/123784.htm](http://www.ncte.org/cccc/resources/positions/123784.htm))

## Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Content Development: The ways in which the text explores and represents its topic in relation to its audience and purpose.
- Context of and purpose for writing: The context of writing is the situation surrounding a text: who is reading it? who is writing it? Under what circumstances will the text be shared or circulated? What social or political factors might affect how the text is composed or interpreted? The purpose for writing is the writer's intended effect on an audience. Writers might want to persuade or inform; they might want to report or summarize information; they might want to work through complexity or confusion; they might want to argue with other writers, or connect with other writers; they might want to convey urgency or amuse; they might write for themselves or for an assignment or to remember.
- Disciplinary conventions: Formal and informal rules that constitute what is seen generally as appropriate within different academic fields, e.g. introductory strategies, use of passive voice or first person point of view, expectations for thesis or hypothesis, expectations for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives on the topic. Writers will incorporate sources according to disciplinary and genre conventions, according to the writer's purpose for the text. Through increasingly sophisticated use of sources, writers develop an ability to differentiate between their own ideas and the ideas of others, credit and build upon work already accomplished in the field or issue they are addressing, and provide meaningful examples to readers.
- Evidence: Source material that is used to extend, in purposeful ways, writers' ideas in a text.
- Genre conventions: Formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices, e.g. lab reports, academic papers, poetry, webpages, or personal essays.
- Sources: Texts (written, oral, behavioral, visual, or other) that writers draw on as they work for a variety of purposes -- to extend, argue with, develop, define, or shape their ideas, for example.

## WRITTEN COMMUNICATION VALUE RUBRIC

*for more information, please contact [value@aacu.org](mailto:value@aacu.org)*



### Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone 4	Milestones 3                      2		Benchmark 1
<b>Context of and Purpose for Writing</b> <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
<b>Content Development</b>	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
<b>Genre and Disciplinary Conventions</b> <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
<b>Sources and Evidence</b>	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
<b>Control of Syntax and Mechanics</b>	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

# READING VALUE RUBRIC

*for more information, please contact [value@aacu.org](mailto:value@aacu.org)*



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

## Definition

Reading is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (Snow et al., 2002). (From [www.rand.org/pubs/research\\_briefs/RB8024/index1.html](http://www.rand.org/pubs/research_briefs/RB8024/index1.html))

## Framing Language

To paraphrase Phaedrus, texts do not explain, nor answer questions about, themselves. They must be located, approached, decoded, comprehended, analyzed, interpreted, and discussed, especially complex academic texts used in college and university classrooms for purposes of learning. Historically, college professors have not considered the teaching of reading necessary other than as a "basic skill" in which students may require "remediation." They have assumed that students come with the ability to read and have placed responsibility for its absence on teachers in elementary and secondary schools.

This absence of reading instruction in higher education must, can, and will change, and this rubric marks a direction for this change. Why the change? Even the strongest, most experienced readers making the transition from high school to college have not learned what they need to know and do to make sense of texts in the context of professional and academic scholarship—to say nothing about readers who are either not as strong or as experienced. Also, readers mature and develop their repertoire of reading performances naturally during the undergraduate years and beyond as a consequence of meeting textual challenges. This rubric provides some initial steps toward finding ways to measure undergraduate students' progress along the continuum. Our intention in creating this rubric is to support and promote the teaching of undergraduates as readers to take on increasingly higher levels of concerns with texts and to read as one of "those who comprehend."

Readers, as they move beyond their undergraduate experiences, should be motivated to approach texts and respond to them with a reflective level of curiosity and the ability to apply aspects of the texts they approach to a variety of aspects in their lives. This rubric provides the framework for evaluating both students' developing relationship to texts and their relative success with the range of texts their coursework introduces them to. It is likely that users of this rubric will detect that the cell boundaries are permeable, and the criteria of the rubric are, to a degree, interrelated.

## Glossary

*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

- **Analysis:** The process of recognizing and using features of a text to build a more advanced understanding of the meaning of a text. (Might include evaluation of genre, language, tone, stated purpose, explicit or implicit logic (including flaws of reasoning), and historical context as they contribute to the meaning of a text.)
- **Comprehension:** The extent to which a reader "gets" the text, both literally and figuratively. Accomplished and sophisticated readers will have moved from being able to "get" the meaning that the language of the text provides to being able to "get" the implications of the text, the questions it raises, and the counterarguments one might suggest in response to it. A helpful and accessible discussion of 'comprehension' is found in Chapter 2 of the RAND report, Reading for Understanding: [www.rand.org/pubs/monograph\\_reports/MR1465/MR1465.ch2.pdf](http://www.rand.org/pubs/monograph_reports/MR1465/MR1465.ch2.pdf).
- **Epistemological lens:** The knowledge framework a reader develops in a specific discipline as s/he moves through an academic major (e.g., essays, textbook chapters, literary works, journal articles, lab reports, grant proposals, lectures, blogs, webpages, or literature reviews, for example). The depth and breadth of this knowledge provides the foundation for independent and self-regulated responses to the range of texts in any discipline or field that students will encounter.
- **Genre:** A particular kind of "text" defined by a set of disciplinary conventions or agreements learned through participation in academic discourse. Genre governs what texts can be about, how they are structured, what to expect from them, what can be done with them, how to use them.
- **Interpretation:** Determining or construing the meaning of a text or part of a text in a particular way based on textual and contextual information.
- **Interpretive Strategies:** Purposeful approaches from different perspectives, which include, for example, asking clarifying questions, building knowledge of the context in which a text was written, visualizing and considering counterfactuals (asking questions that challenge the assumptions or claims of the text, e.g., What might our country be like if the Civil War had not happened? How would Hamlet be different if Hamlet had simply killed the King?).
- **Multiple Perspectives:** Consideration of how text-based meanings might differ depending on point of view.
- **Parts:** Titles, headings, meaning of vocabulary from context, structure of the text, important ideas and relationships among those ideas.
- **Relationship to text:** The set of expectations and intentions a reader brings to a particular text or set of texts.
- **Searches intentionally for relationships:** An active and highly-aware quality of thinking closely related to inquiry and research.
- **Takes texts apart:** Discerns the level of importance or abstraction of textual elements and sees big and small pieces as parts of the whole meaning (compare to Analysis above).
- **Metacognition:** This is not a word that appears explicitly anywhere in the rubric, but it is implicit in a number of the descriptors, and is certainly a term that we find frequently in discussions of successful and rich learning. Metacognition, (a term typically attributed to the cognitive psychologist J.H. Flavell) applied to reading refers to the awareness, deliberateness, and reflexivity defining the activities and strategies that readers must control in order to work their ways effectively through different sorts of texts, from lab reports to sonnets, from math texts to historical narratives, or from grant applications to graphic novels, for example. Metacognition refers here as well to an accomplished reader's ability to consider the ethos reflected in any such text; to know that one is present and should be considered in any use of, or response to a text.

*for more information, please contact [value@aacu.org](mailto:value@aacu.org)*



### Definition

Reading is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (Snow et al., 2002). (From [www.rand.org/pubs/research\\_briefs/RB8024/index1.html](http://www.rand.org/pubs/research_briefs/RB8024/index1.html))

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone 4	Milestones 3                      2		Benchmark 1
<b>Comprehension</b>	Recognizes possible implications of the text for contexts, perspectives, or issues beyond the assigned task within the classroom or beyond the author's explicit message (e.g., might recognize broader issues at play, or might pose challenges to the author's message and presentation).	Uses the text, general background knowledge, and/or specific knowledge of the author's context to draw more complex inferences about the author's message and attitude.	Evaluates how textual features (e.g., sentence and paragraph structure or tone) contribute to the author's message; draws basic inferences about context and purpose of text.	Apprehends vocabulary appropriately to paraphrase or summarize the information the text communicates.
<b>Genres</b>	Uses ability to identify texts within and across genres, monitoring and adjusting reading strategies and expectations based on generic nuances of particular texts.	Articulates distinctions among genres and their characteristic conventions.	Reflects on reading experiences across a variety of genres, reading both with and against the grain experimentally and intentionally.	Applies tacit genre knowledge to a variety of classroom reading assignments in productive, if unreflective, ways.
<b>Relationship to Text</b> <i>Making meanings with texts in their contexts</i>	Evaluates texts for scholarly significance and relevance within and across the various disciplines, evaluating them according to their contributions and consequences.	Uses texts in the context of scholarship to develop a foundation of disciplinary knowledge and to raise and explore important questions.	Engages texts with the intention and expectation of building topical and world knowledge.	Approaches texts in the context of assignments with the intention and expectation of finding right answers and learning facts and concepts to display for credit.
<b>Analysis</b> <i>Interacting with texts in parts and as wholes</i>	Evaluates strategies for relating ideas, text structure, or other textual features in order to build knowledge or insight within and across texts and disciplines.	Identifies relations among ideas, text structure, or other textual features, to evaluate how they support an advanced understanding of the text as a whole.	Recognizes relations among parts or aspects of a text, such as effective or ineffective arguments or literary features, in considering how these contribute to a basic understanding of the text as a whole.	Identifies aspects of a text (e.g., content, structure, or relations among ideas) as needed to respond to questions posed in assigned tasks.
<b>Interpretation</b> <i>Making sense with texts as blueprints for meaning</i>	Provides evidence not only that s/he can read by using an appropriate epistemological lens but that s/he can also engage in reading as part of a continuing dialogue within and beyond a discipline or a community of readers.	Articulates an understanding of the multiple ways of reading and the range of interpretive strategies particular to one's discipline(s) or in a given community of readers.	Demonstrates that s/he can read purposefully, choosing among interpretive strategies depending on the purpose of the reading.	Can identify purpose(s) for reading, relying on an external authority such as an instructor for clarification of the task.
<b>Reader's Voice</b> <i>Participating in academic discourse about texts</i>	Discusses texts with an independent intellectual and ethical disposition so as to further or maintain disciplinary conversations.	Elaborates on the texts (through interpretation or questioning) so as to deepen or enhance an ongoing discussion.	Discusses texts in structured conversations (such as in a classroom) in ways that contribute to a basic, shared understanding of the text.	Comments about texts in ways that preserve the author's meanings and link them to the assignment.



# ORAL COMMUNICATION VALUE RUBRIC

*for more information, please contact [value@aacu.org](mailto:value@aacu.org)*



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

*The type of oral communication most likely to be included in a collection of student work is an oral presentation and therefore is the focus for the application of this rubric.*

## Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

## Framing Language

Oral communication takes many forms. This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and includes a purposeful organization. An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.

## Glossary

*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

- **Central message:** The main point/thesis/"bottom line"/"take-away" of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and memorable.
- **Delivery techniques:** Posture, gestures, eye contact, and use of the voice. Delivery techniques enhance the effectiveness of the presentation when the speaker stands and moves with authority, looks more often at the audience than at his/her speaking materials/notes, uses the voice expressively, and uses few vocal fillers ("um," "uh," "like," "you know," etc.).
- **Language:** Vocabulary, terminology, and sentence structure. Language that supports the effectiveness of a presentation is appropriate to the topic and audience, grammatical, clear, and free from bias. Language that enhances the effectiveness of a presentation is also vivid, imaginative, and expressive.
- **Organization:** The grouping and sequencing of ideas and supporting material in a presentation. An organizational pattern that supports the effectiveness of a presentation typically includes an introduction, one or more identifiable sections in the body of the speech, and a conclusion. An organizational pattern that enhances the effectiveness of the presentation reflects a purposeful choice among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, etc., that makes the content of the presentation easier to follow and more likely to accomplish its purpose.
- **Supporting material:** Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the speaker's credibility. For example, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the speaker as a credible Shakespearean actor.

## ORAL COMMUNICATION VALUE RUBRIC

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### Definition

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*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone 4	Milestones		Benchmark 1
		3	2	
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

# CIVIC ENGAGEMENT VALUE RUBRIC

for more information, please contact [value@aacu.org](mailto:value@aacu.org)



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

## Definition

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

## Framing Language

Preparing graduates for their public lives as citizens, members of communities, and professionals in society has historically been a responsibility of higher education. Yet the outcome of a civic-minded graduate is a complex concept. Civic learning outcomes are framed by personal identity and commitments, disciplinary frameworks and traditions, pre-professional norms and practice, and the mission and values of colleges and universities. This rubric is designed to make the civic learning outcomes more explicit. Civic engagement can take many forms, from individual volunteerism to organizational involvement to electoral participation. For students this could include community-based learning through service-learning classes, community-based research, or service within the community. Multiple types of work samples or collections of work may be utilized to assess this, such as:

- ⑩ The student creates and manages a service program that engages others (such as youth or members of a neighborhood) in learning about and taking action on an issue they care about. In the process, the student also teaches and models processes that engage others in deliberative democracy, in having a voice, participating in democratic processes, and taking specific actions to affect an issue.
- ⑩ The student researches, organizes, and carries out a deliberative democracy forum on a particular issue, one that includes multiple perspectives on that issue and how best to make positive change through various courses of public action. As a result, other students, faculty, and community members are engaged to take action on an issue.
- ⑩ The student works on and takes a leadership role in a complex campaign to bring about tangible changes in the public's awareness or education on a particular issue, or even a change in public policy. Through this process, the student demonstrates multiple types of civic action and skills.
- ⑩ The student integrates their academic work with community engagement, producing a tangible product (piece of legislation or policy, a business, building or civic infrastructure, water quality or scientific assessment, needs survey, research paper, service program, or organization) that has engaged community constituents and responded to community needs and assets through the process.

In addition, the nature of this work lends itself to opening up the review process to include community constituents that may be a part of the work, such as teammates, colleagues, community/agency members, and those served or collaborating in the process.

## Glossary

***The definitions that follow were developed to clarify terms and concepts used in this rubric only.***

- Civic identity: When one sees her or himself as an active participant in society with a strong commitment and responsibility to work with others towards public purposes.
- Service-learning class: A course-based educational experience in which students participate in an organized service activity and reflect on the experience in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.
- Communication skills: Listening, deliberation, negotiation, consensus building, and productive use of conflict.
- Civic life: The public life of the citizen concerned with the affairs of the community and nation as contrasted with private or personal life, which is devoted to the pursuit of private and personal interests.
- Politics: A process by which a group of people, whose opinions or interests might be divergent, reach collective decisions that are generally regarded as binding on the group and enforced as common policy. Political life enables people to accomplish goals they could not realize as individuals. Politics necessarily arises whenever groups of people live together, since they must always reach collective decisions of one kind or another.
- Government: "The formal institutions of a society with the authority to make and implement binding decisions about such matters as the distribution of resources, allocation of benefits and burdens, and the management of conflicts." (Retrieved from the Center for Civic Engagement Web site, May 5, 2009.)
- Civic/community contexts: Organizations, movements, campaigns, a place or locus where people and/or living creatures inhabit, which may be defined by a locality (school, national park, non-profit organization, town, state, nation) or defined by shared identity (i.e., African-Americans, North Carolinians, Americans, the Republican or Democratic Party, refugees, etc.). In addition, contexts for civic engagement may be defined by a variety of approaches intended to benefit a person, group, or community, including community service or volunteer work, academic work.

# CIVIC ENGAGEMENT VALUE RUBRIC

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## Definition

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*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone 4	Milestones 3                      2		Benchmark 1
<b>Diversity of Communities and Cultures</b>	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.
<b>Analysis of Knowledge</b>	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline to civic engagement and to one's own participation in civic life, politics, and government.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline to civic engagement and to one's own participation in civic life, politics, and government.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.
<b>Civic Identity and Commitment</b>	Provides evidence of experience in civic-engagement activities and describes what she/ he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.	Provides evidence of experience in civic-engagement activities and describes what she/ he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides little evidence of her/ his experience in civic-engagement activities and does not connect experiences to civic identity.
<b>Civic Communication</b>	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action	Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.
<b>Civic Action and Reflection</b>	Demonstrates independent experience and <i>shows initiative in team leadership</i> of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	Demonstrates independent experience and <i>team leadership</i> of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Has clearly <i>participated</i> in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has <i>experimented</i> with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.
<b>Civic Contexts/Structures</b>	Demonstrates ability and commitment to <i>collaboratively work across and within</i> community contexts and structures <i>to achieve a civic aim</i> .	Demonstrates ability and commitment to work actively <i>within</i> community contexts and structures <i>to achieve a civic aim</i> .	Demonstrates experience identifying intentional ways to <i>participate in</i> civic contexts and structures.	Experiments with civic contexts and structures, <i>tries out a few to see what fits</i> .

## Sandmeyer – 4. Mentoring/Advising – Gaines Center for the Humanities Fellows

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### Overview of Gaines Fellowship Materials:

The Gaines Center for the Humanities Fellowship is the most prestigious Humanities fellowship available to students at the University of Kentucky. I have been involved with Gaines Center Fellows since 2012. Over the years I have served as both chair and member on several student thesis committees.

The documents included here are three:

1. Gaines Center Fellowship Information
  - a. To understand the **structure of the Fellowship** and the Fellowship requirements, I have included two excerpts from the University of Kentucky Gaines Center website.
2. Excerpts from two student theses, spring 2021.
  - a. It is worth remarking how severely impacted the Gaines Center Fellows were by the COVID pandemic. Of the so-called **COVID cohort** only 20% of the Fellows submitted a thesis during their final year. During the COVID years I was the committee chair for Josh E and a member on Claire H's thesis committee. Both students submitted theses and successfully completed the Fellowship.
  - b. Claire's work during her tenure as Fellow was one of the best I have experienced. Over the second year of the fellowship, the entire committee met at least once a month. Claire's **thesis project** originally centered on the rise and impact of entheogenic ecotourism. Originally her project revolved around an analysis of the botanical properties and geographic distribution of several psychotropic plants, particularly Ayahuasca, important to Indigenous spiritual practices. Her final product articulated a trenchant analysis of ecotourism from the perspective of decolonization theory. This change of concern reflected, in part, my steady recommendations to address the colonial history and justice issue underlying the capitalization of Indigenous spiritual practices in the Global South.
  - c. Josh was one of those students severely impacted by the COVID pandemic. It was a real **challenge to guide** his thesis to completion. His work on the social ecology of Murray Bookchin is a partial but successful completion of a more comprehensive plan.

The Gaines Fellowship and the Environmental Humanities Initiative:

- I am an ardent **advocate of the Gaines Fellowship**, especially to students in my PHI336 Environmental Ethics class. Indeed, both Claire and Josh learned of the Gaines Fellowship from me and were encouraged by me to apply.
- One reason I have proposed a **new UKCore class**, Introduction to the Environmental Humanities, is that it will allow me (and all those who teach it) to identify and encourage high achieving interdisciplinary- and humanities-minded students to apply to the Gaines Fellowship.







## Humanities Research

### *Senior Fellows Thesis*

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[Home](#) / [Gaines Fellowship](#) / [Thesis Project](#)

Fellows have the opportunity to do sustained research work on topics that they choose with the help of faculty advisers and the director of the center. For a list of Gaines Senior Theses from 1986 to the present, please see the document below.

**General Timeline to Completion:**



- Spring Semester, Junior Year: Fellows discuss topics, write prospectuses, and form faculty advisory committees with the guidance of the Gaines Center faculty
- Summer Prior to Senior Year: Fellows research and begin drafting portions of their theses. Detailed outlines are due in September.
- Fall Semester, Senior Year: Fellows continue research and draft portions of their theses, meeting regularly with the Gaines Center faculty. They also consult with their faculty advisory committees regularly to discuss research and review drafts. By winter break, Fellows submit drafts of approximately 30 pages (or the equivalent of 3/5 of the project).
- Spring Semester, Senior Year: Fellows continue drafting and workshopping portions of their theses in small groups. Full first drafts are due mid-semester, and final drafts and oral defenses are scheduled for April. A paper copy and an electronic copy of the thesis must be submitted to the Gaines Center by the end of the spring semester.

Fellowships are awarded in recognition of outstanding academic performance, a demonstrated ability to conduct independent research, an interest in public issues, and a desire to enhance understanding of the human condition through the humanities.

This is a highly competitive and prestigious program, with only twelve UK students being selected each academic year. Interested students from all degree programs are encouraged to apply.

# Fellowship Overview

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## Benefits & Expectations

Successful applicants will make a two-year (four semester) commitment to the program, and while all Gaines students are expected to participate in the Center's activities throughout the fellowship, benefits and expectations vary by cohort and progress to completion:

### **Incoming (Junior) Fellows:**

- \$2,000 stipend to be awarded over the academic year
- Successful completion of a specially designed four-credit hour humanities seminar during both fall and spring semesters
  - These seminars are led by a variety of outstanding University of Kentucky educators and will focus on a specific theme throughout the year.
- Successful completion of an engagement project that serves a campus, Lexington, or personal community

*NOTE: Renewal of the fellowship in the senior year will be contingent upon satisfactory academic performance and demonstrated participation in all Gaines Center events.*

### **Senior Fellows:**

- \$3,000 stipend to be awarded over the academic year
- Eligible for the Betts, Rowland, and European Travel Scholarships which provide financial support for international experiences that significantly enhance Fellows' knowledge and abilities
- Successful completion of a major independent research project (i.e., thesis) of six to fifteen credit hours

- These projects will be guided and graded under the direction of the Gaines Director and three UK faculty members whose expertise is relevant to the fellow's project area.

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## Eligibility

Traditionally, interested students will submit their Gaines application during the spring semester of their sophomore year.

While any University of Kentucky student may apply to the Gaines Fellowship, successful applicants will meet the following requirements:

- Have at least two years (four semesters) of undergraduate coursework remaining after the given application cycle
- Provide an outstanding academic record - *typically* measured at a 3.5 cumulative GPA or better
- Demonstrated commitment to intellectual curiosity, independent research, and/or civic engagement

Again, students in all disciplines and with any intended profession are given equal consideration. Gaines Fellows come from all degree programs including Art History, Environmental Science, Psychology, Agricultural Biotechnology, and many more. Furthermore, enrollment in the UK Lewis Honors College is *not required*.

Lastly, while freshmen are eligible to apply, they must be able to articulate their scholarly interests and demonstrate academic maturity. If freshmen applicants are unsuccessful, they are encouraged to apply again during their sophomore year.

DECOLONIZING AYAHUASCA  
AN EXAMINATION OF WESTERN INTERACTIONS WITH ENTHEOGENIC PLANTS

by  
Claire H

Submitted in partial fulfillment of the requirements for the  
Gaines Fellowship  
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## Chapter I— Introduction: A Call for Decolonization

As interest in the entheogenic<sup>1</sup> plants of Meso- and South America has continued to increase among Western scholars since the 1960s, it is time to transition away from Western hegemony over knowledge systems and make room for indigenous epistemologies and ontologies that may enrich this field of research, while empowering the cultures from which these knowledges originated (Fotiou, 2020, pg. 16). Sandra Harding (1986) asserts that the masculine and dichotomizing tendencies of modern science have constituted an ideology that “structure the policies and practices of social institutions, including science,” as such (Harding, 1986, pg. 140). This has created a reality in which non-Western peoples are marginalized by a specific set of scientific, social, and political practices. Western studies tend to “erase the traditions from which these substances were appropriated” and “cause us to miss important lessons that could potentially transform the way we do science” (Fotiou, 2020, pg. 16). Some Western scholars make a concerted effort to include indigenous knowledges, ritual practices, and perspectives in their studies. However, their own Western subjectivities, paired with the sociopolitical contexts in which their studies emerge, hinder their ability to fully understand the cultural significance of entheogenic plants within the context of an indigenous worldview. Furthermore, romantic stereotypes of ‘the noble savage’ prevail in both popular culture and Western scholarship (Fotiou, 2020, pg. 18). Thus, the current repertoire of mainstream

<sup>1</sup> The term ‘entheogen’ —“meaning ‘bringing forth the divine within’”—can be used to describe plants with hallucinogenic effects in a way that highlights the spiritual significance and sacred nature of these plants within their indigenous cultural contexts (Fotiou, 2020, pg. 17). For this reason, many scholars have chosen to adopt this term as a substitute for ‘psychotropic’ or ‘hallucinogenic’ (Furst, 1990, pg. x). It is worth noting that while ‘entheogen’ is a much more inclusive term in that it recognizes the sacramental and sacred contexts of these plants, it is still a Western term with its own potentially problematic connotations. However, in an effort to acknowledge the significance of these plants in an indigenous context, I will use the term ‘entheogen’ to refer to plants, like Ayahuasca, with hallucinogenic or psychotropic effects. I will use the terms ‘psychotropic,’ ‘hallucinogenic,’ and ‘psychedelic’ to refer to the study of these plants in Western scientific contexts or when quoting other scholars.



entheogenic research is limited in that it advances an interpretation of indigenous knowledge and practices that is filtered through a Western lens, without adequate collaboration with indigenous peoples themselves. As a result, mainstream research often neglects important epistemological and cultural contexts of indigenous knowledge, yielding further marginalization of these peoples (Fotiou, 2020, pg. 16). To continue the study of entheogenic plants within a business-as-usual framework would only contribute to the erasure of indigenous traditions through the colonization and appropriation of indigenous knowledge and culture. Additionally, the results of such a study would lead to an incomplete assessment of these sacred plants founded upon reductionist systems that ignore the complexity of the cultural and traditional contexts from which these plants derive meaning. These misconceptions have profound effects for indigenous communities, as seen through the commodification of entheogenic plants and the formation of neocolonialist structures in Meso- and South America. Therefore, future studies of entheogenic plants should draw heavily from indigenous literature when possible—as considered legitimate knowledge and equal to Western science—and advance a decolonizing perspective and methodology. This approach requires reflexivity by Western scholarship, an acknowledgement the potential colonizing effects of both past and future entheogenic studies, and authentic collaboration with indigenous peoples. An examination of the entheogen Ayahuasca necessitates a dialogue between Western science and indigenous knowledge and highlights the need for decolonization.

This paper will examine the past and present history of Western interactions with Ayahuasca. It seeks to highlight the interconnectivity between the ideals of Western scholarship and popular culture and the material consequences of (neo)colonialism for indigenous peoples

who use Ayahuasca. I am interested in the ways in which Western academic projects on Ayahuasca have influenced the general public, and how global neocolonial systems were able to capitalize on these ideals to develop a material reality of exploitation and appropriation in a shamanic tourist economy. Chapter II outlines a brief introduction to Ayahuasca. Chapter III situates Western science as a hegemonic structure which undermines the agency indigenous peoples have over their own knowledge. The methods and rhetoric used in Western science to describe and explore this field of research displaces Ayahuasca and other entheogens from their cultural contexts, privileging the West. The consequences of this scientific approach is explored in Chapter IV, which understands shamanic tourism in its current state as both a product and a producer of colonialism and appropriation. The chapter will interrogate possible sources of colonialism and appropriation, focusing primarily on a misrepresentation of indigenous entheogenic knowledge in Western science and literature. Chapter V will dig deeper into the modes of intercultural exchanges between the Amazon and the West, from a history of extraction and assimilation to the opportunities of the Internet. Chapter VI will identify possible solutions within academia to decolonize entheogenic plant studies, and the paper will end with a reflection on this research process (Chapter VII).

This paper will advance a decolonizing approach to entheogenic research. According to Fotiou (2020), decolonization should serve to “empower the populations from which [Western scholars have] appropriated” knowledge (Fotiou, 2020, pg. 20). In doing this, researchers must recognize that “indigenous peoples are not a-historical others but historical agents here and now” (Fotiou, 2020, pg. 20). Consulting indigenous peoples about respectful ways of using their knowledge and broadening one’s lens to allow for equal consideration of indigenous

epistemologies are ways to participate in decolonizing research (Fotiou, 2020, pg. 20).

Additionally, addressing one's positionality and situated subjectivities is another crucial component of decolonizing research (Rose, 1997).

This research paper will utilize ethnographic case studies of one entheogen: Ayahuasca. I will apply postcolonial and feminist theory to examine how the West has interacted with and conceived of Ayahuasca in three main areas of interest: academia, tourism, and intercultural exchanges. I will utilize critical constructivism in my research, which suggests that "knowledge is socially constructed and influenced by culture, institutions, and historical contexts" (Kilian, et al., 2019, pg. E504).

It is important to recognize my own positionalities and subjectivities when conducting this research. Given my own limitations as a non-indigenous Western scholar, I will embrace certain guiding principles in my research. According to a comprehensive study by Killian, et al., (2019), who examined ethical approaches to conducting indigenous research as a non-indigenous researcher, "common guiding principles of Indigenous research [are] collaboration, relationships, interconnectedness, connection to community, and respect for diverse forms of knowledge and lived experience" (Kilian, et al., 2019, pg. E504). While this study is primarily useful in guiding how non-indigenous scholars should conduct indigenous research in the field, these principles should apply to all indigenous research conducted by non-indigenous scholars, including literature-based research. I should disclose that due to the limited scope of this project, I have not been able to consult with indigenous peoples about whom I am writing, which raises ethical questions regarding my thesis subject. I will attempt to address these problematics by avoiding assumption-making and following these five principles. Additionally, I

aim to address the positionalities of the scholars whose works I engage. Fotiou (2020) notes that while the origins of psychedelic science<sup>2</sup> are rooted in colonialism, the field has offered much insight into indigenous epistemologies and worldviews; the author makes clear that Western literature on the subject still is valuable, though colonial and neocolonial approaches to obtaining and disseminating this knowledge should be rectified (Fotiau, 2020, pg. 16).

<sup>2</sup> Psychedelic science refers to Western scientific research on entheogens and their basal compounds, particularly in the fields of psychology, neuroscience, and pharmacology.

more prominent role in your intro.

and serves only to disingenuously justify exploitative and oppressive social structures, making it appear as if man's domination over fellow man is a natural and acceptable state of affairs. In reality, the flow of energy through a system resembles a web, not a rigid pyramid - there is no individual organism at the top who is free from others' influence. Every predator is prey to something, every organism is interdependent no matter how distant the connection might be.

set off + amplify

Thus man's desire to dominate nature is neither natural nor universal. Instead, Bookchin argues "The breakdown of primordial equality into hierarchical systems of inequality....altered humanity's vision of itself and ultimately its attitude toward the natural world".<sup>28</sup> The domination of nature is a desire which is rooted deeply in man's domination of his fellow man. Societies which Bookchin describes as "preliterate", many of them indigenous communities like the Hopi Indians in North America, did not allow for social stratification or systems of hierarchy and domination in their societies. Instead, the organization of these peoples promoted group solidarity and cooperation. As a result, members of these communities led happy, sustainable lives and never grew to believe that they held dominion over nature. ~~Bookchin's discussion of preliterate peoples throughout *The Ecology of Freedom* are intended to demonstrate to the reader that learned behaviors and values play an important role in the formation and execution of a society. To that end, the fact that Hopi society (or others like it) never progressed towards anything resembling market capitalism or evolved the hierarchical structures so common in civilizations today indicates that capitalism and hierarchy are not natural developments and are instead created by men. Though seemingly simple, the conclusion that hierarchical structures which necessitate the domination of both man and nature alike are constructs and not the natural progression of time means that they can be changed. Anything created by man can also be destroyed, and thus the yoke of hierarchy can, and must, be thrown off.~~<sup>29</sup>

disallowed really? or do you mean did not develop such system

According to Bookchin then

### Social Ecology and Labor

When analyzing the relationship between social ecology and labor, it is important to keep in mind that Bookchin is writing from a position which views class, and therefore labor, as a part of a broader whole instead of two equal components of a system. With that said, ~~Bookchin's discussion of the relationship between class and hierarchy~~, Bookchin's classical Marxist roots are evident. In *The Ecology of Freedom* he argues that Marxian class analysis has a distinct place within the social ecology movement, writing that it permits "the authentic unravelling of the material bases of

So

do you mean within a broader analysis of hierarchy

<sup>28</sup> Murray Bookchin. *The Ecology of Freedom: The Emergence and Dissolution of Hierarchy*. Oakland, CA: AK Press, 2005: 109

<sup>29</sup> Murray Bookchin. *The Ecology of Freedom: The Emergence and Dissolution of Hierarchy*. Oakland, CA: AK Press, 2005: 110-114

economic interests, ideologies and culture".<sup>30</sup> ~~In accepting Marx's view on class and its role in society,~~ Bookchin also accepts ~~his~~ basic definition of labor and its exploitation: / Marx's  
"Exploitation, in turn, is the use of the labor of others to provide for one's own material needs, for luxuries and leisure, and for the accumulation and productive renewal of technology."<sup>31</sup> ~~Bookchin holds labor to be a deeply important aspect of human society, whether the society is hierarchical or not (in the case of "organic pre-literate societies"). In doing so he acknowledges that labor has made society itself possible through the provision of "material surpluses" (the amount of surplus dependent upon the period of history, of course) and the creation of new technologies. However, the labor needed to escape "natural scarcity" and subsistence is a double edged sword:~~

"To resolve the problem of natural scarcity, the development of technics entails the reduction of humanity to a technical force. People become instruments of production, just like the tools and machines they create. They, in turn, are subject to the same forms of coordination, rationalization, and control that society tries to impose on nature and inanimate technical instruments. Labor is both the medium whereby humanity forges its own self-formation and the object of social manipulation. It involves not only the projection of human powers into free expression and selfhood but their repression by the performance principle of toil into obedience and self-renunciation. Self-repression and social repression form the indispensable counterpoint to personal emancipation and social emancipation."<sup>32</sup>

*sole?*

Labor and its exploitation is not the ~~key~~ component of hierarchy, but it is present in so many hierarchical systems that the issue must be addressed by any society which aims to remove itself from the broad shadow of hierarchy. Labor ~~simultaneously~~ builds societies while also creating new avenues for exploitation and domination; a truly egalitarian and ecological society must find a way to eliminate possibilities of exploitation and domination while preserving labor's creative energies. This is underscored by Bookchin's belief that the culmination of this productive human force has delivered us to the doorstep of what he refers to as a "post-scarcity" society. In the context of the hierarchical societies which currently dominate the world, the establishment of a post-scarcity society refers to not only the elimination of "repressive limits established by an exploitative class structure.", it also "means fundamentally more than a mere abundance of the means of life: it decidedly includes the kind of life these

<sup>30</sup> Murray Bookchin. *The Ecology of Freedom: The Emergence and Dissolution of Hierarchy*. Oakland, CA: AK Press, 2005: 8

<sup>31</sup> Murray Bookchin. *The Ecology of Freedom: The Emergence and Dissolution of Hierarchy*. Oakland, CA: AK Press, 2005: 8

<sup>32</sup> Murray Bookchin. *The Ecology of Freedom: The Emergence and Dissolution of Hierarchy*. Oakland, CA: AK Press, 2005: 52

*\* you are confusing labor + the technical instruments of the worker. Labor is emancipatory, self-formation*

The industrial retooling of labor fundamentally alienates the labor from both the product of his labor & his own productivity.

means support...Post-scarcity society, in short, is the fulfillment of the social and cultural potentialities latent in a technology of abundance." If the domination of man over nature arose from the domination of man over fellow man as Bookchin posits, then the advent of an ecological, post scarcity society can be brought within reach, in part, by addressing the exploitation of labor.

But there is more to this story than economically productive labor. In order to more fully understand hierarchy and the ways in which it affects both man and nature alike, Bookchin argues one must ultimately break with the Marxist conception of societies being driven by class struggle alone. Bookchin saw Marxian class analysis and its concerns with labor as being limited to the realm of the "purely economic" and thus was an insufficient tool by which to analyze much broader hierarchical structures. Bookchin writes

haven't you just contradicted yourself (above?)

this seems more appropriate above

"Hierarchy is not merely a social condition; it is also a state of consciousness, a sensibility toward phenomena at every level of personal and social experience. Early preliterate societies ("organic" societies, as I call them) existed in a fairly integrated and unified form based on kinship ties, age groups, and a sexual division of labor."<sup>33</sup>

The subject of the "sexual division of labor" features heavily in *The Ecology of Freedom*. Bookchin argues that the emergence of hierarchy is directly correlated with the growing disparity in the "sexual" or "social" division of labor. The sexual division of labor can mostly aptly be surmised as "an economy that acquires the very gender of the sex to which it is apportioned"; it is the phenomenon by which certain types of labor, both economically and socially productive, come to be associated with either masculinity or femininity. In a preliterate society it might be the case that hunting and community defense are viewed as "masculine", while gathering, farming, and cooking are viewed as "feminine". These associations on their own are not necessarily negative- all are important tasks needed to sustain a community. However, issues arise when one classification of labor is viewed as superior to the other. Historically, Bookchin observes the case has typically been that of "masculine" tasks being perceived as the better or more important of the two. In a sense, the emergence of a labor gulf between men and women was something akin to original sin for Bookchin, the point at which organic societies left the Garden of Eden for a new home fraught with domination and hierarchy. Just as much as a successful challenge to a hierarchical society must eliminate the exploitation of labor, so too must it eliminate the disparity in the sexual

<sup>33</sup> Murray Bookchin. *The Ecology of Freedom: The Emergence and Dissolution of Hierarchy*. Oakland, CA: AK Press, 2005: 42



disparity of labor. A society which eliminates the ~~exploitation~~ of economic labor, but not the disparate division of sexual/social labor cannot be truly free.<sup>34</sup>

Why, what  
is this freedom  
you speak of?

### Science and Ecology as a Humanist Endeavour

gods  
see  
above

Social ecology is fundamentally a philosophy which enshrines, reveres, and protects labor of all kinds, be it economic or social. As a result, social ecology distinguishes itself from many other radical environmentalist philosophies in that it is decidedly anti-regressive in its economic and environmental outlook (i.e. it does not attempt to make the case that an environmentally minded society must have a reduced standard of living.). Social ecology does not put the concerns of the earth above all else, but rather tries to incorporate them within a framework where the needs of the planet and the needs of humans are treated as equal. Much of this anti-regression sentiment arises from the recognition that untold amounts of labor power have been expended to create the current condition, and that to erase what has been achieved by the struggle and toil of countless millions would be not only an insult to the exploited but also broadly detrimental for society. For Bookchin, freedom is not just about escaping from under the thumb of one's dominators- it is also about being able to *enjoy* life, something which has only been made possible by past labor. It's hard to find time for leisure when the constant threat of hunger looms. Any truly free path forward for a society must acknowledge and honor this right to enjoy life, thus precluding any major reduction in one's standard of living. Though he tends to write ~~in a misty-eyed manner about~~ "organic pre-literate societies" ~~and their many egalitarian and ecological successes,~~ Bookchin is quick to quash any suggestion that a return to some pre-literate past is the solution for our societal woes. In fact, he openly derides those who advocate for a reduced standard of living akin to that of the indigenous pre-literate people as "antirational mysticism"<sup>35</sup>. In the Ecology of Freedom, Bookchin writes

v/c  
certain  
nostalgia  
for

"Nor can we deceive ourselves that the reopened eye will be focused on the visions and myths of primordial peoples, for history has labored over thousands of years to produce entirely new domains of reality that enter into our very humanness. Our capacity for freedom — which includes  
our capacity for individuality, experience, and desire — runs deeper than that of our distant progenitors. We have established a broader

<sup>34</sup> Murray Bookchin. *The Ecology of Freedom: The Emergence and Dissolution of Hierarchy*. Oakland, CA: AK Press, 2005: 49

<sup>35</sup> Murray Bookchin. *The Ecology of Freedom: The Emergence and Dissolution of Hierarchy*. Oakland, CA: AK Press, 2005: 18

material basis for free time, play, security, perception, and sensuousness — a material potentiality for broader domains of freedom and humanness —

than humanity in a primordial bond with nature could possibly achieve."<sup>36</sup>

The ways of preliterate societies are something to admire, but we should not actively work to bring ourselves back to those days. People have labored for millenia to change our standard of living, and any change made to society should reflect that. This is not to say that every individual should be heaped with luxury goods, but rather an acknowledgement that regression is actively harmful when attempting to dismantle systems of hierarchical domination.

In the same vein, social ecology is deeply concerned with the way that the current systems are actively making life worse through the manipulating of both labor and science. Bookchin's chief worry is the multi-level homogenization of daily life, societal structure, and the environment.<sup>37</sup> He is exceedingly clear that man and nature are deeply intertwined, and that whatever befalls the natural world befalls us as well- "The trends in our time are visibly directed against ecological diversity; in fact, they point toward brute simplification of the entire biosphere. ...[As a result] human experience itself becomes crude and elemental, subject to brute noisy stimuli and crass bureaucratic manipulation. A national division of labor, standardized along industrial lines, is replacing regional and local variety, reducing entire continents to immense, smoking factories and cities to garish, plastic supermarkets."

Bookchin revisits the subject of humanist science and its implications later in *The Ecology of Freedom*, writing "We are thus confronted with the paradox that science, an indispensable tool for human wellbeing, is now a means for subverting its traditional humanistic function."<sup>38</sup> Science has traditionally been an effective avenue by which people are able to improve their lives, through a better understanding of their world or the creation of "technics" which make labor and production easier. However, the hierarchical structures which dominate our societies and our lives have stolen and reappropriated science for their own means. The tools which once had the potential to provide for everyone an equitable distribution of resources are now used to homogenize our cities, our landscapes, and our lives. Industrial agriculture has in short order obliterated the once vibrant ecological communities which found their homes in the soil.

<sup>36</sup> Murray Bookchin. *The Ecology of Freedom: The Emergence and Dissolution of Hierarchy*. Oakland, CA: AK Press, 2005: 35

<sup>37</sup> Murray Bookchin. *The Ecology of Freedom: The Emergence and Dissolution of Hierarchy*. Oakland, CA: AK Press, 2005: 33

<sup>38</sup> Murray Bookchin. *The Ecology of Freedom: The Emergence and Dissolution of Hierarchy*. Oakland, CA: AK Press, 2005: 207.

New building materials and techniques have not only allowed for the destruction and replacement of entire biomes, they seem to demand it. Instead of saving labor, technology has been used to force more productivity out of workers, deepening their exploitation- instead of halving the work week, the work week remains the same for many but with the added expectation that double, triple, or even quadruple will be produced. Domination, aided and abetted by a bastardized form of "science" has almost annihilated diversity in all its forms, both natural and social. Since we are creatures molded by the natural world we occupy, we flourish in diverse conditions. This loss of natural and social diversity is thus immensely detrimental, actively feeding feelings of alienation and despair felt by the western public with regards to their natural environment and their societies. And this alienation and despair is not just localized to a certain class or group of classes; Bookchin writes "what makes this ceaseless movement of deinstitutionalization and delegitimization of society so significant is that it has found its bedrock in a vast stratum of western society. Alienation permeates not only the poor but also the relatively affluent, not only the young but also their elders, not only the visibly denied but also the seemingly privileged...", further emphasizing the extent to which hierarchy and the domination it entails is as much a mindset as it is a relationship between economic classes.<sup>39</sup>

1) What's the point of this chapter? You don't conclude your analysis of Bookchin's work. That is to say, there's no overriding theme tying the chapter (1) together + (2) to your intro.

2) How is social ecology relevant to the ecological catastrophe of global climate change. Okay, there's no desire to return to pre-literate society then, what is Bookchin advocating for?

<sup>39</sup>Murray Bookchin. *The Ecology of Freedom: The Emergence and Dissolution of Hierarchy*. Oakland, CA: AK Press, 2005: 82.

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## Chapter I— Introduction: A Call for Decolonization

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entheogenic research is limited in that it advances an interpretation of indigenous knowledge and practices that is filtered through a Western lens, without adequate collaboration with indigenous peoples themselves. As a result, mainstream research often neglects important epistemological and cultural contexts of indigenous knowledge, yielding further marginalization of these peoples (Fotiou, 2020, pg. 16). To continue the study of entheogenic plants within a business-as-usual framework would only contribute to the erasure of indigenous traditions through the colonization and appropriation of indigenous knowledge and culture. Additionally, the results of such a study would lead to an incomplete assessment of these sacred plants founded upon reductionist systems that ignore the complexity of the cultural and traditional contexts from which these plants derive meaning. These misconceptions have profound effects for indigenous communities, as seen through the commodification of entheogenic plants and the formation of neocolonialist structures in Meso- and South America. Therefore, future studies of entheogenic plants should draw heavily from indigenous literature when possible—as considered legitimate knowledge and equal to Western science—and advance a decolonizing perspective and methodology. This approach requires reflexivity by Western scholarship, an acknowledgement the potential colonizing effects of both past and future entheogenic studies, and authentic collaboration with indigenous peoples. An examination of the entheogen Ayahuasca necessitates a dialogue between Western science and indigenous knowledge and highlights the need for decolonization.

This paper will examine the past and present history of Western interactions with Ayahuasca. It seeks to highlight the interconnectivity between the ideals of Western scholarship and popular culture and the material consequences of (neo)colonialism for indigenous peoples

who use Ayahuasca. I am interested in the ways in which Western academic projects on Ayahuasca have influenced the general public, and how global neocolonial systems were able to capitalize on these ideals to develop a material reality of exploitation and appropriation in a shamanic tourist economy. Chapter II outlines a brief introduction to Ayahuasca. Chapter III situates Western science as a hegemonic structure which undermines the agency indigenous peoples have over their own knowledge. The methods and rhetoric used in Western science to describe and explore this field of research displaces Ayahuasca and other entheogens from their cultural contexts, privileging the West. The consequences of this scientific approach is explored in Chapter IV, which understands shamanic tourism in its current state as both a product and a producer of colonialism and appropriation. The chapter will interrogate possible sources of colonialism and appropriation, focusing primarily on a misrepresentation of indigenous entheogenic knowledge in Western science and literature. Chapter V will dig deeper into the modes of intercultural exchanges between the Amazon and the West, from a history of extraction and assimilation to the opportunities of the Internet. Chapter VI will identify possible solutions within academia to decolonize entheogenic plant studies, and the paper will end with a reflection on this research process (Chapter VII).

This paper will advance a decolonizing approach to entheogenic research. According to Fotiou (2020), decolonization should serve to “empower the populations from which [Western scholars have] appropriated” knowledge (Fotiou, 2020, pg. 20). In doing this, researchers must recognize that “indigenous peoples are not a-historical others but historical agents here and now” (Fotiou, 2020, pg. 20). Consulting indigenous peoples about respectful ways of using their knowledge and broadening one’s lens to allow for equal consideration of indigenous

epistemologies are ways to participate in decolonizing research (Fotiou, 2020, pg. 20).

Additionally, addressing one's positionality and situated subjectivities is another crucial component of decolonizing research (Rose, 1997).

This research paper will utilize ethnographic case studies of one entheogen: Ayahuasca. I will apply postcolonial and feminist theory to examine how the West has interacted with and conceived of Ayahuasca in three main areas of interest: academia, tourism, and intercultural exchanges. I will utilize critical constructivism in my research, which suggests that "knowledge is socially constructed and influenced by culture, institutions, and historical contexts" (Kilian, et al., 2019, pg. E504).

It is important to recognize my own positionalities and subjectivities when conducting this research. Given my own limitations as a non-indigenous Western scholar, I will embrace certain guiding principles in my research. According to a comprehensive study by Killian, et al., (2019), who examined ethical approaches to conducting indigenous research as a non-indigenous researcher, "common guiding principles of Indigenous research [are] collaboration, relationships, interconnectedness, connection to community, and respect for diverse forms of knowledge and lived experience" (Kilian, et al., 2019, pg. E504). While this study is primarily useful in guiding how non-indigenous scholars should conduct indigenous research in the field, these principles should apply to all indigenous research conducted by non-indigenous scholars, including literature-based research. I should disclose that due to the limited scope of this project, I have not been able to consult with indigenous peoples about whom I am writing, which raises ethical questions regarding my thesis subject. I will attempt to address these problematics by avoiding assumption-making and following these five principles. Additionally, I

aim to address the positionalities of the scholars whose works I engage. Fotiou (2020) notes that while the origins of psychedelic science<sup>2</sup> are rooted in colonialism, the field has offered much insight into indigenous epistemologies and worldviews; the author makes clear that Western literature on the subject still is valuable, though colonial and neocolonial approaches to obtaining and disseminating this knowledge should be rectified (Fotiau, 2020, pg. 16).

<sup>2</sup> Psychedelic science refers to Western scientific research on entheogens and their basal compounds, particularly in the fields of psychology, neuroscience, and pharmacology.

more prominent role in your intro.

and serves only to disingenuously justify exploitative and oppressive social structures, making it appear as if man's domination over fellow man is a natural and acceptable state of affairs. In reality, the flow of energy through a system resembles a web, not a rigid pyramid - there is no individual organism at the top who is free from others' influence. Every predator is prey to something, every organism is interdependent no matter how distant the connection might be.

set off + amplify

Thus man's desire to dominate nature is neither natural nor universal. Instead, Bookchin argues "The breakdown of primordial equality into hierarchical systems of inequality....altered humanity's vision of itself and ultimately its attitude toward the natural world".<sup>28</sup> The domination of nature is a desire which is rooted deeply in man's domination of his fellow man. Societies which Bookchin describes as "preliterate", many of them indigenous communities like the Hopi Indians in North America, did not allow for social stratification or systems of hierarchy and domination in their societies. Instead, the organization of these peoples promoted group solidarity and cooperation. As a result, members of these communities led happy, sustainable lives and never grew to believe that they held dominion over nature. ~~Bookchin's discussion of preliterate peoples throughout *The Ecology of Freedom* are intended to demonstrate to the reader that learned behaviors and values play an important role in the formation and execution of a society. To that end, the fact that Hopi society (or others like it) never progressed towards anything resembling market capitalism or evolved the hierarchical structures so common in civilizations today indicates that capitalism and hierarchy are not natural developments and are instead created by men. Though seemingly simple, the conclusion that hierarchical structures which necessitate the domination of both man and nature alike are constructs and not the natural progression of time means that they can be changed. Anything created by man can also be destroyed, and thus the yoke of hierarchy can, and must, be thrown off.~~<sup>29</sup>

disallowed really? or do you mean did not develop such system

According to Bookchin then

### Social Ecology and Labor

When analyzing the relationship between social ecology and labor, it is important to keep in mind that Bookchin is writing from a position which views class, and therefore labor, as a part of a broader whole instead of two equal components of a system. With that said, ~~Bookchin's discussion of the relationship between class and hierarchy~~, Bookchin's classical Marxist roots are evident. In *The Ecology of Freedom* he argues that Marxian class analysis has a distinct place within the social ecology movement, writing that it permits "the authentic unravelling of the material bases of

So

do you mean within a broader analysis of hierarchy

<sup>28</sup> Murray Bookchin. *The Ecology of Freedom: The Emergence and Dissolution of Hierarchy*. Oakland, CA: AK Press, 2005: 109

<sup>29</sup> Murray Bookchin. *The Ecology of Freedom: The Emergence and Dissolution of Hierarchy*. Oakland, CA: AK Press, 2005: 110-114

economic interests, ideologies and culture".<sup>30</sup> ~~In accepting Marx's view on class and its role in society,~~ Bookchin also accepts ~~his~~ basic definition of labor and its exploitation: / Marx's  
"Exploitation, in turn, is the use of the labor of others to provide for one's own material needs, for luxuries and leisure, and for the accumulation and productive renewal of technology."<sup>31</sup> ~~Bookchin holds labor to be a deeply important aspect of human society, whether the society is hierarchical or not (in the case of "organic pre-literate societies"). In doing so he acknowledges that labor has made society itself possible through the provision of "material surpluses" (the amount of surplus dependent upon the period of history, of course) and the creation of new technologies. However, the labor needed to escape "natural scarcity" and subsistence is a double edged sword:~~

"To resolve the problem of natural scarcity, the development of technics entails the reduction of humanity to a technical force. People become instruments of production, just like the tools and machines they create. They, in turn, are subject to the same forms of coordination, rationalization, and control that society tries to impose on nature and inanimate technical instruments. Labor is both the medium whereby humanity forges its own self-formation and the object of social manipulation. It involves not only the projection of human powers into free expression and selfhood but their repression by the performance principle of toil into obedience and self-renunciation. Self-repression and social repression form the indispensable counterpoint to personal emancipation and social emancipation."<sup>32</sup>

*sole?*

Labor and its exploitation is not the ~~key~~ component of hierarchy, but it is present in so many hierarchical systems that the issue must be addressed by any society which aims to remove itself from the broad shadow of hierarchy. Labor ~~simultaneously~~ builds societies while also creating new avenues for exploitation and domination; a truly egalitarian and ecological society must find a way to eliminate possibilities of exploitation and domination while preserving labor's creative energies. This is underscored by Bookchin's belief that the culmination of this productive human force has delivered us to the doorstep of what he refers to as a "post-scarcity" society. In the context of the hierarchical societies which currently dominate the world, the establishment of a post-scarcity society refers to not only the elimination of "repressive limits established by an exploitative class structure.", it also "means fundamentally more than a mere abundance of the means of life: it decidedly includes the kind of life these

<sup>30</sup> Murray Bookchin. *The Ecology of Freedom: The Emergence and Dissolution of Hierarchy*. Oakland, CA: AK Press, 2005: 8

<sup>31</sup> Murray Bookchin. *The Ecology of Freedom: The Emergence and Dissolution of Hierarchy*. Oakland, CA: AK Press, 2005: 8

<sup>32</sup> Murray Bookchin. *The Ecology of Freedom: The Emergence and Dissolution of Hierarchy*. Oakland, CA: AK Press, 2005: 52

*\* you are confusing labor + the technical instruments of the worker. Labor is emancipatory, self-formative*

The industrial retooling of labor fundamentally alienates the labor from both the product of his labor & his own productivity.

means support...Post-scarcity society, in short, is the fulfillment of the social and cultural potentialities latent in a technology of abundance." If the domination of man over nature arose from the domination of man over fellow man as Bookchin posits, then the advent of an ecological, post scarcity society can be brought within reach, in part, by addressing the exploitation of labor.

But there is more to this story than economically productive labor. In order to more fully understand hierarchy and the ways in which it affects both man and nature alike, Bookchin argues one must ultimately break with the Marxist conception of societies being driven by class struggle alone. Bookchin saw Marxian class analysis and its concerns with labor as being limited to the realm of the "purely economic" and thus was an insufficient tool by which to analyze much broader hierarchical structures. Bookchin writes

haven't you just contradicted yourself (above?)

this seems more appropriate above

"Hierarchy is not merely a social condition; it is also a state of consciousness, a sensibility toward phenomena at every level of personal and social experience. Early preliterate societies ("organic" societies, as I call them) existed in a fairly integrated and unified form based on kinship ties, age groups, and a sexual division of labor."<sup>33</sup>

The subject of the "sexual division of labor" features heavily in *The Ecology of Freedom*. Bookchin argues that the emergence of hierarchy is directly correlated with the growing disparity in the "sexual" or "social" division of labor. The sexual division of labor can mostly aptly be surmised as "an economy that acquires the very gender of the sex to which it is apportioned"; it is the phenomenon by which certain types of labor, both economically and socially productive, come to be associated with either masculinity or femininity. In a preliterate society it might be the case that hunting and community defense are viewed as "masculine", while gathering, farming, and cooking are viewed as "feminine". These associations on their own are not necessarily negative- all are important tasks needed to sustain a community. However, issues arise when one classification of labor is viewed as superior to the other. Historically, Bookchin observes the case has typically been that of "masculine" tasks being perceived as the better or more important of the two. In a sense, the emergence of a labor gulf between men and women was something akin to original sin for Bookchin, the point at which organic societies left the Garden of Eden for a new home fraught with domination and hierarchy. Just as much as a successful challenge to a hierarchical society must eliminate the exploitation of labor, so too must it eliminate the disparity in the sexual

<sup>33</sup> Murray Bookchin. *The Ecology of Freedom: The Emergence and Dissolution of Hierarchy*. Oakland, CA: AK Press, 2005: 42



disparity of labor. A society which eliminates the ~~exploitation~~ of economic labor, but not the disparate division of sexual/social labor cannot be truly free.<sup>34</sup>

— Why, what is this freedom you speak of?

### Science and Ecology as a Humanist Endeavour

Social ecology is fundamentally a philosophy which enshrines, reveres, and protects labor of all kinds, be it economic or social. As a result, social ecology distinguishes itself from many other radical environmentalist philosophies in that it is decidedly anti-regressive in its economic and environmental outlook (i.e. it does not attempt to make the case that an environmentally minded society must have a reduced standard of living.). Social ecology does not put the concerns of the earth above all else, but rather tries to incorporate them within a framework where the needs of the planet and the needs of humans are treated as equal. Much of this anti-regression sentiment arises from the recognition that untold amounts of labor power have been expended to create the current condition, and that to erase what has been achieved by the struggle and toil of countless millions would be not only an insult to the exploited but also broadly detrimental for society. For Bookchin, freedom is not just about escaping from under the thumb of one's dominators- it is also about being able to *enjoy* life, something which has only been made possible by past labor. It's hard to find time for leisure when the constant threat of hunger looms. Any truly free path forward for a society must acknowledge and honor this right to enjoy life, thus precluding any major reduction in one's standard of living. Though he tends to write ~~in a misty-eyed manner about~~ "organic pre-literate societies" ~~and their many egalitarian and ecological successes,~~ Bookchin is quick to quash any suggestion that a return to some pre-literate past is the solution for our societal woes. In fact, he openly derides those who advocate for a reduced standard of living akin to that of the indigenous pre-literate people as "antirational mysticism"<sup>35</sup>. In the Ecology of Freedom, Bookchin writes

good  
see  
above

v/ a  
certain  
nostalgia  
for

"Nor can we deceive ourselves that the reopened eye will be focused on the visions and myths of primordial peoples, for history has labored over thousands of years to produce entirely new domains of reality that enter into our very humanness. Our capacity for freedom — which includes  
our capacity for individuality, experience, and desire — runs deeper than that of our distant progenitors. We have established a broader

<sup>34</sup> Murray Bookchin. *The Ecology of Freedom: The Emergence and Dissolution of Hierarchy*. Oakland, CA: AK Press, 2005: 49

<sup>35</sup> Murray Bookchin. *The Ecology of Freedom: The Emergence and Dissolution of Hierarchy*. Oakland, CA: AK Press, 2005: 18

material basis for free time, play, security, perception, and sensuousness — a material potentiality for broader domains of freedom and humanness —

than humanity in a primordial bond with nature could possibly achieve."<sup>36</sup>

The ways of preliterate societies are something to admire, but we should not actively work to bring ourselves back to those days. People have labored for millenia to change our standard of living, and any change made to society should reflect that. This is not to say that every individual should be heaped with luxury goods, but rather an acknowledgement that regression is actively harmful when attempting to dismantle systems of hierarchical domination.

In the same vein, social ecology is deeply concerned with the way that the current systems are actively making life worse through the manipulating of both labor and science. Bookchin's chief worry is the multi-level homogenization of daily life, societal structure, and the environment.<sup>37</sup> He is exceedingly clear that man and nature are deeply intertwined, and that whatever befalls the natural world befalls us as well- "The trends in our time are visibly directed against ecological diversity; in fact, they point toward brute simplification of the entire biosphere. ...[As a result] human experience itself becomes crude and elemental, subject to brute noisy stimuli and crass bureaucratic manipulation. A national division of labor, standardized along industrial lines, is replacing regional and local variety, reducing entire continents to immense, smoking factories and cities to garish, plastic supermarkets."

Bookchin revisits the subject of humanist science and its implications later in *The Ecology of Freedom*, writing "We are thus confronted with the paradox that science, an indispensable tool for human wellbeing, is now a means for subverting its traditional humanistic function."<sup>38</sup> Science has traditionally been an effective avenue by which people are able to improve their lives, through a better understanding of their world or the creation of "technics" which make labor and production easier. However, the hierarchical structures which dominate our societies and our lives have stolen and reappropriated science for their own means. The tools which once had the potential to provide for everyone an equitable distribution of resources are now used to homogenize our cities, our landscapes, and our lives. Industrial agriculture has in short order obliterated the once vibrant ecological communities which found their homes in the soil.

<sup>36</sup> Murray Bookchin. *The Ecology of Freedom: The Emergence and Dissolution of Hierarchy*. Oakland, CA: AK Press, 2005: 35

<sup>37</sup> Murray Bookchin. *The Ecology of Freedom: The Emergence and Dissolution of Hierarchy*. Oakland, CA: AK Press, 2005: 33

<sup>38</sup> Murray Bookchin. *The Ecology of Freedom: The Emergence and Dissolution of Hierarchy*. Oakland, CA: AK Press, 2005: 207.

New building materials and techniques have not only allowed for the destruction and replacement of entire biomes, they seem to demand it. Instead of saving labor, technology has been used to force more productivity out of workers, deepening their exploitation- instead of halving the work week, the work week remains the same for many but with the added expectation that double, triple, or even quadruple will be produced. Domination, aided and abetted by a bastardized form of "science" has almost annihilated diversity in all its forms, both natural and social. Since we are creatures molded by the natural world we occupy, we flourish in diverse conditions. This loss of natural and social diversity is thus immensely detrimental, actively feeding feelings of alienation and despair felt by the western public with regards to their natural environment and their societies. And this alienation and despair is not just localized to a certain class or group of classes; Bookchin writes "what makes this ceaseless movement of deinstitutionalization and delegitimization of society so significant is that it has found its bedrock in a vast stratum of western society. Alienation permeates not only the poor but also the relatively affluent, not only the young but also their elders, not only the visibly denied but also the seemingly privileged...", further emphasizing the extent to which hierarchy and the domination it entails is as much a mindset as it is a relationship between economic classes.<sup>39</sup>

1) What's the point of this chapter? You don't conclude your analysis of Bookchin's work. That is to say, there's no overriding theme tying the chapter (1) together + (2) to your intro.

2) How is social ecology relevant to the ecological catastrophe of global climate change. Okay, there's no desire to return to pre-literate society then, what is Bookchin advocating for?

<sup>39</sup>Murray Bookchin. *The Ecology of Freedom: The Emergence and Dissolution of Hierarchy*. Oakland, CA: AK Press, 2005: 82.

## Sandmeyer – 4. Mentoring/Advising – Honors Students

### Overview:

I have supervised one honors student, Anne H., over the last 6 six years. During the AY 2018-19, Anne wrote a **capstone thesis** titled " New Problems for Contemporary Restoration: A Look into Classism and Cultural Appropriation."

She stated her goal in the proposal documents as follow:

The goal of my research is to investigate this metaphysical relationship between humans and the environment in a way that provides constructive guidelines for future policy concerning conservation and preservation of the environment. My hope is that by adopting a more nuanced conceptual identity of the natural world, politicians, scientists, and environmentalists will be able to help foster the continued growth of the environment, for the protection of both natural resources and natural beauty.

The **scope of this idea** was too grandiose, especially for her understanding of the history and philosophy of conservation to that point. Consequently, we met twice a month over the year, during the first semester, to pare down the scale of her project and, during the second, to write the thesis. Over the fall term 2018, she constructed an annotated bibliography on the history and the philosophy of wilderness restoration, and during spring 2019, she wrote the paper. On April 26, 2019, she presented her thesis to the University community.

Here is an articulation of her project, written by Anne in her thesis:

The first notions of environmental conservation were introduced in the early 20th century within the conflicting doctrines of John Muir and Gifford Pinchot. Both Muir and Pinchot were invested in the idea of conservation, but they advocated for the separate notions of preservation and development, respectively. Then, halfway through the century, Aldo Leopold presented what became his famous essay on cultivating a land ethic, which to many represented an attempt at reconciling the two shockingly different ecological doctrines pursued by Muir and Pinchot. Leopold recognized that wilderness must be preserved and protected but envisioned an ecological community where the land was recognized as a member of such. These three works represent the foundations of modern conservation, and their work continues to be relevant in contemporary discussions of environmental conservation and philosophy. In the first section of this literature review I will discuss the beliefs held by Muir, Pinchot, and Leopold as a foundation on which to provide a basis for discussing evolving and contemporary conceptions of ecology. In the following sections I will outline some of the important contributions of famous philosophers/ecologists such as William Cronon, John Baird Callicott, and Ramachandra Guha whose views are building off this foundation.

## Sandmeyer – 4. Mentoring/Advising – Accomplishments of Former Students

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### Overview of Materials:

Due to **my role as philosopher and program faculty in the Environmental Studies program**, the students I have mentored over the years tend to be double majors completing their degree in ENS and another major such as philosophy. Of all the excellent students I have mentored, I have selected two here to indicate the nature and manner of my mentoring work. These are Benjamin Troupe and Tiana Thé.

- Benjamin Troupe is currently the Deputy Public Affairs Officer at the Embassy of Conakry in the Republic of Guinea. Ben was a double-major in political science and philosophy. After he took my Advanced Ethics course on Aldo Leopold's ecological ethics (PHI531\_2016F), we worked very closely together until he graduated (and after). I helped him develop the paper he wrote for me in PHI531 into a proposal for the **National Conference on Undergraduate Research**, and he was selected to present this work to the NCUR 2017 conference in Memphis. Ben also worked with me as the student representative on the **Faculty Sustainability Council** during his senior year. Knowing how talented he was, I encouraged him and helped him to craft several applications for fellowships. He was selected in 2018 as the first University of Kentucky graduate to win the prestigious **Thomas R. Pickering Foreign Affairs Fellowship**, which paid for his Master of Diplomacy at the George Washington University. The Fellowship also guaranteed a slot in the **State Department Diplomatic Corps**, where he is currently finishing his second year as a diplomate in Guinea.
- Tiana Thé is a student whom I met while she was completing her ENS major requirement, PHI366 Environmental Ethics. PHI366 excited her so much she decided to double-major in both **ENS & Philosophy**. She was already a junior at the time, so she and I worked very closely to craft a plan of study that would let her complete her philosophy major requirements without adding more semesters to her degree plan. We developed together an independent study in Advanced Ethics. Given her **professional work** as a speech writer in the Office of the President here at UK, I recommended we focus the class on developing her writing skills. Every week she wrote a short paper, which we would painstakingly critique together in my office. As a final project, she wove together some of her shorter papers into a 7-page paper (included here). Given her high aptitude, I recommended that she apply for the prestigious **Gaines Center's Breathitt Undergraduate Lectureship** here at UK, which she won. After graduating, I helped her decide where to apply to continue her studies at the graduate level; she is currently a pursuing a **Master of Arts** in the Geography Department here at UK.



## **Sandmeyer, Bob**

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**From:** Troupe, Benjamin  
**Sent:** Wednesday, April 18, 2018 11:26 PM  
**To:** Sandmeyer, Bob  
**Subject:** Pickering Fellowship Results

Bob,

This evening I was notified that I am one of the thirty recipients of the Pickering Fellowship! I cannot begin to express the words of gratitude and appreciation I have for your mentorship over these past years. Beyond the knowledge and love for philosophy that I gained in your classroom, you have been a true friend and confidant. You have been my closest advisor, and have dedicated much time to seeing me succeed. I honestly look up to you as an exemplar of the type of person I wish to become, and you have taught me many values. This honor is as much yours as it is mine. I contribute my success, not just in this instance, but in my career to you being a part of my life. I sincerely thank you for your support!

Many Thanks,

Ben



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## Student Oral Session 2 - Thu 12:20pm-1:20pm

**1:00-1:20 p.m.**

*An Earth Ethic for the New Millennium: Investigating the Moral Status of the Natural World*

Benjamin Troupe, University of Kentucky

### JONES HALL 249

**English**

**12:20-12:40 p.m.**

*Literature Is Survival in Ray Bradbury's Fahrenheit 451 and Azar Nafisi's Reading Lolita in Tehran: A Memoir in Books*

Hannah Rice, Anderson College

**12:40-1:00 p.m.**

*Looking for Meeps: How Dictionaries Reflect Cultural Trends in Language from Johnson to the Urban Dictionary*

Ricky Finch, Lipscomb University

**1:00-1:20 p.m.**

*Misapplications of Darwin's Origin of Species: Nazi Germany and the Eugenics Movement*

Emily Wollmuth, Hamline University

### MANNING HALL 202

**Physical/Occupational Therapy/Speech Language Pathology**

**12:20-12:40 p.m.**

*Post-Therapy Collaboration*

Kary Sheppard, University of Minnesota - Crookston

**12:40-1:00 p.m.**

*The Role of Exercise in Persons with Cerebral Palsy*

Lauren Boush, Radford University

**Physiology**

**1:00-1:20 p.m.**

*Recurrent Hypoglycemia Reduces Severe Hypoglycemia-Induced Fatal Cardiac Arrhythmias in Type 1 Diabetic Rats*

Justin Bayles, University of Utah

### MANNING HALL 204

**History**

**12:20-12:40 p.m.**

*1964 Olympics: More Than Just Sports? How Japan Utilized the Olympic Games for Ulterior Motives*

Christopher Suen, Dominican University of California

**12:40-1:00 p.m.**

*Adelicia Acklen: An Unconventional Southern Woman*

Christian Keen, Trevecca Nazarene University

**1:00-1:20 p.m.**

*American Court System, Asians, Conception of Race*

Esther Johnson, Illinois College

### MANNING HALL 222

**History**

**12:20-12:40 p.m.**

*George P. Mitchell Father of Hydraulic Fracturing*

Lukas Weiss, San Jacinto College Honors Program

**12:40-1:00 p.m.**

*German Resistance Inside of Nazi Germany*

Mary Dickey, Elmhurst College

**1:00-1:20 p.m.**

*God Save the Queen's Things: Race, Class, and Theologies of Property in the 2016 Charlotte Uprising*

Casey Aldridge, University of North Carolina, Charlotte

### MANNING HALL 318

**Communications**

**12:40-1:00 p.m.**

*Beautiful Suffering: Structuring Our Vision of Refugees as the Other Through Winning Pulitzer Prize Images in 2016*

Diana Langer, Juniata College

### MANNING HALL 320

**Communications**

**12:20-12:40 p.m.**

*Warped Space-Time: Exploiting Schematic Assumptions in "Ritual in Transfigured Time"*

Grant Brighter, Ithaca College

# The Washington Center Announces the 2018 Thomas R. Pickering Foreign Affairs Fellows

The Washington Center | April 27, 2018



*WASHINGTON, D.C. – The Washington Center for Internships and Academic Seminars is pleased to announce the selection of the 2018 Thomas R. Pickering Graduate Foreign Affairs Fellows. Thirty Graduate Fellowships were awarded to a group of highly competitive candidates. Hundreds of applicants from over 200 colleges and universities competed for this distinguished fellowship.*

Managed and funded by the Department of State and administered by The Washington Center, the Thomas R. Pickering Graduate Foreign Affairs Fellowship offers talented students from diverse backgrounds the opportunity to pursue a career in the U.S. Foreign Service. Consideration is given to qualified applicants who, in addition to outstanding leadership skills and academic achievement, demonstrate financial need. Women, members of minority groups historically underrepresented in the Foreign Service, and students with financial need are encouraged to apply.

Recipients of the Pickering Fellowship receive two years of financial support, mentoring and professional development to prepare them for a career in the Foreign Service. Fellows also complete a domestic internship at the U.S. Department of State in Washington, D.C. and an overseas internship at a U.S. embassy.

The 2018 Pickering Fellows hail from 26 academic institutions, including HBCUs, state and private universities. Their majors range from Political Science and Philosophy to Art History and African Studies. Through academic and public service activities, these students have traversed the globe, spending time in numerous places from Afghanistan to Cuba, Malawi to Nepal. Collectively, they speak over 20 languages including Hindi, Norwegian, Arabic, and American Sign Language. These accomplished students hail from 19 states and the District of Columbia. Prior to becoming Fellows, they worked in a wide range of fields, including academic research, local and federal government, private companies, international development, and NGOs.

The Thomas R. Pickering Foreign Affairs Fellowship Program honors one of the most accomplished U.S. Foreign Service Officers of the 20<sup>th</sup> century. Ambassador Pickering was appointed Career Ambassador, the highest rank in the U.S. Foreign Service. He served in many leading positions around the world during his Foreign Service career, including Ambassador to Nigeria, El Salvador, Israel, India and Russia. Ambassador Pickering concluded his career as Under Secretary of State for Political Affairs.

"The Washington Center is honored and excited to be administering such a distinguished program for the third year in a row," said Chris Norton, president of The Washington Center.

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- Mr. Eric Chu, *University of Minnesota – Twin Cities*
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- Ms. Caroline Corcoran, *University of Texas at Austin*
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- Ms. Kayla Evans, *Spelman College*
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- Mr. Jakob Lengacher, *University of Massachusetts Amherst*
- Ms. Jeanette Martinez, *California State University – San Bernardino*
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Visit the Thomas R. Pickering Foreign Affairs Fellowship (<https://twc.edu/programs/thomas-r-pickering-foreign-affairs-fellowship>) page for more information.



The Washington Center is the largest and most established student internship program in Washington, D.C. Since our founding, we've helped more than 60,000 young people translate their college majors into career paths. We use our scale and expertise to customize each student's experience to be truly transformative.

## Sandmeyer, Bob

---

**From:** The', Tiana S.  
**Sent:** Tuesday, March 30, 2021 4:49 PM  
**To:** Sandmeyer, Bob  
**Subject:** Popping in

Hi Bob!

Just popping to say hi and that I hope you're doing well. Miss you and I miss class! I think often about how grateful I am to have taken that independent study with you. Learning how to write from you has been fundamental to my progress, and I cringe thinking about how I wrote pre-Sandmeyer.

I am also still reaping the benefits of the Breathitt Lectureship that you encouraged me to apply for. I have presented at a couple conferences and was recently a panelist for a J.D. Rosenberg CoL event. They've asked me to produce a sort of Ted Talk for their website. So, all in all, thanks so much for all the ways you helped me during undergrad. I employ what you taught me nearly every day.

Hope you and yours are doing well.

All the best,  
Tiana



**Tiana Thé**  
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Tiana Thé

Elton, Tansley, and Leopold: Their Contribution to Wildlife Education

We do not realize sufficiently vividly that man is surrounded by vast and intricate animal communities, and that his actions often produce on the animals effects which are usually quite unexpected in their nature – that in fact man is only one animal in a large community of other ones<sup>1</sup>.

An understanding of Charles Elton's concept of organismic roles and the food circuit and Arthur Tansley's introduction of anthropogenic ecosystems, contribute to Aldo Leopold's wildlife education that promotes the preservation of the integrity, stability, and beauty of the biotic community. Just as human communities are structured, animal communities follow a similar arrangement. Charles Elton identifies four principles to analyze an animal community: (i) food-chains and the food cycle, (ii) the size of food, (iii) the presence of niches, and (iv) the pyramid of numbers.

Animals spend most of their time finding food while maintaining their role in what Elton terms the food circuit. Animals arrange themselves in the food-chain by size; and, as the food chain progresses, the species get larger and larger. There are restrictions on the size of food an animal can eat and size, according to Elton, plays an essential role in the food cycle.

The food chain's structure depends on the fact that each animal can only live on food of a specific size. However, man's relation to food is not as limited. Since our ancestors, humans have had the unique ability to eat any size of food for nourishment. The advent of hunting allowed us to move from smaller animals to much larger animals - a phenomenon that no other species can accomplish. Humans have taken control of their surroundings, liberating them from food size restrictions. If all animals had this

<sup>1</sup> Charles Elton, "The Animal Community", in *Animal Ecology*, (Oxford University 1927) 50.

capability though, the food cycle would lose its diversity and complexity. The arrangements depend on the fact that a "smaller food can be made into a larger one, therefore making it available to a larger animal<sup>2</sup>".

Niches, as Elton describes, are an animal's relation to enemies, food, and the purpose they play in a biotic community. Similar niches around the world have different animals, but the ground plan is the same. For example, biomes have herbivores and carnivores with more herbivores to support the carnivores. An organism's size and food sources determine its niche.

His last principle of organismic communities is the pyramid of numbers. The pyramid refers to the broad base of small organisms that can reproduce quickly. As the pyramid works its way up incrementally, the size of the animals increases while the numbers of animals decrease. This pyramid of numbers is a characteristic of animal communities all over the world.

Arthur Tansley builds on Elton's conception of roles and succession of animal communities, but he rejects the idea of the environment as a community. Tansley pays attention to how climate, soil complexity, physiography, and every abiotic factor affect the way the systems work. The environment as a system cannot separate vegetation and animals from climate and soil. Without the inorganic relationship between the organic, there would be no system at all. He thus introduces the concept of the environment as a system - an ecosystem. The biome is not a single organism, but the species within it are. Species are too complex and different to be identified as under a single organism. Their

<sup>2</sup> Elton, Charles "The Animal Community", 61.

interactions with abiotic factors are too significant to be separated from the idea of the ecosystem.

A niche, previously defined by Elton, is the specific place an animal has within an ecosystem. Tansley takes this notion of the niche to supplement his argument that,

as an ecological factor acting on vegetation, the effect of grazing heavy enough to prevent the development of woody plants is essentially the same effect wherever it occurs<sup>3</sup>.

The process of substituting one type of vegetation for another - like a forest converting to grassland - is inherently destructive. This process requires a systematic succession and the combination of all biotic and abiotic factors to reach a climax. By introducing grazing animals, man subsumes his role within his niche.

One significant biotic factor is man. As a mighty force in the ecosystem, it is hard to divorce man from the environment. Ecologists before Tansley focused primarily on the detrimental impact of the civilized man on nature. For example, ecologists believed that the introduction of grazing animals by man was destructive, invasive, and "unnatural." However, Tansley acknowledges the anthropogenesis of certain ecosystems, thus opening up the study of the human and her place in nature in ways previously denied within ecology. Anthropogenic ecosystems consider the role of man and the niche man assumes. Tansley argues that confining our ecological concepts to "natural" entities is impractical and negates the relevant role of man. It is not the case that man is alien acting upon the environment. Instead, man is part of the ecosystem and can contribute to orderly succession. In order to conduct experiments, ecologists

<sup>3</sup> Arthur Tansley "Biotic Factors", in *The Use and Abuse of Vegetational Concepts and Terms*, (Oxford University, 1935) 303.

must infiltrate abiotic factors to understand ecosystems better. The study of ecosystems can contribute to education and an individual's understanding of the land as a system.

Elton's notion of roles and communities and Tansley's introduction of anthropogenic ecosystems contributed to Leopold's understanding of the land and its role in education. This is especially evident in one of Leopold's last writings, "The Role of Wildlife in a Liberal Education," in which Leopold consolidates his understanding of the place of wildlife ecology in the university curriculum.

Liberal education in wildlife is not merely a dilute dosage of technical education. It calls for somewhat different teaching materials and sometimes even different teachers. The objective is to teach the student to see the land, to understand what he sees, and to enjoy what he understands<sup>5</sup>.

Here we can see how Leopold draws on Elton's bio-economic model of the food circuit arguing that understanding of food circuits is conditional to appreciating the land. At the same time, he takes up Tansley's recognition of the anthropogenesis of ecosystems, discarding the idea that the animal community is one thing, and the human community another.

In his last writings, Leopold explicitly reflects on the integration of the sciences and the arts. He argues in these reflections that a siloed understanding of land use and land health will always be inadequate. At the base of his idea of conservation is the concept of land self-renewal. He insists upon the need to understand the human place in the food circuit (he points to Figure 1<sup>6</sup>). Recognizing trophic lines of dependency within the broader biotic community lies at the heart of the ability to develop an ecological understanding of place . Just like Elton, the food circuit is essential to Leopold's wildlife

<sup>5</sup> Aldo Leopold "The Role of Wildlife in a Liberal Education", in *A Sand County Almanac: Other Writings on Ecology and Conservation* (Oxford University 1949) 466.

<sup>6</sup> Leopold, Aldo "The Role of Wildlife in a Liberal Education", 469.

education because it articulates the integral role that humans have as members of the biotic community. He believes that understanding our place in the food chain can contribute to a student's land education.

To contribute to wildlife education, Leopold suggests that we must preserve large tracts of wilderness to have a base datum of what land health is. Such large tracts of land, where a man can traverse for two weeks without seeing a single sign of the civilized man, can act as laboratories for the study of land health. These land-laboratories thus function as an important source of base-data by which to understand what land health genuinely means. “In many cases, we literally do not know how good a performance to expect of healthy land unless we have a wild area for comparison with sick ones<sup>7</sup>.”

However, I would suggest, this idea of wilderness as base datum for land health remains at odds with Leopold's *Land Ethic*. In his land ethic, Leopold insists on the functional place of the human in an integral biota. In point of fact, the land ethic operates to change the role of man in relation to the natural world, from that as conqueror to plain member and citizen. Only by this transformation, Leopold suggests, can we truly appreciate the land community and understand how to maintain the health of this community. So, the very idea of wilderness, i.e., a place devoid of human presence, can provide very little understanding of our role as community members seeking to uphold the integrity, stability, and beauty of that community.

Tansley's denial of a fundamental distinction between natural and anthropogenic ecosystems entails that we can study healthy land use within agricultural production. When a farmer assumes the responsibility of her herd in animal agriculture, she not

<sup>7</sup> Leopold, Aldo “Wilderness” 167.

only protects her herd from carnivorous predator populations in the broader ecosystem but also protects the ecosystem, itself, on which the herd depends. By doing this, the farmer plays a sustaining role in equilibrium between the grassland and her grazing animals. By rotating grazing areas, the agricultural herd fertilize the surrounding areas.

Tansley, thus, insists on the human role as a directing force within ecosystems. This role is neither alien nor unnatural. According to Tansley, there is nothing that distinguishes the anthropogenic community from the so-called natural ecosystem. Consequently, this ecosystemic approach inaugurates the study of healthy land use in agricultural production. All agricultural use is not a misuse. For Tansley, an ecosystem is an interaction between biotic and abiotic factors, and the anthropogenic forces are important to the ecosystem as are other operative elements – if not more important, in fact.

Elton and Tansley influence Leopold's idea of the biotic community. Leopold understands Elton's food circuit and agrees that it can contribute to a student's wildlife education. Every organism within an ecosystem has a niche, and this implies a specific role within the biome. In the *Land Ethic*, Leopold recognizes the anthropogenic role in the biotic community. The land ethic highlights the ethical duty to protect the integrity of the land stemming from our roles as community members. This role implies, implicitly, obligations to the community, particularly to maintain the stability of the land as a whole. Like Tansley, Leopold argues that humans are no more special than any other species or organism.

The 'climax' represents the highest stage of integration and the nearest approach to perfect dynamic equilibrium that can be attained in a system developed under the given conditions and with the available components<sup>8</sup>.

<sup>8</sup> Tansley, Arthur "The Ecosystem" 300.

So, for both Tansley and Leopold, we can talk about anthropogenic systems alongside natural ecosystems.

Both Charles Elton and Arthur Tansley have influenced the way Leopold viewed the human role in the environment. Fusing Elton concept of land community with Tansley's denial of the special naturalness of ecosystems, Leopold holds that wildlife education is essential to a liberal education. Rather than seeing ourselves as alien forces in wilderness, the land ethic acknowledges the our role within ecosystems as an integral part of the food circuit. Wildlife education can educate the student about this particular role. Understanding that anthropogenic influences can be beneficial and often uphold an ecosystem's equilibrium. it follows that we must act in such a way that preserves the integrity, stability, and beauty of that ecosystem.

**Paper Grade: A-**

Nice paper. Rather than offer much commentary, I have opted to edit the work. I used the "track changes" function. I recommend you read the edited work and compare it against the original. Pay special attention to (i) the way I've change your paragraph structure and (ii) how the edits and introductions highlight the fundamental influence of Elton and Tansley to Leopold's idea of a communitarian land ethic. The changes of (i) operate on the *flow* of the argument. The changes of (ii) strengthen the basic *thesis* operating throughout the paper.

**Course Grade: A**



Nice work this semester. Ah, this is a bittersweet moment. My last words to you as your professor. Keep up the good work and keep in touch. It really has been a wonderful working with you this semester.

# BREATHITT

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**LECTURE**

Tiana Thé

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W.T. Young Library Gallery

## Sandmeyer – 4. Mentoring/Advising – Graduate Students

### Overview:

#### Thesis Work

1. Ph.D. Thesis Committees – Philosophy
  - a. I am **co-chair** of one thesis committee on which I am rather a late entry into the process. The student has had difficulty completing work since defending her Qualifying Exam, and she has also been impacted by the COVID pandemic. I am the de facto chair of this committee, though assistant professors are not permitted to chair thesis committees. Consequently, I share the title of chair with a full professor in our department. The dissertation project is titled "Advancing Livability by Understanding Relational Subjectivity: Zoe-Centric, Collective, Local, and Experimental Efforts to Change Everyday Ways of Life."
    - i. Over the spring 2022 term, I met every week with this student to get her back on track. She successfully defended her thesis proposal at the end of that term. She is currently writing the first chapter of her dissertation this summer and we are meeting semi-regularly.
  - b. I am **co-chair** of thesis committee formed AY 2021-22. I share the title of chair with another professor in the department whose AOS includes Philosophy of Language, Aesthetics, and Metaphysics. While the thesis centers primarily on the philosophy of Edmund Husserl, the defined thesis area spans across the traditional analytic-continental divide. Hence, the student has opted for two chairs. This student's committee also include Walter Hopp from Boston University, who is the editor of Husserl Studies.
    - i. In addition to supervising the thesis research of this student, I am this summer/fall 2022 participating in a graduate book group on Husserl's *Ideas I*.
  - c. Additionally, I am a **committee member** on another graduate student's thesis committee who is writing on epistemological problems associated with climate change science.
2. **Master of Science Committee** – Outside Philosophy
  - a. A student who took my PHI336 Environmental Ethics class a few years back is currently completing his Master of Science in Wildlife Ecology and Conservation Biology here at UK. Given that his research focuses to some degree on the ethics of wildlife restoration, he has asked me to be a member of his committee.

#### The Bluegrass Phenomenology Group (as group leader)

1. In fall 2015 I taught a graduate seminar on Husserl's *Logical Investigations*. After the term ended a core group from that seminar asked if I would lead a book group on other logical writings by **Edmund Husserl**. I thus organized the Bluegrass Phenomenology Group. For the next two years, these and other graduate students in the department met weekly to discuss, first, Husserl's *Formal and Transcendental Logic* and then, Husserl's posthumously published *Experience and Judgment*.
2. During the AY 2018-19 the Bluegrass Phenomenology Group was reorganized, and we read **Martin Heidegger's** *Fundamental Concepts of Metaphysics*.
3. Currently, I am participating in a graduate student reading of **Edmund Husserl's** *Ideas I*. We started in the summer and hope to finish the book by fall 2022.

## Sandmeyer – 5. Evaluations – Student Evaluations

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### Overview of Evaluation Materials:

Included in this packet are two distinct sorts of student evaluative materials.

1. **Qualitative** Evaluative Materials

- a. I have selected three letters received from students over the years as representative of qualitative assessment from students. These letters provide insight into the impact I have had on my students, particularly on the female students with whom I have worked.
  - i. The first, by Shaina, is by a philosophy major in her junior year. Shaina is a **first-generation college student**. Since my time working as the Director of Undergraduate Studies for the Environmental & Sustainability Studies program, I have paid significant attention to the composition of my classes, particularly looking for those students who may need extra assistance not just succeeding in my class but also flourishing in the academy as members of minority populations. Shaina is just such an individual.
  - ii. The second and third letter are by two students, both of whom were ENS majors.\*
- b. Please note that the quantitative evaluations below all include qualitative comments as well.

2. **Quantitative** Evaluative Materials: Teacher Course Evaluations (TCEs)

- a. These are organized by academic year, fall to spring, latest to earliest, lowest- to highest-level.
  - i. **Qualitative remarks** are included in the TCEs as well.
- b. Preceding each set of TCEs for the academic year is a summary teaching evaluation form.

\* **See also "Mentoring & Advising Individual Students"** the section of my dossier. Included among those materials are letters from former students discussing my impact upon their academic careers. These include a second letter by Tiana, written to me after completing an independent study that we designed together.

Dr. Sandmeyer,

I wanted to personally thank you for a great semester. As this was my first PH500+ class, I didn't know what to expect, let alone understand what phenomenology meant. Humbled at times, this subject was challenging but for that I am grateful. One of the biggest goals I wanted to work on was writing. I don't think I'm an excellent writer; however, guided by your expertise has helped paved a path for me to continue. I actually have a new admiration for Husserl & Heidegger from this class. Thank you for teaching this course; you are truly an exceptional professor. Apologies for disrupting your lunch breaks at times and asking about poparts & plastic food, sometimes I think I just need someone to talk to. When you give me life advice I take it seriously, even if it means not sitting next to people on planes who pick their nose until it bleeds & proceeding to eat it. I think your office is a safe space for many, including myself. Even though I don't have your class next semester, I hope that we can still stay in touch and hear an occasional life lesson once in a while. I know I already wrote to you asking for a letter of recommendation for law school, and can email you updates if you would still be interested.

With all that being said, I hope you have a wonderful summer & are able to spend it with loved ones. Hopefully I can stop by sometime in the fall & tell you about my study abroad/show photos. Please do not hesitate to reach out if you ever need anything. I hope that I still see you around, at least once in a while.

(give Percy a  
big hug for me)

Best,

Dr. Sandmeyer,  
I cannot thank you enough for your  
guidance this semester. On top of  
teaching one of my favorite classes so  
far, you also helped me make very  
exciting choices. I have a love for  
philosophy now that I am incredibly  
excited to explore. Thank you for  
being a life changing professor!



Dr. Sandmeyer,  
my name is Haley S. (B - when I had  
your PHF 336 class in Fall 2020). As I approach  
my graduation, I wanted to say thank  
you for the role you and your class  
played in helping me get here. Having your  
class during the peak of COVID gave  
me a nice opportunity to think a little  
more complex than my everyday scroll through  
TikTok during quarantine. Thank you for helping  
to make my education during COVID still  
worth it.

Best,

**REPORTING FORM SUMMARIZING THE TEACHING RECORD**  
**Fall 2021, Spring 2022**

Name: Bob Sandmeyer

Rank: Assistant Professor

Department: Philosophy

Sem and Year	COURSES TAUGHT Number and Title	Students Enrolled (do not include advisees)	Selected Course Evaluation Scores*			
			Overall Value/Quality of Course- (The question is labeled as the overall course score and is located right before the course specific questions)	Instructor Presented Material Effectively/Clearly (Instructor Specific Item #2)	Instructor asked questions that stimulated deep consideration of the course content/Increased Student Ability to Analyze and Evaluate (Instructor Specific Item #6)	Overall Quality of Teaching (The question is labeled as the overall instructor score and is located right before the course specific questions)
F 2021	PHI100.001 Introduction to Philosophy: Knowledge & Reality	25	4.0	3.8	4.5	4.2
	PHI336.001 Environmental Ethics	32	4.2	4.3	4.8	4.7
	PHI336.002 Environmental Ethics	32	4.9	4.7	4.9	4.9
SP 2022	(not available)					

\* If non-TCE forms are used, these questions must be included on the departmental forms, tabulated and presented on this form. Denote "NA" for course scores that are not yet available.

Raters	Students
Responded	11
Invited	25

My classification is		
Options	Count	Percentage
Freshman	5	45.5%
Sophomore	5	45.5%
Junior	1	9.1%
Senior	0	0.0%
Graduate	0	0.0%
Professional	0	0.0%
Other	0	0.0%

### My main reason(s) for taking this course is that it: (Select all that apply)

Options	Count	Percentage
Is a required course	4	36.4%
Is an elective	5	45.5%
Covers a topic I am interested in	2	18.2%
Choose not to rate	0	0.0%
Respondent(s)	11	

My expected grade in this course		
Options	Count	Percentage
Pass or audit	0	0.0%
I	0	0.0%
E/Fail	0	0.0%
D	0	0.0%
C	3	27.3%
B	3	27.3%
A	5	45.5%

Hours per week spent on the course (excluding class time)		
Options	Count	Percentage
2 hour or less	2	18.2%
3 - 4 hours	7	63.6%
5 - 7 hours	2	18.2%
8 - 10 hours	0	0.0%
11 - 15 hours	0	0.0%
16 hours or more	0	0.0%

Overall Course Score

Course Specific Questions

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
I consider this course to be a quality course.	11	4.0	1.3	828	4.2	0.9	17849	4.0	1.0

I consider this course to be a quality course.			
Options	Score	Count	Percentage
Strongly Disagree	1	1	9.1%
Disagree	2	1	9.1%
Neither Disagree or Agree	3	0	0.0%
Agree	4	4	36.4%
Strongly Agree	5	5	45.5%

**Course Specific Questions**

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
The course was well organized.	11	3.9	1.1	826	4.3	0.9	17779	4.2	1.0
Class meetings contributed to my learning of the course content.	11	3.8	1.5	819	4.4	0.9	17561	4.1	1.1
Grading in the course was fair.	11	4.2	1.2	820	4.5	0.8	17737	4.3	1.0
Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.	11	4.6	0.5	824	4.6	0.7	17679	4.3	0.9
I understand how the final grade will be calculated in the course.	11	4.7	0.5	824	4.5	0.7	17724	4.4	0.8

1. The course was well organized.				2. Class meetings contributed to my learning of the course content.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	0	0.0%	Strongly Disagree	1	1	9.1%
Disagree	2	2	18.2%	Disagree	2	2	18.2%
Neither Disagree or Agree	3	1	9.1%	Neither Disagree or Agree	3	0	0.0%
Agree	4	4	36.4%	Agree	4	3	27.3%
Strongly Agree	5	4	36.4%	Strongly Agree	5	5	45.5%
3. Grading in the course was fair.				4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	1	9.1%	Strongly Disagree	1	0	0.0%
Disagree	2	0	0.0%	Disagree	2	0	0.0%
Neither Disagree or Agree	3	0	0.0%	Neither Disagree or Agree	3	0	0.0%
Agree	4	5	45.5%	Agree	4	4	36.4%
Strongly Agree	5	5	45.5%	Strongly Agree	5	7	63.6%
5. I understand how the final grade will be calculated in the course.							
Options	Score	Count	Percentage				
Strongly Disagree	1	0	0.0%				
Disagree	2	0	0.0%				
Neither Disagree or Agree	3	0	0.0%				
Agree	4	3	27.3%				
Strongly Agree	5	8	72.7%				

### Which aspects of the course were most helpful? Why?

Comments
What was taught in class really helped on understanding everything and was always in regards to the homework.
I benefited more by listening to class discussions and reflecting on the reading and relaying it back to the papers we were writing. This helped me keep papers and information organized.
the daily schedule was the most helpful because it helps you stay on course with assignments
The instructor was a valuable resource for this course.
The in class reading discussions and the power points he went over every key idea
The daily schedule so I knew what was going on everyday for class and homework.

### Which aspects of the course would you change? How and Why?

Comments
Maybe a bit more class involvement.
I feel like the first paper was kind of thrown out at us. We didn't take time to review with peers or get examples or anything. Even though my professor is known for helping students improve their writing.
if i had to change one part of the class i would make more flipped classes. i feel that i would spend more time on the readings if flipped classes were scheduled for those days
I would change the attendance grading and the grading on papers. The teacher expects you to be perfect.

## Overall Instructor Score

The instructor Robert Sandmeyer provided quality teaching.

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
The instructor provided quality teaching.	11	4.2	1.4	831	4.5	0.9	23594	4.3	1.0

The instructor Robert Sandmeyer provided quality teaching.

The instructor provided quality teaching.			
Options	Score	Count	Percentage
Strongly Disagree	1	1	9.1%
Disagree	2	1	9.1%
Agree	4	2	18.2%
Strongly Agree	5	7	63.6%

## Instructor Specific Questions

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
The instructor Robert Sandmeyer was prepared for class.	11	4.5	0.7	832	4.5	0.8	23585	4.4	0.8
The instructor Robert Sandmeyer presented material clearly.	11	3.8	1.3	833	4.3	0.9	24115	4.1	1.1
The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.	11	3.7	1.5	831	4.5	0.8	23500	4.3	1.0
The instructor Robert Sandmeyer provided material at an appropriate pace.	11	4.1	0.8	829	4.5	0.8	23619	4.2	1.0
The instructor Robert Sandmeyer treated students with respect.	11	4.4	1.2	832	4.8	0.6	23649	4.6	0.8
The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.	11	4.5	0.5	826	4.6	0.8	23465	4.2	1.0



<b>1. The instructor Robert Sandmeyer was prepared for class.</b>				<b>2. The instructor Robert Sandmeyer presented material clearly.</b>			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	0	0.0%	Strongly Disagree	1	1	9.1%
Disagree	2	0	0.0%	Disagree	2	1	9.1%
Neither Disagree or Agree	3	1	9.1%	Neither Disagree or Agree	3	0	0.0%
Agree	4	3	27.3%	Agree	4	6	54.5%
Strongly Agree	5	7	63.6%	Strongly Agree	5	3	27.3%
<b>3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.</b>				<b>4. The instructor Robert Sandmeyer provided material at an appropriate pace.</b>			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	2	18.2%	Strongly Disagree	1	0	0.0%
Disagree	2	0	0.0%	Disagree	2	0	0.0%
Neither Disagree or Agree	3	1	9.1%	Neither Disagree or Agree	3	3	27.3%
Agree	4	4	36.4%	Agree	4	4	36.4%
Strongly Agree	5	4	36.4%	Strongly Agree	5	4	36.4%
<b>5. The instructor Robert Sandmeyer treated students with respect.</b>				<b>6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.</b>			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	0	0.0%	Strongly Disagree	1	0	0.0%
Disagree	2	2	18.2%	Disagree	2	0	0.0%
Neither Disagree or Agree	3	0	0.0%	Neither Disagree or Agree	3	0	0.0%
Agree	4	1	9.1%	Agree	4	5	45.5%
Strongly Agree	5	8	72.7%	Strongly Agree	5	6	54.5%

**Which aspects of the instructor Robert Sandmeyer were most helpful? Why?**

Comments
The daily schedule helped keep track of learning outcomes. Really well prepared.
n/a
the instructor was easy to work with during conversation. if you were uncomfortable he made you feel less anxious
The instructor did a fantastic job of asking students meaningful questions. Also, the instructor was widely available outside of class, which made it much easier to seek help when a student needed it.
He was very passionate about all the topics and helped make it engaging Probably best teacher I had this semester I like how he called on people and used lots of examples to keep us engaged and paying attention.
He was always kind in class

**Which aspects of the instructor Robert Sandmeyer would you change? How and Why?**

Comments
not using cuss words to teach a lesson to his students
n/a
N/A
He didn't care if you failed or passed. He was not willing to go out of his way to help. He picked his favorite students in the first couple of weeks and if you aren't one of his favorites the class is awful.

**UK Core - HUM**

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
This course helped me present and critically evaluate competing interpretations through analysis and argumentation in writing and orally.	11	4.3	0.9	200	4.2	1.0	1136	4.2	0.9
This course helped me distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools and periods according to the varying approaches and viewpoints characterized therein.	11	4.5	0.7	201	4.3	1.0	1135	4.2	1.0
This course helped me identify the values and presuppositions that underlie the world-views of different cultures and different peoples over time as well as one's own culture.	11	4.2	1.1	199	4.2	1.0	1134	4.2	0.9
This course helped me develop disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations and in classroom discussions.	10	4.6	0.5	199	4.2	1.0	1133	4.2	1.0
This course helped me conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable.	11	4.5	0.7	199	4.3	1.0	1133	4.2	0.9

1. This course helped me present and critically evaluate competing interpretations through analysis and argumentation in writing and orally.				2. This course helped me distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools and periods according to the varying approaches and viewpoints characterized therein.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Disagree	2	1	9.1%	Neither Disagree or Agree	3	1	9.1%
Agree	4	5	45.5%	Agree	4	3	27.3%
Strongly Agree	5	5	45.5%	Strongly Agree	5	7	63.6%
3. This course helped me identify the values and presuppositions that underlie the world-views of different cultures and different peoples over time as well as one's own culture.				4. This course helped me develop disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations and in classroom discussions.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Disagree	2	1	9.1%	Agree	4	4	40.0%
Neither Disagree or Agree	3	2	18.2%	Strongly Agree	5	6	60.0%
Agree	4	2	18.2%				
Strongly Agree	5	6	54.5%				
5. This course helped me conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable.							
Options	Score	Count	Percentage				
Neither Disagree or Agree	3	1	9.1%				
Agree	4	3	27.3%				
Strongly Agree	5	7	63.6%				

Raters	Students
Responded	12
Invited	32

My classification is		
Options	Count	Percentage
Freshman	0	0.0%
Sophomore	1	8.3%
Junior	8	66.7%
Senior	3	25.0%
Graduate	0	0.0%
Professional	0	0.0%
Other	0	0.0%

### My main reason(s) for taking this course is that it: (Select all that apply)

Options	Count	Percentage
Is a required course	12	70.6%
Is an elective	0	0.0%
Covers a topic I am interested in	5	29.4%
Choose not to rate	0	0.0%
Respondent(s)	12	

My expected grade in this course		
Options	Count	Percentage
Pass or audit	0	0.0%
I	0	0.0%
E/Fail	0	0.0%
D	1	9.1%
C	0	0.0%
B	0	0.0%
A	10	90.9%

Hours per week spent on the course (excluding class time)		
Options	Count	Percentage
2 hour or less	3	25.0%
3 - 4 hours	6	50.0%
5 - 7 hours	2	16.7%
8 - 10 hours	1	8.3%
11 - 15 hours	0	0.0%
16 hours or more	0	0.0%

Overall Course Score

Course Specific Questions

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
I consider this course to be a quality course.	12	4.2	1.1	828	4.2	0.9	17849	4.0	1.0

I consider this course to be a quality course.			
Options	Score	Count	Percentage
Strongly Disagree	1	1	8.3%
Disagree	2	0	0.0%
Neither Disagree or Agree	3	0	0.0%
Agree	4	6	50.0%
Strongly Agree	5	5	41.7%

**Course Specific Questions**

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
The course was well organized.	11	4.5	0.8	826	4.3	0.9	17779	4.2	1.0
Class meetings contributed to my learning of the course content.	12	4.5	0.7	819	4.4	0.9	17561	4.1	1.1
Grading in the course was fair.	12	4.9	0.3	820	4.5	0.8	17737	4.3	1.0
Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.	12	5.0	0.0	824	4.6	0.7	17679	4.3	0.9
I understand how the final grade will be calculated in the course.	12	4.8	0.4	824	4.5	0.7	17724	4.4	0.8

1. The course was well organized.				2. Class meetings contributed to my learning of the course content.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	0	0.0%	Strongly Disagree	1	0	0.0%
Disagree	2	0	0.0%	Disagree	2	0	0.0%
Neither Disagree or Agree	3	2	18.2%	Neither Disagree or Agree	3	1	8.3%
Agree	4	1	9.1%	Agree	4	4	33.3%
Strongly Agree	5	8	72.7%	Strongly Agree	5	7	58.3%
3. Grading in the course was fair.				4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	0	0.0%	Strongly Disagree	1	0	0.0%
Disagree	2	0	0.0%	Disagree	2	0	0.0%
Neither Disagree or Agree	3	0	0.0%	Neither Disagree or Agree	3	0	0.0%
Agree	4	1	8.3%	Agree	4	0	0.0%
Strongly Agree	5	11	91.7%	Strongly Agree	5	12	100.0%
5. I understand how the final grade will be calculated in the course.							
Options	Score	Count	Percentage				
Strongly Disagree	1	0	0.0%				
Disagree	2	0	0.0%				
Neither Disagree or Agree	3	0	0.0%				
Agree	4	2	16.7%				
Strongly Agree	5	10	83.3%				



### Which aspects of the course were most helpful? Why?

Comments
This was the most organized course I have ever taken, I knew exactly what to do, when to do it, and how to do it every single time.
I loved all of the readings that we covered and the class meetings were extremely helpful deepening my understanding of the material, especially, for the older dated readings. This class has really expanded my thinking when considering the relationship between people and the environment.
The class was interesting and it focused on opening up our thinking about environmental ethics, and was good at that
I liked the group discussion
The Daily Schedule!! It made it very easy to understand what was due and when.
Having to read the texts before class made it so that when Sandmeyer was talking about them I already had a good idea of what he was talking about. This made it less confusing to grasp the concepts because I went over it at least twice.
The professor was very understanding and super organized which made this course enjoyable. I loved taking this course!
We did a lot of interesting readings, particularly Braiding Sweetgrass. The course was well organized in that it was split into clear sections and the Canvas page was one of the best I've ever seen – so detailed and easy to navigate.
The Daily schedule structure was very helpful and accessible. The readings were excellent and complimented each other perfectly. Assignment design was friendly and easy to keep up with (despite my failure to do so). Themes and chronological order of material fit together perfectly. Abundance of additional resources gave the class depth and made sure that any intellectual curiosity was satiated.
The reading quizzes were helpful.
the canvas page was incredibly helpful and allowed me to know exactly what to expect during the duration of the course. Readings were well integrated and activities were reflective of the material/discussion.

### Which aspects of the course would you change? How and Why?

Comments
I feel as if in class discussion very often got off track and a little confusing.
Not a whole lot, the class made sense and so did the structure
I would make this class an hour and 15–minute class. It took us a while to get going and then by the time we did we had like 10 minutes left
The structure of the reading journals. They felt sort of out of place
I wouldn't change anything.
This was a LOT of work for a 3 credit hour class. There were typically 3 assignments due a week in addition to the readings. Though not super intensive, it felt like I could never catch up.
Having to imbed video/audio. Never could figure out what made it work sometimes and not others.
I believe this course to be a waste of time. I did not really learn anything of value, and most of the work felt like busy work.
n/a

## Overall Instructor Score

The instructor Robert Sandmeyer provided quality teaching.

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
The instructor provided quality teaching.	12	4.7	0.7	831	4.5	0.9	23594	4.3	1.0

The instructor Robert Sandmeyer provided quality teaching.

The instructor provided quality teaching.			
Options	Score	Count	Percentage
Neither Disagree or Agree	3	1	8.3%
Agree	4	2	16.7%
Strongly Agree	5	9	75.0%

## Instructor Specific Questions

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
The instructor Robert Sandmeyer was prepared for class.	12	4.8	0.4	832	4.5	0.8	23585	4.4	0.8
The instructor Robert Sandmeyer presented material clearly.	12	4.3	0.7	833	4.3	0.9	24115	4.1	1.1
The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.	12	4.3	0.8	831	4.5	0.8	23500	4.3	1.0
The instructor Robert Sandmeyer provided material at an appropriate pace.	12	4.5	0.7	829	4.5	0.8	23619	4.2	1.0
The instructor Robert Sandmeyer treated students with respect.	12	4.8	0.9	832	4.8	0.6	23649	4.6	0.8
The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.	12	4.8	0.4	826	4.6	0.8	23465	4.2	1.0

<b>1. The instructor Robert Sandmeyer was prepared for class.</b>				<b>2. The instructor Robert Sandmeyer presented material clearly.</b>			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	0	0.0%	Strongly Disagree	1	0	0.0%
Disagree	2	0	0.0%	Disagree	2	0	0.0%
Neither Disagree or Agree	3	0	0.0%	Neither Disagree or Agree	3	1	8.3%
Agree	4	2	16.7%	Agree	4	6	50.0%
Strongly Agree	5	10	83.3%	Strongly Agree	5	5	41.7%
<b>3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.</b>				<b>4. The instructor Robert Sandmeyer provided material at an appropriate pace.</b>			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	0	0.0%	Strongly Disagree	1	0	0.0%
Disagree	2	0	0.0%	Disagree	2	0	0.0%
Neither Disagree or Agree	3	2	16.7%	Neither Disagree or Agree	3	1	8.3%
Agree	4	4	33.3%	Agree	4	4	33.3%
Strongly Agree	5	6	50.0%	Strongly Agree	5	7	58.3%
<b>5. The instructor Robert Sandmeyer treated students with respect.</b>				<b>6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.</b>			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	0	0.0%	Strongly Disagree	1	0	0.0%
Disagree	2	1	8.3%	Disagree	2	0	0.0%
Neither Disagree or Agree	3	0	0.0%	Neither Disagree or Agree	3	0	0.0%
Agree	4	0	0.0%	Agree	4	2	16.7%
Strongly Agree	5	11	91.7%	Strongly Agree	5	10	83.3%

### Which aspects of the instructor Robert Sandmeyer were most helpful? Why?

Comments
THE MOST ORGANIZED COURSE I HAVE EVER TAKEN!!! I cannot brag enough on Sandmeyers ability to make his course requirements so clear daily.
I really appreciate the effort he put into the class all of which made for deeper and clearer understanding (e.g. providing articles/videos that weren't required but enhanced and provided more context for the subject, etc). He also exhibited a real passion for the subject which made it much more fun/interesting to learn. I'm super grateful to have taken this class and learn from Professor Sandmeyer. The information I've learned this semester will definitely continue to stick with me as a move forward in my life/career.
He obviously cared about his students and their ability to think critically. It reminded me of one of my favorite teachers from high school, so it was fairly comforting for me to have someone who cared like that again
His extensive knowledge of the content makes it easier to learn and have questions answered and his flexibility/understanding is nice to have because professors often act like their students are just school homework robots.
He is very passionate about his subject and it shows in his teaching. He wants students to be engaged and learn via discussion.
Dr Sandmeyer allowed his lecture to be informed by student discussion. Was extremely friendly and entertained my curiosity about the ideas discussed in the course. Dr Sandmeyer's depth of knowledge on the subject was clear and he did an excellent job of sharing his knowledge. Did everything possible to keep the class engaged and thinking about the course material. I loved the organic, almost stand-up, feeling of the lecturing style.
Appreciated that he was excited to teach.
instructor presented material clearly and was cognizant and considerate of the covid-context of the course

### Which aspects of the instructor Robert Sandmeyer would you change? How and Why?

Comments
It takes a very long time to hear back from the professor on his email. Often the question or concern had already passed by in a week by the time he would respond.
Nothing, he is great
I wouldn't change anything. I like him just fine both as an instructor and as a person.
There were some days that he asked a lot of us as students (i.e. for us to come to class when he couldn't attend). A little unrealistic given that attendance was not great even on typical days.
Absolutely nothing. Dr Sandmeyer is a wonderful fellow.
I thought his teachings to be incredibly biased. I never felt comfortable voicing my real opinion because it would have made me a target for forced explanations and ridicule.
n/a

Raters		Students
Responded		10
Invited		32

My classification is		
Options	Count	Percentage
Freshman	0	0.0%
Sophomore	2	20.0%
Junior	2	20.0%
Senior	4	40.0%
Graduate	0	0.0%
Professional	0	0.0%
Other	2	20.0%

### My main reason(s) for taking this course is that it: (Select all that apply)

Options	Count	Percentage
Is a required course	9	81.8%
Is an elective	0	0.0%
Covers a topic I am interested in	2	18.2%
Choose not to rate	0	0.0%
Respondent(s)	10	

My expected grade in this course		
Options	Count	Percentage
Pass or audit	0	0.0%
I	0	0.0%
E/Fail	0	0.0%
D	0	0.0%
C	1	10.0%
B	1	10.0%
A	8	80.0%

Hours per week spent on the course (excluding class time)		
Options	Count	Percentage
2 hour or less	3	30.0%
3 - 4 hours	2	20.0%
5 - 7 hours	3	30.0%
8 - 10 hours	1	10.0%
11 - 15 hours	1	10.0%
16 hours or more	0	0.0%

Overall Course Score

Course Specific Questions

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
I consider this course to be a quality course.	10	4.9	0.3	828	4.2	0.9	17849	4.0	1.0

I consider this course to be a quality course.			
Options	Score	Count	Percentage
Strongly Disagree	1	0	0.0%
Disagree	2	0	0.0%
Neither Disagree or Agree	3	0	0.0%
Agree	4	1	10.0%
Strongly Agree	5	9	90.0%

**Course Specific Questions**

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
The course was well organized.	10	4.7	0.5	826	4.3	0.9	17779	4.2	1.0
Class meetings contributed to my learning of the course content.	10	4.7	0.5	819	4.4	0.9	17561	4.1	1.1
Grading in the course was fair.	10	4.8	0.4	820	4.5	0.8	17737	4.3	1.0
Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.	10	4.9	0.3	824	4.6	0.7	17679	4.3	0.9
I understand how the final grade will be calculated in the course.	10	4.9	0.3	824	4.5	0.7	17724	4.4	0.8

1. The course was well organized.				2. Class meetings contributed to my learning of the course content.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	0	0.0%	Strongly Disagree	1	0	0.0%
Disagree	2	0	0.0%	Disagree	2	0	0.0%
Neither Disagree or Agree	3	0	0.0%	Neither Disagree or Agree	3	0	0.0%
Agree	4	3	30.0%	Agree	4	3	30.0%
Strongly Agree	5	7	70.0%	Strongly Agree	5	7	70.0%
3. Grading in the course was fair.				4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	0	0.0%	Strongly Disagree	1	0	0.0%
Disagree	2	0	0.0%	Disagree	2	0	0.0%
Neither Disagree or Agree	3	0	0.0%	Neither Disagree or Agree	3	0	0.0%
Agree	4	2	20.0%	Agree	4	1	10.0%
Strongly Agree	5	8	80.0%	Strongly Agree	5	9	90.0%
5. I understand how the final grade will be calculated in the course.							
Options	Score	Count	Percentage				
Strongly Disagree	1	0	0.0%				
Disagree	2	0	0.0%				
Neither Disagree or Agree	3	0	0.0%				
Agree	4	1	10.0%				
Strongly Agree	5	9	90.0%				



### Which aspects of the course were most helpful? Why?

Comments
Dr.Sandmeyer himself was the most helpful. His individual and group interactions impacted my success the most. His passion and commitment gave me real interest in the material we studied.
The use of the daily schedule and having all the information easily accesible.
Breaking up into discussion groups, because it was easier to discuss things with classmates.
This course provided a great overview to think critically about our relationship to nature. It invited students to explore their own ethics and experience environmentalism or the lack thereof from multiple perspectives. The reading selection was top notch.
The Daily Schedule on was enormously helpful. The instructor provided lesson objectives and an outline of that day's material for each class. Open-book reading quizzes were invaluable to me as a guide to each reading. The class lectures were elucidating and challenged me to think more deeply.

### Which aspects of the course would you change? How and Why?

Comments
Although discussions with the group was key to his method of teaching, I would offer students the choice to submit a writing rather than a Video. Such that is conveys the same message. Although i enjoy they topics in discussion, put in my time studying, read the material, and think about what I'm reading means... I feel inadequate in my understanding of the material compared to other students. The ease and quality of other students who speak or answer questions to the class on a subject make me feel like i do not understand a single thing about what we are learning. The understanding other students show would take me a much much much longer time to be able to articulate the same way they do.
Longer class time. It seemed we had to cut many class discussions short due to time constriction
NA
The class was divided into discussion groups early in the semester. I liked my groupmates, but I wonder if it would have been beneficial to have us change groups with each unit. I know the intent was for us to get to know a few people in class well, but I would have liked to get to know the class as a whole. Having been in a course previously that did change the makeup of discussion groups with each unit, I know that it worked well for me.

## Overall Instructor Score

The instructor Robert Sandmeyer provided quality teaching.

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
The instructor provided quality teaching.	10	4.9	0.3	831	4.5	0.9	23594	4.3	1.0

The instructor Robert Sandmeyer provided quality teaching.

The instructor provided quality teaching.			
Options	Score	Count	Percentage
Agree	4	1	10.0%
Strongly Agree	5	9	90.0%

## Instructor Specific Questions

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
The instructor Robert Sandmeyer was prepared for class.	10	5.0	0.0	832	4.5	0.8	23585	4.4	0.8
The instructor Robert Sandmeyer presented material clearly.	10	4.7	0.5	833	4.3	0.9	24115	4.1	1.1
The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.	10	4.9	0.3	831	4.5	0.8	23500	4.3	1.0
The instructor Robert Sandmeyer provided material at an appropriate pace.	9	4.9	0.3	829	4.5	0.8	23619	4.2	1.0
The instructor Robert Sandmeyer treated students with respect.	10	4.8	0.6	832	4.8	0.6	23649	4.6	0.8
The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.	10	4.9	0.3	826	4.6	0.8	23465	4.2	1.0

<b>1. The instructor Robert Sandmeyer was prepared for class.</b>				<b>2. The instructor Robert Sandmeyer presented material clearly.</b>			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	0	0.0%	Strongly Disagree	1	0	0.0%
Disagree	2	0	0.0%	Disagree	2	0	0.0%
Neither Disagree or Agree	3	0	0.0%	Neither Disagree or Agree	3	0	0.0%
Agree	4	0	0.0%	Agree	4	3	30.0%
Strongly Agree	5	10	100.0%	Strongly Agree	5	7	70.0%
<b>3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.</b>				<b>4. The instructor Robert Sandmeyer provided material at an appropriate pace.</b>			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	0	0.0%	Strongly Disagree	1	0	0.0%
Disagree	2	0	0.0%	Disagree	2	0	0.0%
Neither Disagree or Agree	3	0	0.0%	Neither Disagree or Agree	3	0	0.0%
Agree	4	1	10.0%	Agree	4	1	11.1%
Strongly Agree	5	9	90.0%	Strongly Agree	5	8	88.9%
<b>5. The instructor Robert Sandmeyer treated students with respect.</b>				<b>6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.</b>			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	0	0.0%	Strongly Disagree	1	0	0.0%
Disagree	2	0	0.0%	Disagree	2	0	0.0%
Neither Disagree or Agree	3	1	10.0%	Neither Disagree or Agree	3	0	0.0%
Agree	4	0	0.0%	Agree	4	1	10.0%
Strongly Agree	5	9	90.0%	Strongly Agree	5	9	90.0%

### Which aspects of the instructor Robert Sandmeyer were most helpful? Why?

Comments
The interest he expresses in the material is waaaay helpful. He is inspirational. Dr.Sandmeyer is a PROFESSOR, in all of its meaning, that interacts with students in such a way that his passion, intrigue, questioning, and enjoyment, spreads, infecting the minds of his learners.
his passion shines through and makes class interesting and exciting
He was very informative on the subjects and always encouraged us to speak up and share our thoughts. When he disagreed with our opinions he was extremely considerate in his wording.
Dr. Sandmeyer facilitated great conversation and higher order thinking. He is kind and understanding and very easy to approach.
The lectures and the reading quizzes were the most helpful to me. The Daily Schedule was also extremely helpful, with its clear layout, the day's lesson objectives, and the excellent topic outline.

### Which aspects of the instructor Robert Sandmeyer would you change? How and Why?

Comments
I can not think of any.
Less time going over Canvas in class so there can be more time discussing readings.
Some days he explained what we were going to do too much. He'd go over the day's schedule a little too long.
The instructor was always respectful when interacting with students, but when teaching he would cuss quite often. This is seen as disrespectful by some students.
My only complaint would be that sometimes we spent 40/50 minutes in class talking about what we were going to do instead of doing it. It just kind of got old and I was excited about the content and wanted to get to the point. Such is philosophy I guess.
I can't think of a thing. This was a great course, and Dr. Sandmeyer teaches it very well.

**REPORTING FORM SUMMARIZING THE TEACHING RECORD**  
**Fall 2020, Spring 2021**

Name: Bob Sandmeyer

Rank: Assistant Professor

Department: Philosophy

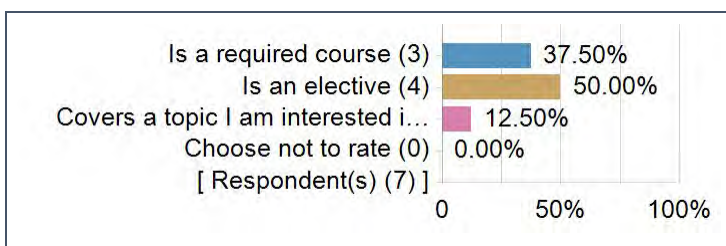
Sem and Year	COURSES TAUGHT Number and Title	Students Enrolled (do not include advisees)	Selected Course Evaluation Scores*			
			Overall Value/Quality of Course- (The question is labeled as the overall course score and is located right before the course specific questions)	Instructor Presented Material Effectively/Clearly (Instructor Specific Item #2)	Instructor asked questions that stimulated deep consideration of the course content/Increased Student Ability to Analyze and Evaluate (Instructor Specific Item #6)	Overall Quality of Teaching (The question is labeled as the overall instructor score and is located right before the course specific questions)
F 2020	PHI100.001 Introduction to Philosophy: Knowledge & Reality	23	3.14	3.29	4.43	4.33
	PHI100.002 Introduction to Philosophy: Knowledge & Reality	18	4.17	4.33	4.5	4.5
	PHI100.003 Introduction to Philosophy: Knowledge & Reality	24	<i>threshold not met</i>			
	PHI100.004 Introduction to Philosophy: Knowledge & Reality	23	<i>threshold not met</i>			
	PHI336.001 Environmental Ethics	30	4.44	4.56	4.89	4.67
	PHI336.002 Environmental Ethics	30	4.50	4.25	4.58	4.58
	PHI768.010	1	<i>threshold not met</i>			
SP 2021	PHI100.001 Introduction to Philosophy: Knowledge & Reality	32	4.1	4.0	4.4	4.3
	PHI100.002 Introduction to Philosophy: Knowledge & Reality	29	4.1	4.1	4.7	4.6
	PHI205.001 Food Ethics	66	4.2	4.3	4.6	4.5
	ENS 300 History/Philosophy of Ecology	9	4.0	3.6	4.4	4.4
	PHI 300 History/Philosophy of Ecology	16	4.1	4.4	4.6	4.7
	PHI755 Independent Study - Husserl	1	<i>report not generated</i>			

\* If non-TCE forms are used, these questions must be included on the departmental forms, tabulated and presented on this form. Denote "NA" for course scores that are not yet available.

Question	Response Count	Mean	Standard Deviation
My classification is	7	2.00	1.00

My classification is			
Options	Score	Count	Percentage
Freshman	1	3	42.86%
Sophomore	2	1	14.29%
Junior	3	3	42.86%
Senior	4	0	0.00%
Graduate	5	0	0.00%
Professional	6	0	0.00%
Other	7	0	0.00%

### My main reason(s) for taking this course is that it: (Select all that apply)



Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
My expected grade in this course	7	6.57	0.79	611	6.62	0.70	16566	6.40	0.98

My expected grade in this course			
Options	Score	Count	Percentage
Pass or audit	1	0	0.00%
I	2	0	0.00%
E/Fail	3	0	0.00%
D	4	0	0.00%
C	5	1	14.29%
B	6	1	14.29%
A	7	5	71.43%

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
Hours per week spent on the course (excluding class time)	7	1.57	0.53	627	2.01	0.95	16934	2.42	1.09

Hours per week spent on the course (excluding class time)			
Options	Score	Count	Percentage
2 hour or less	1	3	42.86%
3 - 4 hours	2	4	57.14%
5 - 7 hours	3	0	0.00%
8 - 10 hours	4	0	0.00%
11 - 15 hours	5	0	0.00%
16 hours or more	6	0	0.00%

## Overall Course Score

### Course Specific Questions

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
I consider this course to be a quality course.	7	3.14	0.69	633	4.15	0.94	17073	3.99	1.00

I consider this course to be a quality course.			
Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	1	14.29%
Neither Disagree or Agree	3	4	57.14%
Agree	4	2	28.57%
Strongly Agree	5	0	0.00%

**Course Specific Questions**

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
The course was well organized.	7	4.14	0.38	632	4.34	0.94	17031	4.17	1.00
Class meetings contributed to my learning of the course content.	7	3.29	1.50	618	4.33	0.96	16537	4.04	1.14
Grading in the course was fair.	7	4.00	1.15	628	4.44	0.85	16968	4.24	0.97
Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.	7	4.29	0.49	626	4.58	0.73	16924	4.29	0.91
I understand how the final grade will be calculated in the course.	7	4.00	0.58	627	4.48	0.86	16971	4.37	0.84

1. The course was well organized.				2. Class meetings contributed to my learning of the course content.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%	Strongly Disagree	1	1	14.29%
Disagree	2	0	0.00%	Disagree	2	1	14.29%
Neither Disagree or Agree	3	0	0.00%	Neither Disagree or Agree	3	2	28.57%
Agree	4	6	85.71%	Agree	4	1	14.29%
Strongly Agree	5	1	14.29%	Strongly Agree	5	2	28.57%
3. Grading in the course was fair.				4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%	Strongly Disagree	1	0	0.00%
Disagree	2	1	14.29%	Disagree	2	0	0.00%
Neither Disagree or Agree	3	1	14.29%	Neither Disagree or Agree	3	0	0.00%
Agree	4	2	28.57%	Agree	4	5	71.43%
Strongly Agree	5	3	42.86%	Strongly Agree	5	2	28.57%
5. I understand how the final grade will be calculated in the course.							
Options	Score	Count	Percentage				
Strongly Disagree	1	0	0.00%				
Disagree	2	0	0.00%				
Neither Disagree or Agree	3	1	14.29%				
Agree	4	5	71.43%				
Strongly Agree	5	1	14.29%				



**Which aspects of the course were most helpful? Why?**

Comments
Daily schedule. it is great to look at what we have done or will do each day
The text material was how I managed to stay ahead in this course.
The discussions in class made everything make sense
the set up on what was required for each class
the textbook

**Which aspects of the course would you change? How and Why?**

Comments
The lectures were confusing and long winded, I had a hard time staying focused.
the reading quizzes were really hard to understand and asked very vague questions
amount of time for each paper, way material is presented, more direct answers to question.
make recitations not mandatory because they just confused me more

## Overall Instructor Score

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
The instructor provided quality teaching.	6	4.33	0.52	710	4.49	0.87	22640	4.22	1.02

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
The instructor Robert Sandmeyer was prepared for class.	7	4.43	0.53	709	4.55	0.77	22582	4.38	0.86
The instructor Robert Sandmeyer presented material clearly.	7	3.29	1.25	714	4.27	0.93	23282	4.06	1.02
The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.	7	3.43	1.40	705	4.45	0.85	22508	4.24	0.99
The instructor Robert Sandmeyer provided material at an appropriate pace.	7	4.29	1.11	710	4.44	0.85	22709	4.24	0.94
The instructor Robert Sandmeyer treated students with respect.	7	4.43	0.79	709	4.69	0.60	22721	4.51	0.78
The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.	7	4.43	0.53	709	4.58	0.73	22457	4.18	0.99

<b>1. The instructor Robert Sandmeyer was prepared for class.</b>				<b>2. The instructor Robert Sandmeyer presented material clearly.</b>			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%	Strongly Disagree	1	0	0.00%
Disagree	2	0	0.00%	Disagree	2	3	42.86%
Neither Disagree or Agree	3	0	0.00%	Neither Disagree or Agree	3	0	0.00%
Agree	4	4	57.14%	Agree	4	3	42.86%
Strongly Agree	5	3	42.86%	Strongly Agree	5	1	14.29%
<b>3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.</b>				<b>4. The instructor Robert Sandmeyer provided material at an appropriate pace.</b>			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%	Strongly Disagree	1	0	0.00%
Disagree	2	3	42.86%	Disagree	2	1	14.29%
Neither Disagree or Agree	3	0	0.00%	Neither Disagree or Agree	3	0	0.00%
Agree	4	2	28.57%	Agree	4	2	28.57%
Strongly Agree	5	2	28.57%	Strongly Agree	5	4	57.14%
<b>5. The instructor Robert Sandmeyer treated students with respect.</b>				<b>6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.</b>			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%	Strongly Disagree	1	0	0.00%
Disagree	2	0	0.00%	Disagree	2	0	0.00%
Neither Disagree or Agree	3	1	14.29%	Neither Disagree or Agree	3	0	0.00%
Agree	4	2	28.57%	Agree	4	4	57.14%
Strongly Agree	5	4	57.14%	Strongly Agree	5	3	42.86%

<b>The instructor provided quality teaching.</b>			
Options	Score	Count	Percentage
Agree	4	4	57.14%
Strongly Agree	5	2	28.57%
Choose not to rate	NRP	1	14.29%

**Which aspects of the instructor Robert Sandmeyer were most helpful? Why?**

Comments
Clear setup

**Which aspects of the instructor RobertSandmeyer would you change? How and Why?**

Comments
Intimidating and made it hard to feel like I could communicate with him. I struggled in this course and didn't feel as if I could get help from the professor or TA

**UK Core - HUM**

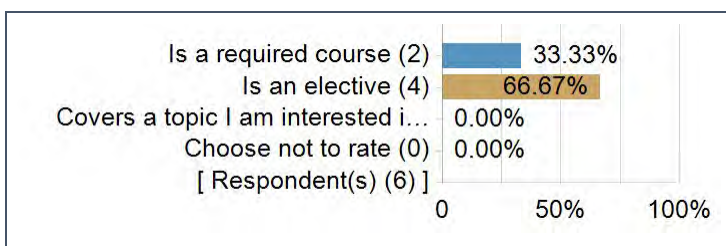
Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
This course helped me present and critically evaluate competing interpretations through analysis and argumentation in writing and orally.	7	3.86	0.38	161	4.20	1.00	1013	4.23	0.87
This course helped me distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools and periods according to the varying approaches and viewpoints characterized therein.	6	3.83	0.41	160	4.19	1.03	1014	4.21	0.91
This course helped me identify the values and presuppositions that underlie the world-views of different cultures and different peoples over time as well as one's own culture.	6	3.33	0.82	159	4.16	1.00	1008	4.25	0.90
This course helped me develop disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations and in classroom discussions.	6	3.67	0.52	161	4.09	1.07	1009	4.21	0.89
This course helped me conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable.	6	3.83	0.75	160	4.15	1.08	1012	4.25	0.89

1. This course helped me present and critically evaluate competing interpretations through analysis and argumentation in writing and orally.				2. This course helped me distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools and periods according to the varying approaches and viewpoints characterized therein.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Neither Disagree or Agree	3	1	14.29%	Neither Disagree or Agree	3	1	14.29%
Agree	4	6	85.71%	Agree	4	5	71.43%
				Choose not to rate	NRP	1	14.29%
3. This course helped me identify the values and presuppositions that underlie the world-views of different cultures and different peoples over time as well as one's own culture.				4. This course helped me develop disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations and in classroom discussions.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Disagree	2	1	14.29%	Neither Disagree or Agree	3	2	28.57%
Neither Disagree or Agree	3	2	28.57%	Agree	4	4	57.14%
Agree	4	3	42.86%	Choose not to rate	NRP	1	14.29%
Choose not to rate	NRP	1	14.29%				
5. This course helped me conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable.							
Options	Score	Count	Percentage				
Neither Disagree or Agree	3	2	33.33%				
Agree	4	3	50.00%				
Strongly Agree	5	1	16.67%				

Question	Response Count	Mean	Standard Deviation
My classification is	6	1.17	0.41

My classification is			
Options	Score	Count	Percentage
Freshman	1	5	83.33%
Sophomore	2	1	16.67%
Junior	3	0	0.00%
Senior	4	0	0.00%
Graduate	5	0	0.00%
Professional	6	0	0.00%
Other	7	0	0.00%

### My main reason(s) for taking this course is that it: (Select all that apply)



Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
My expected grade in this course	6	6.50	0.55	611	6.62	0.70	16566	6.40	0.98

My expected grade in this course			
Options	Score	Count	Percentage
Pass or audit	1	0	0.00%
I	2	0	0.00%
E/Fail	3	0	0.00%
D	4	0	0.00%
C	5	0	0.00%
B	6	3	50.00%
A	7	3	50.00%

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
Hours per week spent on the course (excluding class time)	6	1.83	0.41	627	2.01	0.95	16934	2.42	1.09

Hours per week spent on the course (excluding class time)			
Options	Score	Count	Percentage
2 hour or less	1	1	16.67%
3 - 4 hours	2	5	83.33%
5 - 7 hours	3	0	0.00%
8 - 10 hours	4	0	0.00%
11 - 15 hours	5	0	0.00%
16 hours or more	6	0	0.00%

## Overall Course Score

### Course Specific Questions

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
I consider this course to be a quality course.	6	4.17	0.98	633	4.15	0.94	17073	3.99	1.00

I consider this course to be a quality course.			
Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	0	0.00%
Neither Disagree or Agree	3	2	33.33%
Agree	4	1	16.67%
Strongly Agree	5	3	50.00%



**Course Specific Questions**

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
The course was well organized.	6	4.33	0.82	632	4.34	0.94	17031	4.17	1.00
Class meetings contributed to my learning of the course content.	6	4.17	1.33	618	4.33	0.96	16537	4.04	1.14
Grading in the course was fair.	6	4.50	0.84	628	4.44	0.85	16968	4.24	0.97
Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.	6	4.50	0.84	626	4.58	0.73	16924	4.29	0.91
I understand how the final grade will be calculated in the course.	6	4.50	0.84	627	4.48	0.86	16971	4.37	0.84

1. The course was well organized.				2. Class meetings contributed to my learning of the course content.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%	Strongly Disagree	1	0	0.00%
Disagree	2	0	0.00%	Disagree	2	1	16.67%
Neither Disagree or Agree	3	1	16.67%	Neither Disagree or Agree	3	1	16.67%
Agree	4	2	33.33%	Agree	4	0	0.00%
Strongly Agree	5	3	50.00%	Strongly Agree	5	4	66.67%
3. Grading in the course was fair.				4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%	Strongly Disagree	1	0	0.00%
Disagree	2	0	0.00%	Disagree	2	0	0.00%
Neither Disagree or Agree	3	1	16.67%	Neither Disagree or Agree	3	1	16.67%
Agree	4	1	16.67%	Agree	4	1	16.67%
Strongly Agree	5	4	66.67%	Strongly Agree	5	4	66.67%
5. I understand how the final grade will be calculated in the course.							
Options	Score	Count	Percentage				
Strongly Disagree	1	0	0.00%				
Disagree	2	0	0.00%				
Neither Disagree or Agree	3	1	16.67%				
Agree	4	1	16.67%				
Strongly Agree	5	4	66.67%				

**Which aspects of the course were most helpful? Why?**

Comments
Recitation because it gave us a chance to talk with the TA about things we may not have understood in lecture
Professor was very descriptive and got the students involved throughout the class.
The professor was understanding.
organized, recitation sessions, quiz grading
The recitation was very helpful for me and I would say for others too. After a week of reading and assignments, the recitation class over views the materials we have been learning and prepares us for our next class, reading, assignment or anything in that matter.

**Which aspects of the course would you change? How and Why?**

Comments
N/a
I wouldn't change anything about the course.
Nothing
n/a, pretty good overall
Nothing I can think of

## Overall Instructor Score

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
The instructor provided quality teaching.	6	4.50	0.84	710	4.49	0.87	22640	4.22	1.02

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
The instructor Robert Sandmeyer was prepared for class.	6	4.67	0.82	709	4.55	0.77	22582	4.38	0.86
The instructor Robert Sandmeyer presented material clearly.	6	4.33	0.82	714	4.27	0.93	23282	4.06	1.02
The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.	6	4.50	0.84	705	4.45	0.85	22508	4.24	0.99
The instructor Robert Sandmeyer provided material at an appropriate pace.	6	4.50	0.84	710	4.44	0.85	22709	4.24	0.94
The instructor Robert Sandmeyer treated students with respect.	6	4.67	0.82	709	4.69	0.60	22721	4.51	0.78
The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.	6	4.50	0.84	709	4.58	0.73	22457	4.18	0.99

<b>1. The instructor Robert Sandmeyer was prepared for class.</b>				<b>2. The instructor Robert Sandmeyer presented material clearly.</b>			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%	Strongly Disagree	1	0	0.00%
Disagree	2	0	0.00%	Disagree	2	0	0.00%
Neither Disagree or Agree	3	1	16.67%	Neither Disagree or Agree	3	1	16.67%
Agree	4	0	0.00%	Agree	4	2	33.33%
Strongly Agree	5	5	83.33%	Strongly Agree	5	3	50.00%
<b>3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.</b>				<b>4. The instructor Robert Sandmeyer provided material at an appropriate pace.</b>			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%	Strongly Disagree	1	0	0.00%
Disagree	2	0	0.00%	Disagree	2	0	0.00%
Neither Disagree or Agree	3	1	16.67%	Neither Disagree or Agree	3	1	16.67%
Agree	4	1	16.67%	Agree	4	1	16.67%
Strongly Agree	5	4	66.67%	Strongly Agree	5	4	66.67%
<b>5. The instructor Robert Sandmeyer treated students with respect.</b>				<b>6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.</b>			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%	Strongly Disagree	1	0	0.00%
Disagree	2	0	0.00%	Disagree	2	0	0.00%
Neither Disagree or Agree	3	1	16.67%	Neither Disagree or Agree	3	1	16.67%
Agree	4	0	0.00%	Agree	4	1	16.67%
Strongly Agree	5	5	83.33%	Strongly Agree	5	4	66.67%

<b>The instructor provided quality teaching.</b>			
Options	Score	Count	Percentage
Neither Disagree or Agree	3	1	16.67%
Agree	4	1	16.67%
Strongly Agree	5	4	66.67%

**Which aspects of the instructor Robert Sandmeyer were most helpful? Why?**

Comments
Pushing back the papers so we got a better understanding of the topics
Is very good at communicating throughout the class and with the students. And was very committed to teaching.
He was organized and made sure to answer any questions or confusion.
very knowledgeable, easy to get a hold of if needed, most organized canvas page of all of my classes this semester
Personally, the weekly reading quizzes were mostly very helpful and my professors explaining the class materials were a big help for me and I think for others too.

**Which aspects of the instructor RobertSandmeyer would you change? How and Why?**

Comments
N/a
I would not change anything.
Nothing.
not much, really good overall
Nothing

**UK Core - HUM**

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
This course helped me present and critically evaluate competing interpretations through analysis and argumentation in writing and orally.	6	4.33	0.82	161	4.20	1.00	1013	4.23	0.87
This course helped me distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools and periods according to the varying approaches and viewpoints characterized therein.	6	4.33	0.82	160	4.19	1.03	1014	4.21	0.91
This course helped me identify the values and presuppositions that underlie the world-views of different cultures and different peoples over time as well as one's own culture.	6	4.17	0.75	159	4.16	1.00	1008	4.25	0.90
This course helped me develop disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations and in classroom discussions.	6	4.17	0.98	161	4.09	1.07	1009	4.21	0.89
This course helped me conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable.	6	4.33	0.82	160	4.15	1.08	1012	4.25	0.89

1. This course helped me present and critically evaluate competing interpretations through analysis and argumentation in writing and orally.				2. This course helped me distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools and periods according to the varying approaches and viewpoints characterized therein.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Neither Disagree or Agree	3	1	16.67%	Neither Disagree or Agree	3	1	16.67%
Agree	4	2	33.33%	Agree	4	2	33.33%
Strongly Agree	5	3	50.00%	Strongly Agree	5	3	50.00%
3. This course helped me identify the values and presuppositions that underlie the world-views of different cultures and different peoples over time as well as one's own culture.				4. This course helped me develop disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations and in classroom discussions.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Neither Disagree or Agree	3	1	16.67%	Neither Disagree or Agree	3	2	33.33%
Agree	4	3	50.00%	Agree	4	1	16.67%
Strongly Agree	5	2	33.33%	Strongly Agree	5	3	50.00%
5. This course helped me conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable.							
Options	Score	Count	Percentage				
Neither Disagree or Agree	3	1	16.67%				
Agree	4	2	33.33%				
Strongly Agree	5	3	50.00%				

PDF	Report Title ▲	Threshold Status
<input type="checkbox"/>	Fail 2020 TCE Report PHI100-001 (Robert Sandmeyer)	Met
<input type="checkbox"/>	Fail 2020 TCE Report PHI100-002 (Robert Sandmeyer)	Met
<input type="checkbox"/>	Fail 2020 TCE Report PHI100-003 (Robert Sandmeyer)	Not Met
<input type="checkbox"/>	Fail 2020 TCE Report PHI100-004 (Robert Sandmeyer)	Not Met

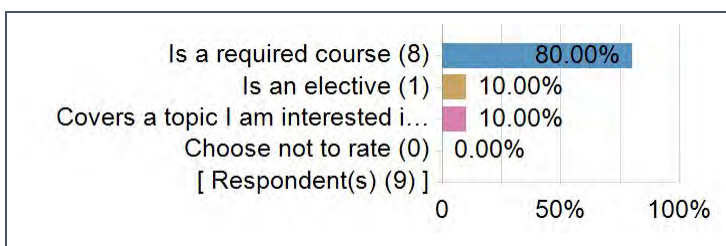


PDF	Report Title ▲	Threshold Status
<input type="checkbox"/>	Fail 2020 TCE Report PHI100-001 (Robert Sandmeyer)	Met
<input type="checkbox"/>	Fail 2020 TCE Report PHI100-002 (Robert Sandmeyer)	Met
<input type="checkbox"/>	Fail 2020 TCE Report PHI100-003 (Robert Sandmeyer)	Not Met
<input type="checkbox"/>	Fail 2020 TCE Report PHI100-004 (Robert Sandmeyer)	Not Met

Question	Response Count	Mean	Standard Deviation
My classification is	9	3.33	0.71

My classification is			
Options	Score	Count	Percentage
Freshman	1	0	0.00%
Sophomore	2	1	11.11%
Junior	3	4	44.44%
Senior	4	4	44.44%
Graduate	5	0	0.00%
Professional	6	0	0.00%
Other	7	0	0.00%

### My main reason(s) for taking this course is that it: (Select all that apply)



Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
My expected grade in this course	9	6.67	0.50	611	6.62	0.70	16566	6.40	0.98

My expected grade in this course			
Options	Score	Count	Percentage
Pass or audit	1	0	0.00%
I	2	0	0.00%
E/Fail	3	0	0.00%
D	4	0	0.00%
C	5	0	0.00%
B	6	3	33.33%
A	7	6	66.67%

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
Hours per week spent on the course (excluding class time)	9	2.67	0.87	627	2.01	0.95	16934	2.42	1.09

Hours per week spent on the course (excluding class time)			
Options	Score	Count	Percentage
2 hour or less	1	1	11.11%
3 - 4 hours	2	2	22.22%
5 - 7 hours	3	5	55.56%
8 - 10 hours	4	1	11.11%
11 - 15 hours	5	0	0.00%
16 hours or more	6	0	0.00%

## Overall Course Score

### Course Specific Questions

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
I consider this course to be a quality course.	9	4.44	0.53	633	4.15	0.94	17073	3.99	1.00

I consider this course to be a quality course.			
Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	0	0.00%
Neither Disagree or Agree	3	0	0.00%
Agree	4	5	55.56%
Strongly Agree	5	4	44.44%

## Course Specific Questions

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
The course was well organized.	9	4.78	0.44	632	4.34	0.94	17031	4.17	1.00
Class meetings contributed to my learning of the course content.	9	4.44	0.53	618	4.33	0.96	16537	4.04	1.14
Grading in the course was fair.	9	4.44	0.73	628	4.44	0.85	16968	4.24	0.97
Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.	9	4.78	0.44	626	4.58	0.73	16924	4.29	0.91
I understand how the final grade will be calculated in the course.	9	4.56	0.53	627	4.48	0.86	16971	4.37	0.84

1. The course was well organized.				2. Class meetings contributed to my learning of the course content.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%	Strongly Disagree	1	0	0.00%
Disagree	2	0	0.00%	Disagree	2	0	0.00%
Neither Disagree or Agree	3	0	0.00%	Neither Disagree or Agree	3	0	0.00%
Agree	4	2	22.22%	Agree	4	5	55.56%
Strongly Agree	5	7	77.78%	Strongly Agree	5	4	44.44%
3. Grading in the course was fair.				4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%	Strongly Disagree	1	0	0.00%
Disagree	2	0	0.00%	Disagree	2	0	0.00%
Neither Disagree or Agree	3	1	11.11%	Neither Disagree or Agree	3	0	0.00%
Agree	4	3	33.33%	Agree	4	2	22.22%
Strongly Agree	5	5	55.56%	Strongly Agree	5	7	77.78%
5. I understand how the final grade will be calculated in the course.							
Options	Score	Count	Percentage				
Strongly Disagree	1	0	0.00%				
Disagree	2	0	0.00%				
Neither Disagree or Agree	3	0	0.00%				
Agree	4	4	44.44%				
Strongly Agree	5	5	55.56%				

**Which aspects of the course were most helpful? Why?**

Comments
The way that Dr. Sandmeyer set up his Canvas page was by far the best set-up I have ever had especially since all has gone online.
The discussion of the readings in class was extremely helpful and contributed to my overall learning.
Clear organization of course material from the instructor
The daily schedule was very helpful.
the readings because everything is based on them

**Which aspects of the course would you change? How and Why?**

Comments
Nothing comes to mind!
No COVID
Less readings. I stopped doing them after 3 or 4, they are all the same. Perhaps in a non-digital year this is bearable but it was a killer this year. just could not do it
None- the professor did an amazing job of adapting to the issues posed by covid, while making sure that all of his students had ample time to complete coursework
Towards the end there were less readings and quizzes per week and more time was taken to discuss readings. It helped with understanding did not feel as rushed.
The discussions in the class feel so forced, I felt like I couldn't just talk about the readings it had to be some elevated thinking that was so out there

## Overall Instructor Score

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
The instructor provided quality teaching.	9	4.67	0.50	710	4.49	0.87	22640	4.22	1.02

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
The instructor Robert Sandmeyer was prepared for class.	9	4.89	0.33	709	4.55	0.77	22582	4.38	0.86
The instructor Robert Sandmeyer presented material clearly.	9	4.56	0.53	714	4.27	0.93	23282	4.06	1.02
The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.	9	4.22	0.44	705	4.45	0.85	22508	4.24	0.99
The instructor Robert Sandmeyer provided material at an appropriate pace.	9	4.22	0.97	710	4.44	0.85	22709	4.24	0.94
The instructor Robert Sandmeyer treated students with respect.	9	4.78	0.44	709	4.69	0.60	22721	4.51	0.78
The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.	9	4.89	0.33	709	4.58	0.73	22457	4.18	0.99

1. The instructor Robert Sandmeyer was prepared for class.			
Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	0	0.00%
Neither Disagree or Agree	3	0	0.00%
Agree	4	1	11.11%
Strongly Agree	5	8	88.89%

3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.			
Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	0	0.00%
Neither Disagree or Agree	3	0	0.00%
Agree	4	7	77.78%
Strongly Agree	5	2	22.22%

5. The instructor Robert Sandmeyer treated students with respect.			
Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	0	0.00%
Neither Disagree or Agree	3	0	0.00%
Agree	4	2	22.22%
Strongly Agree	5	7	77.78%

The instructor provided quality teaching.			
Options	Score	Count	Percentage
Agree	4	3	33.33%
Strongly Agree	5	6	66.67%

2. The instructor Robert Sandmeyer presented material clearly.			
Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	0	0.00%
Neither Disagree or Agree	3	0	0.00%
Agree	4	4	44.44%
Strongly Agree	5	5	55.56%

4. The instructor Robert Sandmeyer provided material at an appropriate pace.			
Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	1	11.11%
Neither Disagree or Agree	3	0	0.00%
Agree	4	4	44.44%
Strongly Agree	5	4	44.44%

6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.			
Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	0	0.00%
Neither Disagree or Agree	3	0	0.00%
Agree	4	1	11.11%
Strongly Agree	5	8	88.89%

**Which aspects of the instructor Robert Sandmeyer were most helpful? Why?**

Comments
Very easy to contact and very understanding of different circumstances.
He really encouraged discussion and knew the material. When the class was struggling with a concept, he would go in with his own explanation and it would be much easier to understand.
Dr. Sandmeyer has been extremely accommodating, understanding, and caring towards his students. I really appreciated that he would allow for flexibility with deadlines. I truly felt like this professor cared about all his students and their success.
He explained everything with a lot of detail, stimulated thought, and graded fairly.

**Which aspects of the instructor RobertSandmeyer would you change? How and Why?**

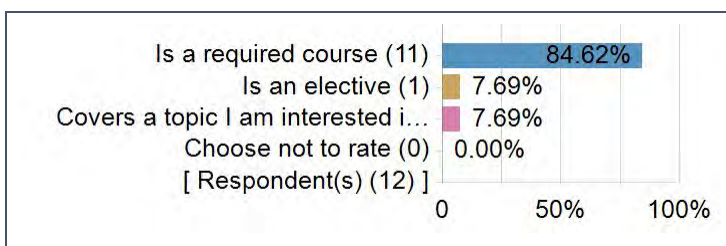
Comments
Nothing
None– he is awesome.
None.



Question	Response Count	Mean	Standard Deviation
My classification is	12	3.17	0.72

My classification is			
Options	Score	Count	Percentage
Freshman	1	0	0.00%
Sophomore	2	2	16.67%
Junior	3	6	50.00%
Senior	4	4	33.33%
Graduate	5	0	0.00%
Professional	6	0	0.00%
Other	7	0	0.00%

### My main reason(s) for taking this course is that it: (Select all that apply)



Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
My expected grade in this course	12	6.75	0.45	611	6.62	0.70	16566	6.40	0.98

My expected grade in this course			
Options	Score	Count	Percentage
Pass or audit	1	0	0.00%
I	2	0	0.00%
E/Fail	3	0	0.00%
D	4	0	0.00%
C	5	0	0.00%
B	6	3	25.00%
A	7	9	75.00%

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
Hours per week spent on the course (excluding class time)	12	2.58	0.90	627	2.01	0.95	16934	2.42	1.09

Hours per week spent on the course (excluding class time)			
Options	Score	Count	Percentage
2 hour or less	1	0	0.00%
3 - 4 hours	2	7	58.33%
5 - 7 hours	3	4	33.33%
8 - 10 hours	4	0	0.00%
11 - 15 hours	5	1	8.33%
16 hours or more	6	0	0.00%

## Overall Course Score

### Course Specific Questions

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
I consider this course to be a quality course.	12	4.50	0.52	633	4.15	0.94	17073	3.99	1.00

I consider this course to be a quality course.			
Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	0	0.00%
Neither Disagree or Agree	3	0	0.00%
Agree	4	6	50.00%
Strongly Agree	5	6	50.00%

**Course Specific Questions**

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
The course was well organized.	12	4.58	0.51	632	4.34	0.94	17031	4.17	1.00
Class meetings contributed to my learning of the course content.	12	4.00	1.04	618	4.33	0.96	16537	4.04	1.14
Grading in the course was fair.	12	4.67	0.49	628	4.44	0.85	16968	4.24	0.97
Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.	12	4.75	0.45	626	4.58	0.73	16924	4.29	0.91
I understand how the final grade will be calculated in the course.	12	4.75	0.45	627	4.48	0.86	16971	4.37	0.84

1. The course was well organized.				2. Class meetings contributed to my learning of the course content.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%	Strongly Disagree	1	0	0.00%
Disagree	2	0	0.00%	Disagree	2	1	8.33%
Neither Disagree or Agree	3	0	0.00%	Neither Disagree or Agree	3	3	25.00%
Agree	4	5	41.67%	Agree	4	3	25.00%
Strongly Agree	5	7	58.33%	Strongly Agree	5	5	41.67%
3. Grading in the course was fair.				4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%	Strongly Disagree	1	0	0.00%
Disagree	2	0	0.00%	Disagree	2	0	0.00%
Neither Disagree or Agree	3	0	0.00%	Neither Disagree or Agree	3	0	0.00%
Agree	4	4	33.33%	Agree	4	3	25.00%
Strongly Agree	5	8	66.67%	Strongly Agree	5	9	75.00%
5. I understand how the final grade will be calculated in the course.							
Options	Score	Count	Percentage				
Strongly Disagree	1	0	0.00%				
Disagree	2	0	0.00%				
Neither Disagree or Agree	3	0	0.00%				
Agree	4	3	25.00%				
Strongly Agree	5	9	75.00%				

### Which aspects of the course were most helpful? Why?

Comments
The Daily Schedule was absolutely wonderful for the organization of the course. I also enjoyed the in person meetings when they were available.
The quiz questions that followed the readings were helpful and insightful. I feel that my understanding of the material went down when readings didn't have quizzes or questions to go along with it. I also think the daily schedule really helped me grasp the concepts and see how they flowed together.
The time and effort putting into making Canvas a useful resource that was well organized was incredible. Much different than a lot of my other classes and it made learning online so much easier.
The daily schedule was amazing.
the teacher's helpfulness when you asked for it
The course schedule is organized with all of the daily readings, quizzes, and lesson plans on one page. It helped to find material quickly and easily.
The daily schedule was a lifesaver. I also really enjoyed the quiz format. Everything felt so organized, which was really needed in the COVID-19 semester. As much as I'm not a fan of some of the readings, it is just because I'm not a big philosophy fan in the first place, and I don't think I would change any of the readings or anything because they all contributed so much.

### Which aspects of the course would you change? How and Why?

Comments
I did not like the discussion boards, especially the video portion. I think the questions were good and helped me understand course content but I did not enjoy the discussion board format.
I think the course could benefit from a more ranging view of sustainability. While we covered a lot of different perspectives, they were largely western men. I think it could benefit from an eastern perspective as well.
None
I feel that in person discussion is a necessity for this course, discourse is a must.
I would have spaced out some of the readings more, sometimes it was a bit overwhelming how much we had to read a week.
I would probably add a mandatory camera on during lessons. While I would prefer to have my camera off, I think it would allow for better engagement and longer attention spans.
n/a

## Overall Instructor Score

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
The instructor provided quality teaching.	12	4.58	0.51	710	4.49	0.87	22640	4.22	1.02

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
The instructor Robert Sandmeyer was prepared for class.	12	4.67	0.49	709	4.55	0.77	22582	4.38	0.86
The instructor Robert Sandmeyer presented material clearly.	12	4.25	0.75	714	4.27	0.93	23282	4.06	1.02
The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.	12	4.42	0.79	705	4.45	0.85	22508	4.24	0.99
The instructor Robert Sandmeyer provided material at an appropriate pace.	12	4.58	0.51	710	4.44	0.85	22709	4.24	0.94
The instructor Robert Sandmeyer treated students with respect.	12	4.67	0.65	709	4.69	0.60	22721	4.51	0.78
The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.	12	4.58	0.67	709	4.58	0.73	22457	4.18	0.99

1. The instructor Robert Sandmeyer was prepared for class.			
Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	0	0.00%
Neither Disagree or Agree	3	0	0.00%
Agree	4	4	33.33%
Strongly Agree	5	8	66.67%

3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.			
Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	0	0.00%
Neither Disagree or Agree	3	2	16.67%
Agree	4	3	25.00%
Strongly Agree	5	7	58.33%

5. The instructor Robert Sandmeyer treated students with respect.			
Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	0	0.00%
Neither Disagree or Agree	3	1	8.33%
Agree	4	2	16.67%
Strongly Agree	5	9	75.00%

The instructor provided quality teaching.			
Options	Score	Count	Percentage
Agree	4	5	41.67%
Strongly Agree	5	7	58.33%

2. The instructor Robert Sandmeyer presented material clearly.			
Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	0	0.00%
Neither Disagree or Agree	3	2	16.67%
Agree	4	5	41.67%
Strongly Agree	5	5	41.67%

4. The instructor Robert Sandmeyer provided material at an appropriate pace.			
Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	0	0.00%
Neither Disagree or Agree	3	0	0.00%
Agree	4	5	41.67%
Strongly Agree	5	7	58.33%

6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.			
Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	0	0.00%
Neither Disagree or Agree	3	1	8.33%
Agree	4	3	25.00%
Strongly Agree	5	8	66.67%

**Which aspects of the instructor Robert Sandmeyer were most helpful? Why?**

Comments
The in class lectures/discussions were very helpful to understanding the critical parts of the readings. I also enjoyed how helpful Dr. Sandmeyer is to students and how understanding he is. It was amazing to have this class with him (especially during this strange semester) as he was always looking for feedback to make the class better and was accommodating when students needed it.
I think that he provided insightful lectures and asked deep questions.
His attitude was great and he was very open to answering questions and responded to everyone's questions with a lot of thought and in a helpful manner.
his explanations when asking something you do not understand
He walked us through our thinking and understanding of the material. Would ask pointed questions to help us explicate our thoughts.
So organized and understanding in the way he conducted the class and graded. He has been such a light in this dark, crazy semester and really helped me navigate this class subject that I was unfamiliar and slightly fearful of. Wishing you all the best!

**Which aspects of the instructor Robert Sandmeyer would you change? How and Why?**

Comments
It was occasionally hard to understand what was happening in the class (especially when it was zoom and in person). Later when the class was fully online it would be sometimes hard to understand what was happening (especially without something on the screen to follow along with). That was only because my internet can be horrible sometimes for zoom and it was to be expected.
Sometimes he lacked a train of thought and jumped around during discussion/lecture
None
I felt like when I expressed an opinion it was shot down as in it was incorrect. It made me stressed about speaking up again. I did understand that he was giving me time to think to say my opinion more clear but I did not want to talk at all after that.
nothing
I wish grading on the unit assessments were quicker. But I understand that life can be busy.
n/a

Raters	Students
Responded	22
Invited	32

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
My classification is	22	1.9	1.0	609	2.6	1.3	15279	2.4	1.3

My classification is			
Options	Score	Count	Percentage
Freshman	1	11	50.0%
Sophomore	2	5	22.7%
Junior	3	4	18.2%
Senior	4	2	9.1%
Graduate	5	0	0.0%
Professional	6	0	0.0%
Other	7	0	0.0%

### Reason(s) for taking course

Options	Count	Percentage
Is a required course	5	20.0%
Is an elective	15	60.0%
Covers a topic I am interested in	5	20.0%
Choose not to rate	0	0.0%
Respondent(s)	22	

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
My expected grade in this course	22	6.5	0.8	599	6.6	0.7	14935	6.4	0.9

My expected grade in this course			
Options	Score	Count	Percentage
Pass or audit	1	0	0.0%
I	2	0	0.0%
E/Fail	3	0	0.0%
D	4	0	0.0%
C	5	4	18.2%
B	6	4	18.2%
A	7	14	63.6%
Choose not to rate	NRP	0	0.0%



Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
Hours per week spent on the course (excluding class time)	22	2.0	0.8	610	2.0	1.0	15241	2.4	1.1

Hours per week spent on the course (excluding class time)			
Options	Score	Count	Percentage
2 hour or less	1	5	22.7%
3 - 4 hours	2	14	63.6%
5 - 7 hours	3	1	4.5%
8 - 10 hours	4	2	9.1%
11 - 15 hours	5	0	0.0%
16 hours or more	6	0	0.0%
Choose not to rate	NRP	0	0.0%

## Overall Course Score

### Course Specific Questions

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
I consider this course to be a quality course.	22	4.1	1.0	610	4.2	0.9	15355	4.0	1.0

I consider this course to be a quality course.			
Options	Score	Count	Percentage
Strongly Disagree	1	1	4.5%
Neither Disagree or Agree	3	4	18.2%
Agree	4	8	36.4%
Strongly Agree	5	9	40.9%

**Course Specific Questions**

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
The course was well organized.	22	4.3	1.0	610	4.4	0.9	15318	4.2	1.0
Class meetings contributed to my learning of the course content.	22	4.0	1.2	590	4.3	1.0	14873	4.1	1.1
Grading in the course was fair.	22	4.2	1.1	608	4.4	0.9	15291	4.2	1.0
Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.	22	4.5	1.0	604	4.6	0.7	15223	4.3	0.9
I understand how the final grade will be calculated in the course.	22	4.2	0.9	608	4.5	0.7	15293	4.4	0.8

1. The course was well organized.				2. Class meetings contributed to my learning of the course content.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	1	4.5%	Strongly Disagree	1	1	4.5%
Neither Disagree or Agree	3	2	9.1%	Disagree	2	1	4.5%
Agree	4	8	36.4%	Neither Disagree or Agree	3	5	22.7%
Strongly Agree	5	11	50.0%	Agree	4	5	22.7%
				Strongly Agree	5	10	45.5%
3. Grading in the course was fair.				4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	1	4.5%	Strongly Disagree	1	1	4.5%
Disagree	2	1	4.5%	Neither Disagree or Agree	3	1	4.5%
Neither Disagree or Agree	3	1	4.5%	Agree	4	6	27.3%
Agree	4	9	40.9%	Strongly Agree	5	14	63.6%
Strongly Agree	5	10	45.5%				
5. I understand how the final grade will be calculated in the course.							
Options	Score	Count	Percentage				
Disagree	2	2	9.1%				
Neither Disagree or Agree	3	1	4.5%				
Agree	4	9	40.9%				
Strongly Agree	5	10	45.5%				

## Which aspects of the course were most helpful? Why?

Comments
Prof. Sandmeyer liked to have people randomly called on during class which I found to be very beneficial. It kept me attentive and following along so that if it came my turn to speak, I would be prepared to do so. Some people feel anxiety in these scenarios, but he made it clear that the student can always ask for a lifeline and another student would answer. This was not uncommon, so many people felt more comfortable when called upon. He also set up his canvas page in an initially complicated way, but after a week of the class, it became very easy to follow along and understand where things were located. After seeing the canvas for over a day, it became increasingly clear and organized. Prof Sandmeyer was also very friendly and approachable, it was not difficult to ask a question during class or hear something about his life outside of the course material.
It was helpful that it was super organized because The same assignments were due on the same days which was helpful to remember
Dr. Sandmeyer is extremely responsive in terms of any questions or issues you may have.
The Daily Schedule was very helpful
The assignments helped build up the knowledge needed to write each end of unit paper.
Daily schedule, group discussions
I believe Dr. Sandmeyer did a great job with inclusion. Although on Zoom, class time was interactive and beneficial. The class was extremely intuitive due to the layout of the canvas portal!
zoom meetings
Zoom meetings.
There was no helpful aspect to Sandmyer's teachings, he was allover the place when he taught jumping around from one thing to another never finishing a damn thought.
Classes and the daily lessons that he laid out were very well made and helped me understand the content a lot.
The professor organized canvas so that assignments and due dates were very clear and easy to understand. he gave many opportunities for students to meet with him if they didn't understand the content or needed help on an assignment. Many of his small assignments helped prepare for bigger assignments, making the class much easier. Lectures were interactive, and he made sure everyone was able to understand the content. He also gave chances for students to revive themselves. Sandmeyer was no doubt one of the most helpful professors I have ever had.
the daily schedule that he implemented into canvas I found to be very helpful though still missed a few assignmnets.
Having the discussion assignments or asynchronous assignments really helped me understand the material more
The daily schedule and calendar because the whole class was outlined every single day for the whole semester.

## Which aspects of the course would you change? How and Why?

Comments
While this course does have a large amount of reading required to be successful, I think the course overall was great the way it was.
I would change that some of the assignments that were assigned do not show on the canvas to do list because you had to go through the homepage of the class
Sometimes i found it hard to answer the paper questions in 2500 words. Seems i was grasping at straws by the last few paragraphs.
Have all the assignments listed in canvas earlier. A lot of times I would find myself struggling to remember that there might have been Friday assignments.
Zoom meetings
There are no negative aspects to the course in my opinion.
the paper being the final exam
The writing assignments. It is much less likely for a student to do something that is not for points, even if it would help them
Everything, Sandmyer failed as a teacher in this course. He was sporadic, changing things up at the last minute, and overall made the class a pain in the ass.
I believe the course was fine the way it was.
I would have preferred to have it in person to help keep me on track and motivated
Maybe add in more reading quizzes— 1 for every night we have assigned reading. Those helped me understand the material more as well.
Probably how some of the assignments dont show on the to do list. I missed many assignments because of this.

## Overall Instructor Score

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
The instructor provided quality teaching.	22	4.3	0.8	717	4.5	0.8	20367	4.2	1.0

The instructor provided quality teaching.

Options	Score	Count	Percentage
Neither Disagree or Agree	3	4	18.2%
Agree	4	7	31.8%
Strongly Agree	5	11	50.0%

## Instructor Specific Questions

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
The instructor Robert Sandmeyer was prepared for class.	22	4.6	0.5	717	4.5	0.7	20313	4.4	0.9
The instructor Robert Sandmeyer presented material clearly.	22	4.0	1.1	735	4.3	0.9	20916	4.1	1.0
The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.	22	4.5	0.9	710	4.5	0.8	20205	4.2	1.0
The instructor Robert Sandmeyer provided material at an appropriate pace.	22	4.3	0.9	719	4.4	0.8	20428	4.2	0.9
The instructor Robert Sandmeyer treated students with respect.	22	4.6	0.6	723	4.7	0.6	20394	4.5	0.8
The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.	22	4.4	0.9	715	4.5	0.8	20193	4.2	1.0

1. The instructor Robert Sandmeyer was prepared for class.					2. The instructor Robert Sandmeyer presented material clearly.				
Options	Score	Count	Percentage		Options	Score	Count	Percentage	
Agree	4	9	40.9%		Disagree	2	3	13.6%	
Strongly Agree	5	13	59.1%		Neither Disagree or Agree	3	3	13.6%	
					Agree	4	6	27.3%	
					Strongly Agree	5	10	45.5%	
3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.					4. The instructor Robert Sandmeyer provided material at an appropriate pace.				
Options	Score	Count	Percentage		Options	Score	Count	Percentage	
Disagree	2	2	9.1%		Disagree	2	1	4.5%	
Agree	4	6	27.3%		Neither Disagree or Agree	3	3	13.6%	
Strongly Agree	5	14	63.6%		Agree	4	7	31.8%	
					Strongly Agree	5	11	50.0%	
5. The instructor Robert Sandmeyer treated students with respect.					6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.				
Options	Score	Count	Percentage		Options	Score	Count	Percentage	
Neither Disagree or Agree	3	1	4.5%		Disagree	2	1	4.5%	
Agree	4	7	31.8%		Neither Disagree or Agree	3	2	9.1%	
Strongly Agree	5	14	63.6%		Agree	4	6	27.3%	
					Strongly Agree	5	13	59.1%	

### Which aspects of the instructor Robert Sandmeyer were most helpful? Why?

Comments
he went through the material at a rather slow pace which at times help a lot with the understanding of the topic but sometimes I found it hard to focus partly just to the nature of the course being online
I liked how he actively asked questions during lectures to increase class engagement and also made sure there were no questions before moving on to a new topic
His ability to understand it is a hard concept to grasp and not grade you on your ability but more your effort to reason.
see above.
He only gave us assignments that were necessary in order to learn the course information and not just busywork
Approachability
He was always willing to work with you if you happened to miss class/assignments.
very nice
Dr. Sandmeyer was great at answering deep thinking questions. He helped me and my peers understand difficult topics with ease.
He is very knowledgeable
He explained the material well and had a very good understanding of the subject, he asked good questions and also always responded to questions which was good.
He gave many chances for students to ask questions and interact with the course. He was very chill during class, making it stress less.

### Which aspects of the instructor RobertSandmeyer would you change? How and Why?

Comments
none i thought he was great only complaints stem from the class being online
Maybe provide a PowerPoint to follow during lectures along with the outline. I sometimes found it hard to follow along during lectures or understand the outline clearly
None really
Nothing
Nothing
N/A
He talks a lot during zoom meetings so it is hard to stay focused.
n/a
not putting kids on the spot at random
The papers were hard. It always feel like I'm reiterating my point three times to hit the page limit. I have never struggled with writing papers as I do for almost ever class in Public Health.
A step-back and reevaluate himself.
Maybe break up some of the lectures in some way, myself and I'm sure other students if it was a long lecture day in class it gets hard to focus after a while, I'm not sure what to break it up with maybe a visual aspect or something, I understand that it is harder in an online class he still did a very good job.
At some points, he presented information that was more complex, and it was harder to understand, but some addition reading could give you a better understanding.

**UK Core - HUM**

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
This course helped me present and critically evaluate competing interpretations through analysis and argumentation in writing and orally.	21	4.3	0.9	186	4.2	0.9	882	4.2	0.9
This course helped me distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools and periods according to the varying approaches and viewpoints characterized therein.	20	4.3	0.9	187	4.3	0.9	880	4.2	0.9
This course helped me identify the values and presuppositions that underlie the world-views of different cultures and different peoples over time as well as one's own culture.	20	4.0	0.9	184	4.3	0.8	874	4.2	0.9
This course helped me develop disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations and in classroom discussions.	21	4.2	0.9	188	4.2	1.0	881	4.2	0.9
This course helped me conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable.	21	4.3	0.9	186	4.3	0.9	878	4.2	0.9



1. This course helped me present and critically evaluate competing interpretations through analysis and argumentation in writing and orally.				2. This course helped me distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools and periods according to the varying approaches and viewpoints characterized therein.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Disagree	2	1	4.5%	Disagree	2	1	4.5%
Neither Disagree or Agree	3	3	13.6%	Neither Disagree or Agree	3	3	13.6%
Agree	4	6	27.3%	Agree	4	6	27.3%
Strongly Agree	5	11	50.0%	Strongly Agree	5	10	45.5%
Choose not to rate	NRP	1	4.5%	Choose not to rate	NRP	2	9.1%
3. This course helped me identify the values and presuppositions that underlie the world-views of different cultures and different peoples over time as well as one's own culture.				4. This course helped me develop disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations and in classroom discussions.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Disagree	2	1	4.5%	Disagree	2	1	4.5%
Neither Disagree or Agree	3	4	18.2%	Neither Disagree or Agree	3	4	18.2%
Agree	4	9	40.9%	Agree	4	6	27.3%
Strongly Agree	5	6	27.3%	Strongly Agree	5	10	45.5%
Choose not to rate	NRP	2	9.1%	Choose not to rate	NRP	1	4.5%
5. This course helped me conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable.							
Options	Score	Count	Percentage				
Disagree	2	1	4.8%				
Neither Disagree or Agree	3	3	14.3%				
Agree	4	5	23.8%				
Strongly Agree	5	12	57.1%				

**Distance Learning Related Questions**

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
Interacting with the instructor	22	1.5	0.6	451	1.7	0.6	13117	1.8	0.7
Interacting with other students in the class	19	1.9	0.4	425	2.0	0.6	12614	1.9	0.6
Interacting with the course content	22	1.5	0.6	464	1.7	0.6	13326	1.8	0.6
Using the library and library services	15	1.8	0.6	240	1.9	0.5	7317	1.9	0.5
Arranging accommodations for a disability	11	1.6	0.5	164	1.8	0.5	4416	1.8	0.5
Getting help from the ITS Customer Services	12	1.9	0.5	152	1.8	0.5	4217	1.9	0.5
Completing group projects	11	1.7	0.6	180	1.8	0.5	6853	1.9	0.6
Participating in web conferences	19	1.9	0.5	322	1.8	0.5	9727	1.8	0.5
Taking exams and quizzes	21	1.9	0.6	375	1.7	0.6	11855	1.9	0.6

1. Interacting with the instructor				2. Interacting with other students in the class			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Easier than other courses I've taken	1	11	50.0%	Easier than other courses I've taken	1	2	9.1%
About the same as other courses I've taken	2	10	45.5%	About the same as other courses I've taken	2	16	72.7%
Harder than other courses I've taken	3	1	4.5%	Harder than other courses I've taken	3	1	4.5%
				Not Applicable	NRP	3	13.6%
3. Interacting with the course content				4. Using the library and library services			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Easier than other courses I've taken	1	11	50.0%	Easier than other courses I've taken	1	4	18.2%
About the same as other courses I've taken	2	10	45.5%	About the same as other courses I've taken	2	10	45.5%
Harder than other courses I've taken	3	1	4.5%	Harder than other courses I've taken	3	1	4.5%
				Not Applicable	NRP	7	31.8%
5. Arranging accommodations for a disability				6. Getting help from the ITS Customer Services			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Easier than other courses I've taken	1	4	18.2%	Easier than other courses I've taken	1	2	9.1%
About the same as other courses I've taken	2	7	31.8%	About the same as other courses I've taken	2	9	40.9%
Not Applicable	NRP	11	50.0%	Harder than other courses I've taken	3	1	4.5%
				Not Applicable	NRP	10	45.5%
7. Completing group projects				8. Participating in web conferences			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Easier than other courses I've taken	1	4	18.2%	Easier than other courses I've taken	1	3	13.6%
About the same as other courses I've taken	2	6	27.3%	About the same as other courses I've taken	2	14	63.6%
Harder than other courses I've taken	3	1	4.5%	Harder than other courses I've taken	3	2	9.1%
Not Applicable	NRP	11	50.0%	Not Applicable	NRP	3	13.6%

9. Taking exams and quizzes			
Options	Score	Count	Percentage
Easier than other courses I've taken	1	5	22.7%
About the same as other courses I've taken	2	14	63.6%
Harder than other courses I've taken	3	2	9.1%
Not Applicable	NRP	1	4.5%

**DL1C: What elements of the course (including technology) contributed to your learning?**

Comments
Having the class online increased accountability and made sure that I kept track of what was due when and what days class was live versus asynchronous. While this could be a downside to have so much pressure that only I can determine how much I interact with the class, it helped reinforce and grow some characteristics for me and proved to myself that I don't have to procrastinate or push work off.
Doing assignments on my own time and not in class
Noy much, i would rather take all courses in person.
I enjoy online simply because I don't have to deal with the traffic and hassle of going to campus.
no benefits
This course worked well online
easier to work while taking classes online
There where none, plain and simple there was nothing offered that benefited the class.
You can read through the lesson as he speaks about it, in person you most likely wouldn't have the key points of the lesson bulleted that you can read while he lectures, I think reading through the main points and then him breaking that down into more detail was good.
Taking this course online allowed me to work at my own pace. Class meeting were at a scheduled time, which helped me with discipline by being a reminder to complete assignments, but other than that, everything was on our own.
none
I got to sleep in on the days I had it
It was easy to just do your homework and get stuff done without having to go anywhere.

**DL2C: What elements of the course (including technology) did not contribute to your learning, if any?**

Comments
With any online course, attention spans are difficult to maintain. Otherwise, this class was very easy to follow along with and complete.
Taking a class online it is harder to create a relationship with the instructor
Motivation
N/A
typical online course challenges —> not as quality learning experience
paying attention
Bob Sandmyer was my biggest obstacle this semester, and it should never be like that. So with that being said I am highly disappointed with this course.
It feels more uncomfortable to ask questions in an online class.
With online courses, in general, being on time to class, and focusing during class is always a struggle.
keeping everything organized an knowing when it is due
Not having in–person interaction– I feel like the material would be more engaging if the class was all together
Not having accountability



Raters	Students
Responded	11
Invited	29

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
My classification is	11	2.0	1.3	609	2.6	1.3	15279	2.4	1.3

My classification is			
Options	Score	Count	Percentage
Freshman	1	6	54.5%
Sophomore	2	2	18.2%
Junior	3	0	0.0%
Senior	4	3	27.3%
Graduate	5	0	0.0%
Professional	6	0	0.0%
Other	7	0	0.0%

### Reason(s) for taking course

Options	Count	Percentage
Is a required course	4	28.6%
Is an elective	6	42.9%
Covers a topic I am interested in	4	28.6%
Choose not to rate	0	0.0%
Respondent(s)	11	

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
My expected grade in this course	11	5.8	1.0	599	6.6	0.7	14935	6.4	0.9

My expected grade in this course			
Options	Score	Count	Percentage
Pass or audit	1	0	0.0%
I	2	0	0.0%
E/Fail	3	0	0.0%
D	4	1	9.1%
C	5	3	27.3%
B	6	4	36.4%
A	7	3	27.3%
Choose not to rate	NRP	0	0.0%

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
Hours per week spent on the course (excluding class time)	11	2.0	0.8	610	2.0	1.0	15241	2.4	1.1

Hours per week spent on the course (excluding class time)			
Options	Score	Count	Percentage
2 hour or less	1	3	27.3%
3 - 4 hours	2	5	45.5%
5 - 7 hours	3	3	27.3%
8 - 10 hours	4	0	0.0%
11 - 15 hours	5	0	0.0%
16 hours or more	6	0	0.0%
Choose not to rate	NRP	0	0.0%

## Overall Course Score

### Course Specific Questions

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
I consider this course to be a quality course.	11	4.1	0.7	610	4.2	0.9	15355	4.0	1.0

I consider this course to be a quality course.			
Options	Score	Count	Percentage
Neither Disagree or Agree	3	2	18.2%
Agree	4	6	54.5%
Strongly Agree	5	3	27.3%

**Course Specific Questions**

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
The course was well organized.	11	4.4	0.8	610	4.4	0.9	15318	4.2	1.0
Class meetings contributed to my learning of the course content.	11	4.2	0.8	590	4.3	1.0	14873	4.1	1.1
Grading in the course was fair.	11	4.0	0.9	608	4.4	0.9	15291	4.2	1.0
Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.	11	4.4	0.7	604	4.6	0.7	15223	4.3	0.9
I understand how the final grade will be calculated in the course.	11	4.5	0.7	608	4.5	0.7	15293	4.4	0.8

1. The course was well organized.				2. Class meetings contributed to my learning of the course content.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Neither Disagree or Agree	3	2	18.2%	Neither Disagree or Agree	3	2	18.2%
Agree	4	3	27.3%	Agree	4	5	45.5%
Strongly Agree	5	6	54.5%	Strongly Agree	5	4	36.4%
3. Grading in the course was fair.				4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Disagree	2	1	9.1%	Neither Disagree or Agree	3	1	9.1%
Neither Disagree or Agree	3	1	9.1%	Agree	4	5	45.5%
Agree	4	6	54.5%	Strongly Agree	5	5	45.5%
Strongly Agree	5	3	27.3%				
5. I understand how the final grade will be calculated in the course.							
Options	Score	Count	Percentage				
Neither Disagree or Agree	3	1	9.1%				
Agree	4	4	36.4%				
Strongly Agree	5	6	54.5%				



### Which aspects of the course were most helpful? Why?

Comments
I thought that the way Dr. Sandmeyer approached the writing assignments was extremely helpful. His big thing was, "Good writing is rewriting." This saying has been immensely helpful in bettering my writing. It is something that I will take with me throughout the rest of my academic career, and indeed into my career proper.
The lecture. He did a very good job carefully speaking to us, in a manor to make sure the students understood.
Being able to reach out anytime.
The zoom during class time was most helpful because we were able to ask questions to the professor directly. Additionally, having asynchronous classes once a week was also very helpful because it allowed us time to formulate writing and reading pieces.
The professor for this class was very helpful and answered all of my emails/questions/concerns
I thought the layout of the daily schedule was neat, I literally had everything in front of me and it kept me well organized and on top of things.
having the class as a large discussions and knowing that i can speak out and ask questions

### Which aspects of the course would you change? How and Why?

Comments
I would change almost nothing, save for the virtual format. I understand that this was not something that could be helped, and I am in no way blaming anyone for this. I simply wish that we had been able to form more of a community.
Not as many papers
Just the zooms it was hard to learn over the computer
I wouldn't change anything.
The workload for this class was insane. Too many assignments and way too strict of a grading scale for a 100 level class
None. The professor was great and so was the discussions.
try new ways to learn the material

## Overall Instructor Score

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
The instructor provided quality teaching.	11	4.6	0.5	717	4.5	0.8	20367	4.2	1.0

The instructor provided quality teaching.			
Options	Score	Count	Percentage
Agree	4	4	36.4%
Strongly Agree	5	7	63.6%

## Instructor Specific Questions

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
The instructor Robert Sandmeyer was prepared for class.	11	4.5	0.5	717	4.5	0.7	20313	4.4	0.9
The instructor Robert Sandmeyer presented material clearly.	11	4.1	0.8	735	4.3	0.9	20916	4.1	1.0
The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.	11	4.5	0.7	710	4.5	0.8	20205	4.2	1.0
The instructor Robert Sandmeyer provided material at an appropriate pace.	11	4.5	0.5	719	4.4	0.8	20428	4.2	0.9
The instructor Robert Sandmeyer treated students with respect.	11	4.7	0.5	723	4.7	0.6	20394	4.5	0.8
The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.	11	4.7	0.5	715	4.5	0.8	20193	4.2	1.0

1. The instructor Robert Sandmeyer was prepared for class.				2. The instructor Robert Sandmeyer presented material clearly.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Agree	4	5	45.5%	Disagree	2	1	9.1%
Strongly Agree	5	6	54.5%	Agree	4	7	63.6%
				Strongly Agree	5	3	27.3%
3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.				4. The instructor Robert Sandmeyer provided material at an appropriate pace.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Neither Disagree or Agree	3	1	9.1%	Agree	4	5	45.5%
Agree	4	4	36.4%	Strongly Agree	5	6	54.5%
Strongly Agree	5	6	54.5%				
5. The instructor Robert Sandmeyer treated students with respect.				6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Agree	4	3	27.3%	Agree	4	3	27.3%
Strongly Agree	5	8	72.7%	Strongly Agree	5	8	72.7%

**Which aspects of the instructor Robert Sandmeyer were most helpful? Why?**

Comments
I thought his ability to answer questions and guide us to a better understanding of the philosophical readings was really great.
His understanding
Quick responses
The instructors answering of questions was very helpful and ability to explain things in different ways aided my understanding in the complex concepts.
He asked a lot of questions for us to answer in class which allowed us to understand the material before which was cool.

**Which aspects of the instructor RobertSandmeyer would you change? How and Why?**

Comments
This is more related to the course itself than the way in which Dr. Sandmeyer presented himself. I felt that towards the end of the class things became a bit rushed. We spent a great deal of time in the first unit, but each successive unit after that became increasingly shorter. Perhaps this was intentional to try and train us to digest complex source material more quickly, but it felt somewhat panicked at a certain point.
None
Nothing
I would only change some of his presentation during class. Keeping to the flow of the class that was given to us in the lesson plan would help me follow along better, sometimes the professor would backtrack in a confusing manner.
None, he was one of the best professors I have had solely because of how neat everything was laid out.

**UK Core - HUM**

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
This course helped me present and critically evaluate competing interpretations through analysis and argumentation in writing and orally.	11	4.4	0.8	186	4.2	0.9	882	4.2	0.9
This course helped me distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools and periods according to the varying approaches and viewpoints characterized therein.	11	4.2	1.1	187	4.3	0.9	880	4.2	0.9
This course helped me identify the values and presuppositions that underlie the world-views of different cultures and different peoples over time as well as one's own culture.	11	4.0	1.0	184	4.3	0.8	874	4.2	0.9
This course helped me develop disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations and in classroom discussions.	11	4.0	1.0	188	4.2	1.0	881	4.2	0.9
This course helped me conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable.	11	4.0	1.0	186	4.3	0.9	878	4.2	0.9

1. This course helped me present and critically evaluate competing interpretations through analysis and argumentation in writing and orally.				2. This course helped me distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools and periods according to the varying approaches and viewpoints characterized therein.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Neither Disagree or Agree	3	2	18.2%	Disagree	2	1	9.1%
Agree	4	3	27.3%	Neither Disagree or Agree	3	2	18.2%
Strongly Agree	5	6	54.5%	Agree	4	2	18.2%
				Strongly Agree	5	6	54.5%
3. This course helped me identify the values and presuppositions that underlie the world-views of different cultures and different peoples over time as well as one's own culture.				4. This course helped me develop disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations and in classroom discussions.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Disagree	2	1	9.1%	Disagree	2	1	9.1%
Neither Disagree or Agree	3	2	18.2%	Neither Disagree or Agree	3	2	18.2%
Agree	4	4	36.4%	Agree	4	4	36.4%
Strongly Agree	5	4	36.4%	Strongly Agree	5	4	36.4%
5. This course helped me conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable.							
Options	Score	Count	Percentage				
Disagree	2	1	9.1%				
Neither Disagree or Agree	3	2	18.2%				
Agree	4	4	36.4%				
Strongly Agree	5	4	36.4%				

**Distance Learning Related Questions**

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
Interacting with the instructor	10	1.9	0.6	451	1.7	0.6	13117	1.8	0.7
Interacting with other students in the class	8	2.0	0.5	425	2.0	0.6	12614	1.9	0.6
Interacting with the course content	10	1.7	0.7	464	1.7	0.6	13326	1.8	0.6
Using the library and library services	9	1.8	0.4	240	1.9	0.5	7317	1.9	0.5
Arranging accommodations for a disability	6	1.8	0.4	164	1.8	0.5	4416	1.8	0.5
Getting help from the ITS Customer Services	6	1.8	0.4	152	1.8	0.5	4217	1.9	0.5
Completing group projects	7	1.7	0.5	180	1.8	0.5	6853	1.9	0.6
Participating in web conferences	10	1.8	0.4	322	1.8	0.5	9727	1.8	0.5
Taking exams and quizzes	9	2.0	0.5	375	1.7	0.6	11855	1.9	0.6

1. Interacting with the instructor				2. Interacting with other students in the class			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Easier than other courses I've taken	1	2	18.2%	Easier than other courses I've taken	1	1	10.0%
About the same as other courses I've taken	2	7	63.6%	About the same as other courses I've taken	2	6	60.0%
Harder than other courses I've taken	3	1	9.1%	Harder than other courses I've taken	3	1	10.0%
Not Applicable	NRP	1	9.1%	Not Applicable	NRP	2	20.0%
3. Interacting with the course content				4. Using the library and library services			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Easier than other courses I've taken	1	4	36.4%	Easier than other courses I've taken	1	2	18.2%
About the same as other courses I've taken	2	5	45.5%	About the same as other courses I've taken	2	7	63.6%
Harder than other courses I've taken	3	1	9.1%	Not Applicable	NRP	2	18.2%
Not Applicable	NRP	1	9.1%				
5. Arranging accommodations for a disability				6. Getting help from the ITS Customer Services			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Easier than other courses I've taken	1	1	9.1%	Easier than other courses I've taken	1	1	9.1%
About the same as other courses I've taken	2	5	45.5%	About the same as other courses I've taken	2	5	45.5%
Not Applicable	NRP	5	45.5%	Not Applicable	NRP	5	45.5%
7. Completing group projects				8. Participating in web conferences			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Easier than other courses I've taken	1	2	18.2%	Easier than other courses I've taken	1	2	18.2%
About the same as other courses I've taken	2	5	45.5%	About the same as other courses I've taken	2	8	72.7%
Not Applicable	NRP	4	36.4%	Not Applicable	NRP	1	9.1%



9. Taking exams and quizzes			
Options	Score	Count	Percentage
Easier than other courses I've taken	1	1	9.1%
About the same as other courses I've taken	2	7	63.6%
Harder than other courses I've taken	3	1	9.1%
Not Applicable	NRP	2	18.2%

**DL1C: What elements of the course (including technology) contributed to your learning?**

Comments
It was beneficial for the obvious reason that I was able to avoid getting sick. I think it was an incredibly well made decision to hold some sections of this class (and most classes) online for the sake of health and well being. I have an immunocompromised family member, so without the online format, I most likely wouldn't have been able to attend school.
I'm not really sure I would prefer to be in person
Having the lesson plans online were very helpful, so that I could refer back to these.
Besides the fact I didn't have to leave my room there wasn't any huge benefits which is a good thing.
it gave me more time to do work as well as not be as nervous presenting to the class

**DL2C: What elements of the course (including technology) did not contribute to your learning, if any?**

Comments
It was difficult to feel any real sense of community or belonging. I saw the faces of my classmates almost every other day, but I never got to know really any of them. Because of this, it has been very easy to feel isolated at times.
I just don't really like zoom and it feels like a waste of time when it's on zoom because it seems like the material flies over my head.
Minimal interaction / conversation with other students.
the discussions were a little difficult to do in the sense of recording myself talking about a subject for 5 minutes is really difficult to do
There were none, it was very simple and I attended every class.
it is hard to stay motivated when the class is online

Raters	Students
Responded	48
Invited	66

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
My classification is	48	2.0	1.4	609	2.6	1.3	15279	2.4	1.3

My classification is			
Options	Score	Count	Percentage
Freshman	1	26	54.2%
Sophomore	2	9	18.8%
Junior	3	5	10.4%
Senior	4	6	12.5%
Graduate	5	1	2.1%
Professional	6	0	0.0%
Other	7	1	2.1%

### Reason(s) for taking course

Options	Count	Percentage
Is a required course	14	25.5%
Is an elective	31	56.4%
Covers a topic I am interested in	9	16.4%
Choose not to rate	1	1.8%
Respondent(s)	48	

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
My expected grade in this course	47	6.8	0.9	599	6.6	0.7	14935	6.4	0.9

My expected grade in this course			
Options	Score	Count	Percentage
Pass or audit	1	1	2.1%
I	2	0	0.0%
E/Fail	3	0	0.0%
D	4	0	0.0%
C	5	0	0.0%
B	6	3	6.3%
A	7	43	89.6%
Choose not to rate	NRP	1	2.1%

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
Hours per week spent on the course (excluding class time)	48	1.7	0.8	610	2.0	1.0	15241	2.4	1.1

Hours per week spent on the course (excluding class time)			
Options	Score	Count	Percentage
2 hour or less	1	24	50.0%
3 - 4 hours	2	16	33.3%
5 - 7 hours	3	7	14.6%
8 - 10 hours	4	1	2.1%
11 - 15 hours	5	0	0.0%
16 hours or more	6	0	0.0%
Choose not to rate	NRP	0	0.0%

## Overall Course Score

### Course Specific Questions

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
I consider this course to be a quality course.	48	4.2	0.6	610	4.2	0.9	15355	4.0	1.0

I consider this course to be a quality course.			
Options	Score	Count	Percentage
Disagree	2	1	2.1%
Neither Disagree or Agree	3	3	6.3%
Agree	4	31	64.6%
Strongly Agree	5	13	27.1%

**Course Specific Questions**

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
The course was well organized.	48	4.4	0.7	610	4.4	0.9	15318	4.2	1.0
Class meetings contributed to my learning of the course content.	48	4.4	0.6	590	4.3	1.0	14873	4.1	1.1
Grading in the course was fair.	48	4.7	0.5	608	4.4	0.9	15291	4.2	1.0
Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.	48	4.6	0.5	604	4.6	0.7	15223	4.3	0.9
I understand how the final grade will be calculated in the course.	47	4.7	0.5	608	4.5	0.7	15293	4.4	0.8

1. The course was well organized.				2. Class meetings contributed to my learning of the course content.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Disagree	2	1	2.1%	Neither Disagree or Agree	3	4	8.3%
Neither Disagree or Agree	3	2	4.2%	Agree	4	20	41.7%
Agree	4	20	41.7%	Strongly Agree	5	24	50.0%
Strongly Agree	5	25	52.1%				
3. Grading in the course was fair.				4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Neither Disagree or Agree	3	1	2.1%	Neither Disagree or Agree	3	1	2.1%
Agree	4	12	25.0%	Agree	4	15	31.3%
Strongly Agree	5	35	72.9%	Strongly Agree	5	32	66.7%
5. I understand how the final grade will be calculated in the course.							
Options	Score	Count	Percentage				
Neither Disagree or Agree	3	1	2.1%				
Agree	4	13	27.1%				
Strongly Agree	5	33	68.8%				
Choose not to rate	NRP	1	2.1%				

**Which aspects of the course were most helpful? Why?**

Comments
I liked how we had zoom calls for class at a certain time and the professor was actually teaching.
The way the professor explained things because they helped me see things in a different view.
Being able to meet with the teacher or TA in zoom meetings. Also, having the daily schedule available to see what we were doing for the week.
Discussions because it helped to get other students perspectives on topics
I felt that I benefitted the most from the simple lectures and that they were organized well for an introductory PHI course.
Lay out because it was easy to find stuff out
having zoom classes so that I knew exactly what we were learning
I really enjoyed when speakers came to talk about what we were learning in class because it allowed for real connections to be made to real life
Had a very clear schedule that made it easy to follow along with class assignments.
I liked the discussion portion because we were able to look at everyones videos to get a better understanding
The discussion was excellent, I wish more time could have been spent on content instead of housekeeping stuff. That was not the professor though, he was excellent.
the zooms were very informative.
Understanding the aspects of what food brings into our life and how it can affect us
N/A
Having lectures over zoom during the meeting time because it allowed us to ask questions.
I really enjoyed the discussions really helped understand things at the end of the day.
N/A
the daily schedule
I enjoyed the discussion boards because it gave the opportunity to hear from and communicate with other classmates, which is something that's typically hard to do with an online course.
Class periods
the announcements in the beginning of class were always an extra help to help me keep track of everything
the professor
The main webpage / It was organized well
Professor kept everything laid out in the daily schedule, which was great. Also answered any questions that people had
the zoom class where all of the material was covered
Lesson plan was always available and clear.
Class discussions were most helpful and engaging. Professor would lecture and sometimes we would have a class discussion which was nice for everyone to get involved.
I liked how we had lectures two days a week and then a discussion at the end of the week to talk about what we have learned.
Having the readings readily available made it easy to find information or to help clear up things I wasn't sure about.
The course is laid out very clearly on canvas and provided extremely useful information. This course caused me to think about things I had never considered before. Going forward, I will see food ethics extremely differently.
The planned out schedule and daily objectives on canvas was the most helpful part. Also being reminded on a daily in the beginning on class helped a lot.
The material was paced nicely, and the material on the exams matched the material we covered in class.
The organization of the daily schedule helped students understand the content we were learning during that day and when assignments were due.

**Which aspects of the course would you change? How and Why?**

Comments
im not sure
There is nothing I can think of that I would change.
I would not meet 3 times a week as a class as some of the meetings were not necessary.
Attendance quizzes were a hassle
Nothing
How the discussions would show up because it would only show the friday due date and not the wednesday one
for the most part i wouldn't change anything i just thought the powerpoints were sometime confusing to follow
Method of Attendance as I had multiple problems with trying to submit them.
I would change the actual presentation of the information in class. the powerpoints were just confusing everytime i went back to view them
Nothing about the course. It was the best organized online course I have taken and I take one every semester. Seriously, Bob should teach a class on that part alone.
Having all the assignemnts up at once so I can see into the future months of work.
None, he fully did a great job explaining every topic to his ability and helped us learn to better ourselves and be aware of what we consume for ways its affects us
N/A
I thought the class was very well structured and I would not change anything.
If zoom sticks around I wouldn't ask students and call them out let them speak up if they want... ends up feeding into good content you could be covering instead of asking students who are learning still.
N/A
the attendance
I don't think I'd change anything; I feel like I learned a lot and I really like the way the course was set up/organized, particularly with the daily schedule.
Nothing
having discussion posts show up on canvas on wednesday instead of friday
nothing
The attendance questions, get rid of them. I understand they're meant to encourage students to show up for class, but half the time they just end up getting forgotten.
The third party interface that runs through canvas is weird too. There's already a host of applications why include a new system to learn
The attendance as I would forget sometimes in the beginning of class
The course was sometimes hard to follow and confusing — sometimes, the readings were hard to understand
nothing. it was a great class
Sometimes class discussions would get off topic
I would change how the lectures were presented. I like the powerpoint, but not the whole time.
Not sure if the visitors always helped me with understanding what we were learning about.
I would open up the discussion forums to the class rather than having the groups. Responding to the same people got old especially if most of the group wasn't participating in the discussion forum.
none
Making the discussion boards an actual assignment because sometimes I would forget to do the first part on time. Also having more small assignments that reflected on the topics we covered in class or the readings.
I wouldn't change anything.
Possibly add some entertainment to the lectures since they can be long and a little boring at times

## Overall Instructor Score

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
The instructor provided quality teaching.	47	4.5	0.6	717	4.5	0.8	20367	4.2	1.0

### The instructor provided quality teaching.

Options	Score	Count	Percentage
Neither Disagree or Agree	3	3	6.3%
Agree	4	18	37.5%
Strongly Agree	5	26	54.2%
Choose not to rate	NRP	1	2.1%

## Instructor Specific Questions

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
The instructor Robert Sandmeyer was prepared for class.	48	4.6	0.5	717	4.5	0.7	20313	4.4	0.9
The instructor Robert Sandmeyer presented material clearly.	48	4.3	0.7	735	4.3	0.9	20916	4.1	1.0
The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.	48	4.4	0.7	710	4.5	0.8	20205	4.2	1.0
The instructor Robert Sandmeyer provided material at an appropriate pace.	48	4.5	0.7	719	4.4	0.8	20428	4.2	0.9
The instructor Robert Sandmeyer treated students with respect.	48	4.7	0.5	723	4.7	0.6	20394	4.5	0.8
The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.	48	4.6	0.6	715	4.5	0.8	20193	4.2	1.0

1. The instructor Robert Sandmeyer was prepared for class.					2. The instructor Robert Sandmeyer presented material clearly.				
Options	Score	Count	Percentage		Options	Score	Count	Percentage	
Neither Disagree or Agree	3	1	2.1%		Disagree	2	1	2.1%	
Agree	4	17	35.4%		Neither Disagree or Agree	3	3	6.3%	
Strongly Agree	5	30	62.5%		Agree	4	23	47.9%	
					Strongly Agree	5	21	43.8%	
3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.					4. The instructor Robert Sandmeyer provided material at an appropriate pace.				
Options	Score	Count	Percentage		Options	Score	Count	Percentage	
Disagree	2	2	4.2%		Disagree	2	2	4.2%	
Neither Disagree or Agree	3	1	2.1%		Neither Disagree or Agree	3	1	2.1%	
Agree	4	19	39.6%		Agree	4	16	33.3%	
Strongly Agree	5	26	54.2%		Strongly Agree	5	29	60.4%	
5. The instructor Robert Sandmeyer treated students with respect.					6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.				
Options	Score	Count	Percentage		Options	Score	Count	Percentage	
Agree	4	15	31.3%		Neither Disagree or Agree	3	2	4.2%	
Strongly Agree	5	33	68.8%		Agree	4	17	35.4%	
					Strongly Agree	5	29	60.4%	



**Which aspects of the instructor Robert Sandmeyer were most helpful? Why?**

Comments
He cared about all of the students and was understanding when I couldn't do an assignment because I was very sick.
The way he described things because it helped me see things in a different way.
He explained things very in depth all of the time so as to make sure we could understand the concept.
Good explanations
Dr. Sandmeyer was a very respectful professor that took time to understand questions and simply answer them. I think his relatability and transparency helped to make an online course feel much more personal. The course was organized well for such uncommon situations. He also accommodated well to students that were unable to travel onto campus.
Communication because made sure we all understood
making us try and figure out the answer before giving it to us
Always willing to help and super understanding
Examined answers and concepts very clearly and made it easy to write notes.
he encouraged participation and answered every question
He taught critical thinking well in this course, with the careful breaking down of each reading. It was excellent and I learned more and enjoyed it more than expected, considering it was a required course I was avoiding before.
He was very nice, patient, and communicative,
His group discussion over a topic were very engaging and helpful
N/A
Allows asked questioned and was very involved in the class.
elaboration as asked was very helpful.
His enthusiasm about the topic
his understandingness
I appreciated how chill he was. I never felt intimidated, scared of reaching out to him about anything course-related, or like he was purposefully making the class difficult (which I've come across before).
Everything
he made everything interesting, made it easier to learn
He was thorough in his work
Explaining information with website and readings / it provided evidence and more understanding
He was receptive to any questions and kept the course organized with the daily schedule
how the professor responded to questions asked by the students
Was always open to questions and respectful to students lives.
He was very kind and I feel like I was able to get to know him as a person throughout the year. He was very open, honest, understanding, considerate, and passionate about the material he taught. He was a great professor and I would recommend him to anyone who asked.
The discussions through the videos were very helpful because we got to hear other students opinions.
The instructor answered questions clearly and was respectful to students.
His willingness to answer questions and have thorough conversations with the students.
He would constantly have the students participate in class by asking questions and having in class discussions. When he was lecturing, he explained the material and what the author was saying very clearly.
He was very big on communication and made it sure to us daily that he would be open to answering our questions or emails we sent him. He also took a lot of time to help if we were unsure of anything.
He was very understanding, and wanted his students to succeed.

**Which aspects of the instructor RobertSandmeyer would you change? How and Why?**

Comments
I wouldn't change anything
I would change the pace. I succeeded decently in this class without paying much attention to the content. I took it for the easy A and got it, but I feel like I didn't get my knowledge for the money I paid. (I would be upset if I was taking this for the knowledge and not the credit.
I would try to make the lectures more interactive just to make sure students are understanding the material.
None
Lectures little confusing
Sometimes he would ramble a little bit so many not do that as much
honestly nothing
None regarding teaching and class work.
nothing
Nothing, it was well done.
being more clear on when some assignments were going to be do.
None
N/A
I thought the teacher was really good and I wouldn't change anything.
as stated previously a lot of participation was expected whiles students were taking notes and thinking about what they are hearing.
N/A
none
Nothing
none
nothing
nothing other than attendance thing
Sometimes, the lessons seemed scattered or we would go off topic and it was easy to get lost.
nothing. he was a great instructor
Sometimes would get off topic.
none
I would not change anything.
Can't think of any.
none
Probably nothing
I wouldn't change anything.

**UK Core - CCC**

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
This course helped me understand historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.	43	4.4	0.5	164	4.4	0.7	860	4.3	0.9
This course helped me understand how these differences influence issues of social justice and/or civic responsibility.	44	4.4	0.6	165	4.4	0.7	865	4.3	0.9
This course helped me understand historical, societal, and cultural contexts relevant to the subject matter of the course.	44	4.5	0.5	162	4.5	0.6	859	4.4	0.8
This course helped me understand at least two of the following, as they pertain to the subject matter of the course: (1) Societal, cultural, and institutional change over time; (2) Civic engagement; (3) Regional, national, or cross-national comparisons; and (4) Power and resistance	45	4.5	0.5	164	4.4	0.7	862	4.3	0.8
This course helped me identify and evaluate conflicts, compromises, and/or ethical dilemmas	44	4.5	0.5	164	4.4	0.7	862	4.3	0.8
This course helped me understand effective and responsible participation in a diverse society.	44	4.5	0.5	164	4.4	0.7	849	4.2	0.9

1. This course helped me understand historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.			
Options	Score	Count	Percentage
Agree	4	25	55.6%
Strongly Agree	5	18	40.0%
Choose not to rate	NRP	2	4.4%
3. This course helped me understand historical, societal, and cultural contexts relevant to the subject matter of the course.			
Options	Score	Count	Percentage
Agree	4	22	48.9%
Strongly Agree	5	22	48.9%
Choose not to rate	NRP	1	2.2%
5. This course helped me identify and evaluate conflicts, compromises, and/or ethical dilemmas			
Options	Score	Count	Percentage
Neither Disagree or Agree	3	1	2.2%
Agree	4	22	48.9%
Strongly Agree	5	21	46.7%
Choose not to rate	NRP	1	2.2%
2. This course helped me understand how these differences influence issues of social justice and/or civic responsibility.			
Options	Score	Count	Percentage
Neither Disagree or Agree	3	2	4.3%
Agree	4	22	47.8%
Strongly Agree	5	20	43.5%
Choose not to rate	NRP	2	4.3%
4. This course helped me understand at least two of the following, as they pertain to the subject matter of the course: (1) Societal, cultural, and institutional change over time; (2) Civic engagement; (3) Regional, national, or cross-national comparisons; and (4) Power and resistance			
Options	Score	Count	Percentage
Agree	4	24	52.2%
Strongly Agree	5	21	45.7%
Choose not to rate	NRP	1	2.2%
6. This course helped me understand effective and responsible participation in a diverse society.			
Options	Score	Count	Percentage
Agree	4	24	53.3%
Strongly Agree	5	20	44.4%
Choose not to rate	NRP	1	2.2%

**Distance Learning Related Questions**

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
Interacting with the instructor	45	1.7	0.6	451	1.7	0.6	13117	1.8	0.7
Interacting with other students in the class	46	1.9	0.6	425	2.0	0.6	12614	1.9	0.6
Interacting with the course content	46	1.7	0.6	464	1.7	0.6	13326	1.8	0.6
Using the library and library services	27	1.9	0.6	240	1.9	0.5	7317	1.9	0.5
Arranging accommodations for a disability	22	1.7	0.6	164	1.8	0.5	4416	1.8	0.5
Getting help from the ITS Customer Services	23	1.8	0.5	152	1.8	0.5	4217	1.9	0.5
Completing group projects	33	1.7	0.5	180	1.8	0.5	6853	1.9	0.6
Participating in web conferences	41	1.6	0.5	322	1.8	0.5	9727	1.8	0.5
Taking exams and quizzes	46	1.7	0.6	375	1.7	0.6	11855	1.9	0.6

<b>1. Interacting with the instructor</b>				<b>2. Interacting with other students in the class</b>			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Easier than other courses I've taken	1	15	32.6%	Easier than other courses I've taken	1	10	21.7%
About the same as other courses I've taken	2	27	58.7%	About the same as other courses I've taken	2	31	67.4%
Harder than other courses I've taken	3	3	6.5%	Harder than other courses I've taken	3	5	10.9%
Not Applicable	NRP	1	2.2%				
<b>3. Interacting with the course content</b>				<b>4. Using the library and library services</b>			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Easier than other courses I've taken	1	16	34.8%	Easier than other courses I've taken	1	6	13.0%
About the same as other courses I've taken	2	28	60.9%	About the same as other courses I've taken	2	17	37.0%
Harder than other courses I've taken	3	2	4.3%	Harder than other courses I've taken	3	4	8.7%
				Not Applicable	NRP	19	41.3%
<b>5. Arranging accommodations for a disability</b>				<b>6. Getting help from the ITS Customer Services</b>			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Easier than other courses I've taken	1	7	15.2%	Easier than other courses I've taken	1	6	13.0%
About the same as other courses I've taken	2	14	30.4%	About the same as other courses I've taken	2	16	34.8%
Harder than other courses I've taken	3	1	2.2%	Harder than other courses I've taken	3	1	2.2%
Not Applicable	NRP	24	52.2%	Not Applicable	NRP	23	50.0%
<b>7. Completing group projects</b>				<b>8. Participating in web conferences</b>			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Easier than other courses I've taken	1	10	21.7%	Easier than other courses I've taken	1	16	34.8%
About the same as other courses I've taken	2	23	50.0%	About the same as other courses I've taken	2	24	52.2%
Not Applicable	NRP	13	28.3%	Harder than other courses I've taken	3	1	2.2%
				Not Applicable	NRP	5	10.9%

9. Taking exams and quizzes			
Options	Score	Count	Percentage
Easier than other courses I've taken	1	18	39.1%
About the same as other courses I've taken	2	26	56.5%
Harder than other courses I've taken	3	2	4.3%

**DL1C: What elements of the course (including technology) contributed to your learning?**

Comments
I'm not sure if there were any benefits to taking this course online. I feel like it would've been the same benefits if it was in person.
It was easy. No knowledge benefits.
Being able to complete work earlier so that I could get other work done in my other classes.
Learned new things
It was beneficial to able to work at your own pace on some of the course material, but I really enjoyed the fact that the course was still synchronous.
Working at my pace
I got to learn more about culture and different theories
gave me more time to look over the powerpoints and reflect on what we talked about
No benefits
I was able to plan out my work in advance because he allowed due dates to be spread out throughout the semester
Benefits are the travel, parking aspects of going to class on campus are not a problem. The time for all of that is significant and this can be an online class definitely.
not having to get up in the morning.
Helping me understand how I need to diet
N/A
Learning about a new topic that most people know nothing about.
I enjoyed it online it worked perfectly only thing is i am unmotivated now due to all the classes being that way.
N/A
Being able to attend class from the comfort of my own home, which is especially enjoyable for a morning class like this one.
How different views in consumption
i know how to navigate canvas really well so it was easy to follow along with assignments
nothing
Didn't have to walk to class
Having the recordings to refer back to in case I missed something or needed to hear another explanation
completing my core class requirement
Could do on your own time to some extent
being able to manage my own time.
Having all the material easily accessible.
I was able to go through the material for each day and review the material and add to my notes.
When we would get asked personal questions about how we see food I would not want to answer those questions in person in front of people. I liked learning online a lot for this class.
I was able to go back and rewatch the lectures if I missed something, and the instructor made this class very interesting, and I was able to find everything that I needed through canvas.

**DL2C: What elements of the course (including technology) did not contribute to your learning, if any?**

Comments
With online classes there is always the problem of wifi connections as well as everyday life problems.
I didn't feel obligated to pay attention in class.
Not having interactions with classmates
Going to the class because it was not at a good time for me, poor planning on my part
Not much
none
a lot harder to interact and have discussion with peers
Personally it's harder to learn over a screen then being physically in class.
asking questions was hard to do online
The discussion needed with students in this class and it being a 205 core class means face to face would be very helpful. I'm glad it was online, but only for my convenience. I think face to face could contribute to the content and discussion.
maybe not fulling grasping the material
Staying engaged in class and being able to but in and say something
N/A
Some of topics were challenging to understand.
motivation
N/A
A bit harder to interact with other students than in-person classes tend to be.
Getting engaged
no face to face talk with other students which is always hard on zoom
everything
Nothing
No one would hardly ever talk in my breakout rooms
none
Easy to put off for a long time and get behind.
The challenges of taking this course online was that it was hard to meet other students in the class.
During in class discussions, we would go into break out rooms and some of the students would keep their cameras and microphones off for the discussion. It was hard because the other group members and myself had to pick up the slack of the other student(s)
Nothing
There were none



Raters	Students
Responded	13
Invited	16

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
My classification is	13	3.1	0.8	609	2.6	1.3	15279	2.4	1.3

My classification is			
Options	Score	Count	Percentage
Freshman	1	0	0.0%
Sophomore	2	3	23.1%
Junior	3	6	46.2%
Senior	4	4	30.8%
Graduate	5	0	0.0%
Professional	6	0	0.0%
Other	7	0	0.0%

### Reason(s) for taking course

Options	Count	Percentage
Is a required course	3	21.4%
Is an elective	8	57.1%
Covers a topic I am interested in	3	21.4%
Choose not to rate	0	0.0%
Respondent(s)	13	

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
My expected grade in this course	13	5.9	0.9	599	6.6	0.7	14935	6.4	0.9

My expected grade in this course			
Options	Score	Count	Percentage
Pass or audit	1	0	0.0%
I	2	0	0.0%
E/Fail	3	0	0.0%
D	4	1	7.7%
C	5	2	15.4%
B	6	7	53.8%
A	7	3	23.1%
Choose not to rate	NRP	0	0.0%

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
Hours per week spent on the course (excluding class time)	13	2.2	0.7	610	2.0	1.0	15241	2.4	1.1

Hours per week spent on the course (excluding class time)			
Options	Score	Count	Percentage
2 hour or less	1	2	15.4%
3 - 4 hours	2	7	53.8%
5 - 7 hours	3	4	30.8%
8 - 10 hours	4	0	0.0%
11 - 15 hours	5	0	0.0%
16 hours or more	6	0	0.0%
Choose not to rate	NRP	0	0.0%

## Overall Course Score

### Course Specific Questions

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
I consider this course to be a quality course.	13	4.1	1.1	610	4.2	0.9	15355	4.0	1.0

I consider this course to be a quality course.			
Options	Score	Count	Percentage
Disagree	2	2	15.4%
Neither Disagree or Agree	3	1	7.7%
Agree	4	4	30.8%
Strongly Agree	5	6	46.2%

**Course Specific Questions**

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
The course was well organized.	13	4.6	0.7	610	4.4	0.9	15318	4.2	1.0
Class meetings contributed to my learning of the course content.	13	4.4	1.0	590	4.3	1.0	14873	4.1	1.1
Grading in the course was fair.	13	4.6	0.7	608	4.4	0.9	15291	4.2	1.0
Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.	13	4.7	0.5	604	4.6	0.7	15223	4.3	0.9
I understand how the final grade will be calculated in the course.	13	4.8	0.4	608	4.5	0.7	15293	4.4	0.8

1. The course was well organized.				2. Class meetings contributed to my learning of the course content.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Neither Disagree or Agree	3	1	7.7%	Disagree	2	1	7.7%
Agree	4	3	23.1%	Neither Disagree or Agree	3	1	7.7%
Strongly Agree	5	9	69.2%	Agree	4	3	23.1%
3. Grading in the course was fair.				Strongly Agree	5	8	61.5%
Options	Score	Count	Percentage	4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.			
Neither Disagree or Agree	3	1	7.7%	Options	Score	Count	Percentage
Agree	4	3	23.1%	Agree	4	4	30.8%
Strongly Agree	5	9	69.2%	Strongly Agree	5	9	69.2%
5. I understand how the final grade will be calculated in the course.							
Options	Score	Count	Percentage				
Agree	4	3	23.1%				
Strongly Agree	5	10	76.9%				

### Which aspects of the course were most helpful? Why?

Comments
The in class discussions gave us a chance to clarify whatever questions we had about the readings, and Professor Sandmeyer happily encouraged us to ask questions and debate in class the meaning behind the philosophical readings.
The teacher was really great and helpful.
i thought the discussion posts were helpful because i got to hear different viewpoints that helped me get a better understanding of the topic
I thought the professor was really helpful when it came to making the class feel like a normal class. Despite being online.
Professor was very kind and understanding of the situation we are in this year. Not afraid to talk or ask any question about the material in this course.
I loved learning the Chicago style and improving my writing skills.
having class
I appreciated the organization in the class schedule and the all around structure of this course.
Class discussion
The daily schedule/

### Which aspects of the course would you change? How and Why?

Comments
Require people to have their webcams on; a lot of people weren't paying attention in class (you could tell when they were called on to answer a question and couldn't) and you could tell Prof. Sandmeyer was constantly upset about talking to a screen of blank squares instead of face-to-face.
It was a confusing course, I didn't understand anything about it so the papers were hard.
maybe a little more small group work to get to know classmates better and talk about class topics
Nothing
Can not think of an aspect to change
Wasting the first 20 minutes of every class time talking about how the course works and what we plan to do makes me want to mute the class for 20 minutes, so that my brain isn't fried by the time we actually discuss the fun stuff.
not as many discussions
As a philosophy student, I felt like the class was much more about the history of ecology than the philosophy, would definitely have appreciated spending less time on progression of ecology through the years and more on philosophical questions raised by ecology
The worse part of this course is the difficulty teaching it online, unable to have face to face discussions. However, i thought the professor did a very good job in achieving this to the best of his ability.
none

## Overall Instructor Score

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
The instructor provided quality teaching.	13	4.7	0.5	717	4.5	0.8	20367	4.2	1.0

The instructor provided quality teaching.			
Options	Score	Count	Percentage
Agree	4	4	30.8%
Strongly Agree	5	9	69.2%

## Instructor Specific Questions

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
The instructor Robert Sandmeyer was prepared for class.	13	4.6	0.7	717	4.5	0.7	20313	4.4	0.9
The instructor Robert Sandmeyer presented material clearly.	13	4.4	0.8	735	4.3	0.9	20916	4.1	1.0
The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.	13	4.6	0.5	710	4.5	0.8	20205	4.2	1.0
The instructor Robert Sandmeyer provided material at an appropriate pace.	13	4.2	0.9	719	4.4	0.8	20428	4.2	0.9
The instructor Robert Sandmeyer treated students with respect.	12	4.8	0.5	723	4.7	0.6	20394	4.5	0.8
The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.	13	4.6	0.7	715	4.5	0.8	20193	4.2	1.0

1. The instructor Robert Sandmeyer was prepared for class.				2. The instructor Robert Sandmeyer presented material clearly.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Neither Disagree or Agree	3	1	7.7%	Neither Disagree or Agree	3	2	15.4%
Agree	4	3	23.1%	Agree	4	4	30.8%
Strongly Agree	5	9	69.2%	Strongly Agree	5	7	53.8%
3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.				4. The instructor Robert Sandmeyer provided material at an appropriate pace.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Agree	4	5	38.5%	Disagree	2	1	7.7%
Strongly Agree	5	8	61.5%	Neither Disagree or Agree	3	1	7.7%
				Agree	4	5	38.5%
				Strongly Agree	5	6	46.2%
5. The instructor Robert Sandmeyer treated students with respect.				6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Agree	4	3	23.1%	Neither Disagree or Agree	3	1	7.7%
Strongly Agree	5	9	69.2%	Agree	4	3	23.1%
Choose not to rate	NRP	1	7.7%	Strongly Agree	5	9	69.2%

### Which aspects of the instructor Robert Sandmeyer were most helpful? Why?

Comments
Often instead of directly giving us the answers, Prof. Sandmeyer would instead guide us through debate and discussion until we could arrive at it ourselves.
He always answered questions and was very helpful.
super understanding and truly cared about his students and always willing to help
He explained the course material in detail. I could really tell he knew what he was talking about.
He is very interested in the class, so would always have a lot of information and discussion
Going in detail of specific paradigms and ecologist is paramount to the study of ecology. I loved how in depth we went
The way canvas was set up is super nice, easy to navigate, and made the class flow so much easier. I was able to stay on track and always knew where to find resources
The canvas daily schedule was more organized than anything I've seen in a class before, was certainly very helpful
understanding and available to help
Understanding

### Which aspects of the instructor RobertSandmeyer would you change? How and Why?

Comments
It isn't really a critique of Professor Sandmeyer per se, but I've noticed philosophy courses really didn't adapt well to online formatting. I can understand that when a course has been taught a certain way for a long enough period of time it can be difficult to transition, but history and philosophy courses really stuck to straight lectures with varying success.
This grading scale is hard especially on the papers.
nothing
Nothing
Cannot think of anything to change
Wasting the first 20 minutes of every class time talking about how the course works and what we plan to do makes me want to mute the class for 20 minutes, so that my brain isn't fried by the time we actually discuss the fun stuff. Maybe instead go straight into the lesson and at the end of the lesson talk about how that related to previous ideas.
none

**Distance Learning Related Questions**

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
Interacting with the instructor	12	1.8	0.5	451	1.7	0.6	13117	1.8	0.7
Interacting with other students in the class	13	1.7	0.5	425	2.0	0.6	12614	1.9	0.6
Interacting with the course content	13	1.5	0.5	464	1.7	0.6	13326	1.8	0.6
Using the library and library services	9	2.0	0.7	240	1.9	0.5	7317	1.9	0.5
Arranging accommodations for a disability	6	1.8	0.4	164	1.8	0.5	4416	1.8	0.5
Getting help from the ITS Customer Services	5	1.8	0.4	152	1.8	0.5	4217	1.9	0.5
Completing group projects	9	1.7	0.5	180	1.8	0.5	6853	1.9	0.6
Participating in web conferences	12	1.6	0.5	322	1.8	0.5	9727	1.8	0.5
Taking exams and quizzes	13	1.6	0.5	375	1.7	0.6	11855	1.9	0.6



<b>1. Interacting with the instructor</b>				<b>2. Interacting with other students in the class</b>			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Easier than other courses I've taken	1	3	25.0%	Easier than other courses I've taken	1	4	30.8%
About the same as other courses I've taken	2	9	75.0%	About the same as other courses I've taken	2	9	69.2%
<b>3. Interacting with the course content</b>				<b>4. Using the library and library services</b>			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Easier than other courses I've taken	1	7	53.8%	Easier than other courses I've taken	1	2	15.4%
About the same as other courses I've taken	2	6	46.2%	About the same as other courses I've taken	2	5	38.5%
				Harder than other courses I've taken	3	2	15.4%
				Not Applicable	NRP	4	30.8%
<b>5. Arranging accommodations for a disability</b>				<b>6. Getting help from the ITS Customer Services</b>			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Easier than other courses I've taken	1	1	7.7%	Easier than other courses I've taken	1	1	7.7%
About the same as other courses I've taken	2	5	38.5%	About the same as other courses I've taken	2	4	30.8%
Not Applicable	NRP	7	53.8%	Not Applicable	NRP	8	61.5%
<b>7. Completing group projects</b>				<b>8. Participating in web conferences</b>			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Easier than other courses I've taken	1	3	23.1%	Easier than other courses I've taken	1	5	38.5%
About the same as other courses I've taken	2	6	46.2%	About the same as other courses I've taken	2	7	53.8%
Not Applicable	NRP	4	30.8%	Not Applicable	NRP	1	7.7%

9. Taking exams and quizzes			
Options	Score	Count	Percentage
Easier than other courses I've taken	1	5	38.5%
About the same as other courses I've taken	2	8	61.5%

**DL1C: What elements of the course (including technology) contributed to your learning?**

Comments
N/A
It was a course I had to take. I don't think it really benefited me at all.
i was able to have multiple devices to have all the course material pulled up to follow along better
I could stay home and work.
Being on the zoom meeting helped with my time and time management
not having to drive to campus for 1 class 3 days a week
none

**DL2C: What elements of the course (including technology) did not contribute to your learning, if any?**

Comments
I don't really feel like philosophy as a discipline works online (I say that as a student with a philosophy minor); for the subject to work you need engaged debate, something that is sorely lacking when you can log into a web class and the teacher can't glance at you to see if you're on task.
The papers were so hard, and he graded them really hard as well.
i struggle with history and philosophy in general and having a class that incorporates both was just hard anyways and being online just made it a little harder to follow and understand everything
Harder to stay organized while taking an online course
Hard to motivate myself to do work since I am fully online
it makes everything more difficult. this is not the instructors fault

Raters	Students
Responded	7
Invited	9

Question	Course			Department (Environmental Studies)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
My classification is	7	3.1	1.3	58	2.8	1.2	15279	2.4	1.3

My classification is			
Options	Score	Count	Percentage
Freshman	1	1	14.3%
Sophomore	2	1	14.3%
Junior	3	2	28.6%
Senior	4	2	28.6%
Graduate	5	1	14.3%
Professional	6	0	0.0%
Other	7	0	0.0%

### Reason(s) for taking course

Options	Count	Percentage
Is a required course	5	62.5%
Is an elective	1	12.5%
Covers a topic I am interested in	2	25.0%
Choose not to rate	0	0.0%
Respondent(s)	7	

Question	Course			Department (Environmental Studies)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
My expected grade in this course	7	6.1	1.1	55	6.6	0.7	14935	6.4	0.9

My expected grade in this course			
Options	Score	Count	Percentage
Pass or audit	1	0	0.0%
I	2	0	0.0%
E/Fail	3	0	0.0%
D	4	1	14.3%
C	5	0	0.0%
B	6	3	42.9%
A	7	3	42.9%
Choose not to rate	NRP	0	0.0%

Question	Course			Department (Environmental Studies)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
Hours per week spent on the course (excluding class time)	7	3.0	0.6	58	2.5	0.9	15241	2.4	1.1

Hours per week spent on the course (excluding class time)			
Options	Score	Count	Percentage
2 hour or less	1	0	0.0%
3 - 4 hours	2	1	14.3%
5 - 7 hours	3	5	71.4%
8 - 10 hours	4	1	14.3%
11 - 15 hours	5	0	0.0%
16 hours or more	6	0	0.0%
Choose not to rate	NRP	0	0.0%

## Overall Course Score

### Course Specific Questions

Question	Course			Department (Environmental Studies)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
I consider this course to be a quality course.	7	4.0	0.6	58	4.2	1.0	15355	4.0	1.0

I consider this course to be a quality course.			
Options	Score	Count	Percentage
Neither Disagree or Agree	3	1	14.3%
Agree	4	5	71.4%
Strongly Agree	5	1	14.3%

**Course Specific Questions**

Question	Course			Department (Environmental Studies)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
The course was well organized.	7	4.1	1.1	58	4.1	1.2	15318	4.2	1.0
Class meetings contributed to my learning of the course content.	7	4.3	0.8	54	4.3	0.9	14873	4.1	1.1
Grading in the course was fair.	7	4.1	0.7	58	4.1	1.2	15291	4.2	1.0
Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.	7	4.3	0.5	58	4.3	0.9	15223	4.3	0.9
I understand how the final grade will be calculated in the course.	7	4.1	0.4	58	4.1	1.2	15293	4.4	0.8

1. The course was well organized.				2. Class meetings contributed to my learning of the course content.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Disagree	2	1	14.3%	Neither Disagree or Agree	3	1	14.3%
Agree	4	3	42.9%	Agree	4	3	42.9%
Strongly Agree	5	3	42.9%	Strongly Agree	5	3	42.9%
3. Grading in the course was fair.				4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Neither Disagree or Agree	3	1	14.3%	Agree	4	5	71.4%
Agree	4	4	57.1%	Strongly Agree	5	2	28.6%
Strongly Agree	5	2	28.6%				
5. I understand how the final grade will be calculated in the course.							
Options	Score	Count	Percentage				
Agree	4	6	85.7%				
Strongly Agree	5	1	14.3%				

### Which aspects of the course were most helpful? Why?

Comments
How many sources of reading were provided that we had to read and could if we wanted to gain more knowledge. It really helped me understand ecology very quickly because of the quality of the readings and how many there was.
The canvas page was very organized and made information more accessible.
The outline was very accessible. It was easy to find readings, recordings, homeworks, etc.
How the teacher put the daily schedule on his canvas page. It was most helpful because it gave me an outline of what we learned in class, and helped me choose my topic for my papers that were required for that course.
Lectures and the readings. Those is were all the knowledge was gathered to be successful in this course
The flexibility of the instructor.

### Which aspects of the course would you change? How and Why?

Comments
The only thing would be the discussions, they aren't a bad assignment or wrong at all I just hate being the one to review peers work or critique them because what I think it good or bad could be completely different then what the teacher thinks.
I don't think I'd change anything
Things i would change is cutting the work load, which he did when it came closer to the end of the semester and that helped alot as well. So nothing because he adapted to the way the students needed it. He worked with us as a teacher should, and he was super inspired to teach us during his class.
The workload was really heavy for a 300 level class.
Less readings. The reading for each class was very long.

## Overall Instructor Score

Question	Course			Department (Environmental Studies)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
The instructor provided quality teaching.	7	4.4	0.8	57	4.4	0.9	20367	4.2	1.0

### The instructor provided quality teaching.

Options	Score	Count	Percentage
Neither Disagree or Agree	3	1	14.3%
Agree	4	2	28.6%
Strongly Agree	5	4	57.1%

## Instructor Specific Questions

Question	Course			Department (Environmental Studies)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
The instructor Robert Sandmeyer was prepared for class.	7	4.7	0.8	57	4.6	0.7	20313	4.4	0.9
The instructor Robert Sandmeyer presented material clearly.	7	3.6	0.8	58	4.1	1.0	20916	4.1	1.0
The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.	7	4.3	0.8	57	4.3	1.0	20205	4.2	1.0
The instructor Robert Sandmeyer provided material at an appropriate pace.	7	3.9	0.9	58	4.1	1.1	20428	4.2	0.9
The instructor Robert Sandmeyer treated students with respect.	7	4.9	0.4	56	4.5	0.9	20394	4.5	0.8
The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.	7	4.4	0.5	57	4.4	0.8	20193	4.2	1.0

1. The instructor Robert Sandmeyer was prepared for class.				2. The instructor Robert Sandmeyer presented material clearly.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Neither Disagree or Agree	3	1	14.3%	Disagree	2	1	14.3%
Strongly Agree	5	6	85.7%	Neither Disagree or Agree	3	1	14.3%
3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.				4. The instructor Robert Sandmeyer provided material at an appropriate pace.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Neither Disagree or Agree	3	1	14.3%	Disagree	2	1	14.3%
Agree	4	3	42.9%	Agree	4	5	71.4%
Strongly Agree	5	3	42.9%	Strongly Agree	5	1	14.3%
5. The instructor Robert Sandmeyer treated students with respect.				6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Agree	4	1	14.3%	Agree	4	4	57.1%
Strongly Agree	5	6	85.7%	Strongly Agree	5	3	42.9%



### Which aspects of the instructor Robert Sandmeyer were most helpful? Why?

Comments
I am always excited for a class when I can tell that a teacher genuinely cares for the students to learn and understand the material. The instructor taught as if this wasn't his job, but it was a hobby that he enjoyed doing. With this I feel comfortable to mess up or ask questions because I know the teacher is willing to help me and take the time to know I understand what he meant.
Dr. Sandmeyer made an effort to make online teaching better with the canvas page and meeting with students
The professor wanted his students to succeed. He understands the work load that college comes with, and he made sure that the class was set at a pace that students were able to collect themselves and never be too far behind. He is very personable, happy, and enjoys his job very much which makes coming to class easy and fun.
How he adapted to the students. when it came closer to the end of the semester, he changed the work load to make a little less work, but it made us still engage in the course with the reading we had to have read before the class. He was really ready to teach every day. He wanted to come to class everyday with a smile on his face, regardless of how his day went.
He was super engaging and really understands where the student is coming from. I would rate him top 5 instructors I have experienced a UK. He was forgiving when work got heavy but also held us to a standard that makes us learn.
His flexibility and desire for us to understand.

### Which aspects of the instructor RobertSandmeyer would you change? How and Why?

Comments
I think he answers his emails a little late but its so minute that it really doesn't matter.
Some lessons would jump around a lot, making them difficult to follow. The grading of papers was also pretty tough.
The professor is very intelligent. I think teaching at a slower pace would benefit students, as well as stopping to ask questions to make sure students understand the material (most of the time people don't say yes or no, but it's always a yes to needing another explanation)
Nothing. He's one of the best teachers I've had, regardless of how badly I type my papers.
Nothing really, less readings but thats a different point.
None.

**Distance Learning Related Questions**

Question	Course			Department (Environmental Studies)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
Interacting with the instructor	7	1.3	0.5	51	1.6	0.6	13117	1.8	0.7
Interacting with other students in the class	7	1.7	0.8	49	1.7	0.7	12614	1.9	0.6
Interacting with the course content	7	1.3	0.5	51	1.7	0.6	13326	1.8	0.6
Using the library and library services	3	1.7	0.6	21	1.8	0.6	7317	1.9	0.5
Arranging accommodations for a disability	1	2.0	0.0	10	1.9	0.3	4416	1.8	0.5
Getting help from the ITS Customer Services	1	2.0	0.0	8	2.0	0.0	4217	1.9	0.5
Completing group projects	3	1.7	0.6	37	1.9	0.7	6853	1.9	0.6
Participating in web conferences	5	1.8	0.4	43	1.7	0.5	9727	1.8	0.5
Taking exams and quizzes	6	1.8	0.4	44	2.0	0.6	11855	1.9	0.6

1. Interacting with the instructor					2. Interacting with other students in the class				
Options		Score	Count	Percentage	Options		Score	Count	Percentage
Easier than other courses I've taken		1	5	71.4%	Easier than other courses I've taken		1	3	42.9%
About the same as other courses I've taken		2	2	28.6%	About the same as other courses I've taken		2	3	42.9%
					Harder than other courses I've taken		3	1	14.3%
3. Interacting with the course content					4. Using the library and library services				
Options		Score	Count	Percentage	Options		Score	Count	Percentage
Easier than other courses I've taken		1	5	71.4%	Easier than other courses I've taken		1	1	14.3%
About the same as other courses I've taken		2	2	28.6%	About the same as other courses I've taken		2	2	28.6%
					Not Applicable		NRP	4	57.1%
5. Arranging accommodations for a disability					6. Getting help from the ITS Customer Services				
Options		Score	Count	Percentage	Options		Score	Count	Percentage
About the same as other courses I've taken		2	1	14.3%	About the same as other courses I've taken		2	1	14.3%
Not Applicable		NRP	6	85.7%	Not Applicable		NRP	6	85.7%
7. Completing group projects					8. Participating in web conferences				
Options		Score	Count	Percentage	Options		Score	Count	Percentage
Easier than other courses I've taken		1	1	14.3%	Easier than other courses I've taken		1	1	14.3%
About the same as other courses I've taken		2	2	28.6%	About the same as other courses I've taken		2	4	57.1%
Not Applicable		NRP	4	57.1%	Not Applicable		NRP	2	28.6%

9. Taking exams and quizzes			
Options	Score	Count	Percentage
Easier than other courses I've taken	1	1	14.3%
About the same as other courses I've taken	2	5	71.4%
Not Applicable	NRP	1	14.3%

**DL1C: What elements of the course (including technology) contributed to your learning?**

Comments
I could move at my own pace
I guess staying home, but I do not like online classes.
I could come to class on time, i didnt have to make time to go drive to campus and go walk to my class.
Nothing, it would have been way better in person.
I didn't have to spend time going to class because it was on Zoom.

**DL2C: What elements of the course (including technology) did not contribute to your learning, if any?**

Comments
My computer is a little old so it doesn't pull up the revisions and marks that he puts on my essays, so I wasn't able to see what I needed to correct. I had to go to cats and use those computers to fix it.
In person class would have helped me understand this course better. It was hard to interact as a class online with so many cameras off and peers never wanting to un-mute.
typing papers. My paper typing skills arnt really the best, but he made me realize that i could do better and ive gotten better as the semester went by.
The course is heavy and should be offered in person solely.
Classmates' participation was very low because people could turn off their cameras and not contribute.

**REPORTING FORM SUMMARIZING THE TEACHING RECORD**  
**Fall 2019, Spring 2020**

Name: Bob Sandmeyer

Rank: Assistant Professor of Philosophy

Department: Philosophy

Sem and Year	COURSES TAUGHT Number and Title	Students Enrolled (do not include advisees)	Selected Course Evaluation Scores*			
			Overall Value/Quality of Course- (The question is labeled as the overall course score and is located right before the course specific questions)	Instructor Presented Material Effectively/Clearly (Instructor Specific Item #2)	Instructor asked questions that stimulated deep consideration of the course content/Increased Student Ability to Analyze and Evaluate (Instructor Specific Item #6)	Overall Quality of Teaching (The question is labeled as the overall instructor score and is located right before the course specific questions)
F 2019	PHI336.001 Environmental Ethics	32	3.9	3.4	4.3	4.2
	PHI336.002 Environmental Ethics	32	4.4	4.0	4.7	4.4
SP 2020	PHI100.010 Intro to Philosophy: Metaphysics & Reality	31	4.3	3.6	4.6	3.9
	PHI100.012 Intro to Philosophy: Metaphysics & Reality	14	(not met)	(not met)	(not met)	(not met)
	PHI205.001 Food Ethics	62	4.4	4.3	4.6	4.4

\* If non-TCE forms are used, these questions must be included on the departmental forms, tabulated and presented on this form. Denote "NA" for course scores that are not yet available.

Raters	Students
Responded	16
Invited	31

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
My classification is	15	3.5	0.5	896	2.7	1.2	24373	2.3	1.3

1. My classification is			
Options	Score	Count	Percentage
Freshman	1	0	0.0%
Sophomore	2	0	0.0%
Junior	3	7	46.7%
Senior	4	8	53.3%
Graduate	5	0	0.0%
Professional	6	0	0.0%
Other	7	0	0.0%

### Reason(s) for taking course

Options	Count	Percentage
Is a required course	14	82.4%
Is an elective	1	5.9%
Covers a topic I am interested in	1	5.9%
Choose not to rate	1	5.9%
Respondent(s)	16	

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
My expected grade in this course	16	6.4	0.8	869	6.6	0.8	23856	6.3	1.0

1. My expected grade in this course			
Options	Score	Count	Percentage
Pass or audit	1	0	0.0%
I	2	0	0.0%
E/Fail	3	0	0.0%
D	4	0	0.0%
C	5	3	18.8%
B	6	4	25.0%
A	7	9	56.3%

Question	Course	Department (Philosophy)	College (Arts and Sciences)
	Mean	Mean	Mean
Hours per week spent on the course (excluding class time)	2.3	1.9	2.2

1. Hours per week spent on the course (excluding class time)			
Options	Score	Count	Percentage
2 hour or less	1	1	6.3%
3 - 4 hours	2	10	62.5%
5 - 7 hours	3	5	31.3%
8 - 10 hours	4	0	0.0%
11 - 15 hours	5	0	0.0%
16 hours or more	6	0	0.0%

## Overall Course Score

### Course Specific Questions

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
I consider this course to be a quality course.	16	3.9	1.2	898	4.4	1.0	24375	4.1	1.1

1. I consider this course to be a quality course.			
Options	Score	Count	Percentage
Strongly Disagree	1	0	0.0%
Disagree	2	3	18.8%
Neither Disagree or Agree	3	3	18.8%
Agree	4	3	18.8%
Strongly Agree	5	7	43.8%

# Course Specific Questions

Question	Course	Department (Philosophy)	College (Arts and Sciences)
	Mean	Mean	Mean
The course was well organized	3.9	4.4	4.1
Class meetings contributed to my learning of the course content.	3.9	4.4	4.1
Grading in the course was fair.	3.9	4.4	4.2
Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.	4.4	4.6	4.3
I understand how the final grade will be calculated in the course.	4.8	4.5	4.4

1. The course was well organized				2. Class meetings contributed to my learning of the course content.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	0	0.0%	Strongly Disagree	1	1	6.7%
Disagree	2	3	18.8%	Disagree	2	2	13.3%
Neither Disagree or Agree	3	1	6.3%	Neither Disagree or Agree	3	2	13.3%
Agree	4	6	37.5%	Agree	4	3	20.0%
Strongly Agree	5	6	37.5%	Strongly Agree	5	7	46.7%
3. Grading in the course was fair.				4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	0	0.0%	Strongly Disagree	1	0	0.0%
Disagree	2	1	6.3%	Disagree	2	0	0.0%
Neither Disagree or Agree	3	5	31.3%	Neither Disagree or Agree	3	0	0.0%
Agree	4	5	31.3%	Agree	4	9	56.3%
Strongly Agree	5	5	31.3%	Strongly Agree	5	7	43.8%
5. I understand how the final grade will be calculated in the course.							
Options	Score	Count	Percentage				
Strongly Disagree	1	0	0.0%				
Disagree	2	0	0.0%				
Neither Disagree or Agree	3	0	0.0%				
Agree	4	4	25.0%				
Strongly Agree	5	12	75.0%				



### Which aspects of the course were most helpful? Why?

Comments
The readings were beneficial and the quizzes
I loved learning about different perspectives on man's relationship with nature and sustainability issues.
The in class presentations on the material
Study guide presented exactly what was going to be on the test.
Classroom discussion about the subject material was most helpful because it provided different viewpoints from individuals about the current topics of learning.
The class discussions were the most helpful due to the conversation with other students to gain a better understanding.
Critical thinking/reading exercises
The most helpful aspects were the in-class discussions and the reading quizzes prior to class for a better understanding of the material.
The discussions were very helpful for me hearing other peoples opinions helped me improve my own viewpoints.

### Which aspects of the course would you change? How and Why?

Comments
Very unclear. I know you want us to learn, but making the class respond to our questions isn't very useful when the class is very confused too.
I didn't like how short the classes were. Since it was hard to get the conversation flowing on the participation days, it felt like there wasn't enough time by the end of class to have a substantive conversation. Usually, we would just be getting the conversation going before we had to dismiss after the 50 minutes were up. I also felt like the structure of the participation days was too rigid. I feel like I would've got more out of them if they were a little less formal.
N/a
The exams weighed too much on the course, and were graded harshly, the questions while provided beforehand but were very difficult to understand what he was wanted.
It should not be a requirement for NRES majors. Ethical discussion happens organically among invested parties. Our 2 communication class requirements as well as Conservation Biology renders this course redundant.
IDK man
The class should be able to converse with one another to ensure understanding of certain concepts.
Have more interaction within the class rather than a one-way Dr. Sandmeyer train choo chooing us out of the way
I would add more time for discussion among students with feedback from the professor because having each other to bounce off and to formulate a stronger point before presenting it to the professor is more engaging and helps me to feel like less of an idiot when I raise my hand and say something.
I would not change anything honestly.

## Overall Instructor Score

Question	Course		Department (Philosophy)		College (Arts and Sciences)	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
The instructor provided quality teaching.	4.2	0.9	4.5	0.8	4.2	1.0

### 1. The instructor provided quality teaching.

Options	Score	Count	Percentage
Disagree	2	1	6.3%
Neither Disagree or Agree	3	2	12.5%
Agree	4	6	37.5%
Strongly Agree	5	7	43.8%

## Instructor Specific Questions

Question	Course		Department (Philosophy)		College (Arts and Sciences)	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
The instructor Robert Sandmeyer was prepared for class.	4.6	0.5	4.5	0.7	4.4	0.8
The instructor Robert Sandmeyer presented material clearly.	3.4	1.3	4.4	0.9	4.1	1.1
The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.	3.6	1.5	4.5	0.8	4.2	1.0
The instructor Robert Sandmeyer provided material at an appropriate pace.	4.3	0.7	4.4	0.8	4.2	1.0
The instructor Robert Sandmeyer treated students with respect.	4.6	0.8	4.7	0.6	4.5	0.8
The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.	4.3	1.0	4.6	0.7	4.2	1.0

1. The instructor Robert Sandmeyer was prepared for class.	2. The instructor Robert Sandmeyer presented material clearly.							
	Options	Score	Count	Percentage				
	Strongly Disagree	1	1	6.3%				
	Disagree	2	3	18.8%				
	Neither Disagree or Agree	3	4	25.0%				
Options	Score	Count	Percentage	Agree	4	4	25.0%	
Strongly Agree	5	9	56.3%	Strongly Agree	5	4	25.0%	
3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.	4. The instructor Robert Sandmeyer provided material at an appropriate pace.							
	Options	Score	Count	Percentage				
	Strongly Disagree	1	2	12.5%				
	Disagree	2	3	18.8%				
	Neither Disagree or Agree	3	1	6.3%	Options	Score	Count	Percentage
	Agree	4	3	18.8%	Neither Disagree or Agree	3	2	12.5%
	Strongly Agree	5	7	43.8%	Agree	4	8	50.0%
5. The instructor Robert Sandmeyer treated students with respect.	6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.							
	Options	Score	Count	Percentage	Options	Score	Count	Percentage
	Disagree	2	1	6.3%	Disagree	2	2	12.5%
	Agree	4	3	18.8%	Agree	4	6	37.5%
	Strongly Agree	5	12	75.0%	Strongly Agree	5	8	50.0%

### Which aspects of the instructor Robert Sandmeyer were most helpful? Why?

Comments
Dr. Sandmeyer was always very easy to get ahold of and would thoughtfully respond to student's posts made on the discussion board.
Dr. Sandmeyer's in depth knowledge of the material and enthusiasm for content was contagious. I was apprehensive for this course but he made challenging content accessible and really asked a lot of us in a good way.
The discussions and homework were easy grades to help counteract the difficult test.
Applying the readings in a manner to which were applicable to course goals.
He was very enthusiastic and easy to approach.
Energetic, cares about the material, knowledgeable.
Dr. Sandmeyer listened to students and was very encouraging in class. He let students know when he believed they were doing well and he let them down gently when they had no idea what they were talking about, while steering them in the right direction.
He was very helpful and understanding of students and even though there were discussion days he was still respectful towards more insecure students by allowing an online discussion submission.

### Which aspects of the instructor Robert Sandmeyer would you change? How and Why?

Comments
Dr. Sandmeyer preferred to rigidly direct students to conform to a more formal style of discussion during participation days. This had the effect such that in the end, participation days became less about discussing the issues we've been reading and more about an opportunity for Dr. Sandmeyer to lecture the class about how to formally construct an argument. I feel like this contradicts the point of the participation days which was to get students engaged with the topics. Since many students aren't coming from a philosophy background, I think this deterred many of us from participating as much as we would like.
N/a
The discussions should be open, and he should allow students the chance to engage with each other Dr. Sandmeyer should be more on point, and not beat around the bush as much.
Reasoning with students about their thought process on material. Too many incorrect responses on subjects that are extremely opinionated.
Sometimes during class the questions that were asked still would not be answered after a 5 minute explanation of what the student asked. It was very difficult to understand the content with the use of excessive jargon and not a clear focus on one answer.
When the class is developing a thought he goes off on a tangent. I understand he is highly qualified to teach the section but the directions he goes makes less sense than fighting a polar bear.
I would like clearer points when discussing a reading. I am so confused, all of the time. It is complicated stuff and there are so many nuances that I really need it spelled out plainly instead of beating around the bush.
Sometimes on discussion days the instructor would do most of the discussion. thats all I would change

Raters	Students
Responded	13
Invited	31

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
My classification is	13	3.2	0.7	896	2.7	1.2	24373	2.3	1.3

1. My classification is			
Options	Score	Count	Percentage
Freshman	1	0	0.0%
Sophomore	2	2	15.4%
Junior	3	6	46.2%
Senior	4	5	38.5%
Graduate	5	0	0.0%
Professional	6	0	0.0%
Other	7	0	0.0%

### Reason(s) for taking course

Options	Count	Percentage
Is a required course	8	47.1%
Is an elective	3	17.6%
Covers a topic I am interested in	6	35.3%
Choose not to rate	0	0.0%
Respondent(s)	13	

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
My expected grade in this course	13	6.2	0.9	869	6.6	0.8	23856	6.3	1.0

1. My expected grade in this course			
Options	Score	Count	Percentage
Pass or audit	1	0	0.0%
I	2	0	0.0%
E/Fail	3	0	0.0%
D	4	0	0.0%
C	5	4	30.8%
B	6	3	23.1%
A	7	6	46.2%

Question	Course	Department (Philosophy)	College (Arts and Sciences)
	Mean	Mean	Mean
Hours per week spent on the course (excluding class time)	2.5	1.9	2.2

1. Hours per week spent on the course (excluding class time)			
Options	Score	Count	Percentage
2 hour or less	1	3	23.1%
3 - 4 hours	2	3	23.1%
5 - 7 hours	3	5	38.5%
8 - 10 hours	4	2	15.4%
11 - 15 hours	5	0	0.0%
16 hours or more	6	0	0.0%

## Overall Course Score

### Course Specific Questions

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
I consider this course to be a quality course.	13	4.4	0.9	898	4.4	1.0	24375	4.1	1.1

1. I consider this course to be a quality course.			
Options	Score	Count	Percentage
Strongly Disagree	1	0	0.0%
Disagree	2	1	7.7%
Neither Disagree or Agree	3	0	0.0%
Agree	4	5	38.5%
Strongly Agree	5	7	53.8%

**Course Specific Questions**

Question	Course	Department (Philosophy)	College (Arts and Sciences)
	Mean	Mean	Mean
The course was well organized	4.5	4.4	4.1
Class meetings contributed to my learning of the course content.	4.5	4.4	4.1
Grading in the course was fair.	4.5	4.4	4.2
Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.	4.5	4.6	4.3
I understand how the final grade will be calculated in the course.	4.6	4.5	4.4

<b>1. The course was well organized</b>					<b>2. Class meetings contributed to my learning of the course content.</b>				
Options	Score	Count	Percentage		Options	Score	Count	Percentage	
Strongly Disagree	1	0	0.0%		Strongly Disagree	1	0	0.0%	
Disagree	2	0	0.0%		Disagree	2	1	7.7%	
Neither Disagree or Agree	3	2	15.4%		Neither Disagree or Agree	3	0	0.0%	
Agree	4	2	15.4%		Agree	4	4	30.8%	
Strongly Agree	5	9	69.2%		Strongly Agree	5	8	61.5%	
<b>3. Grading in the course was fair.</b>					<b>4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.</b>				
Options	Score	Count	Percentage		Options	Score	Count	Percentage	
Strongly Disagree	1	0	0.0%		Strongly Disagree	1	0	0.0%	
Disagree	2	0	0.0%		Disagree	2	1	7.7%	
Neither Disagree or Agree	3	0	0.0%		Neither Disagree or Agree	3	0	0.0%	
Agree	4	6	50.0%		Agree	4	4	30.8%	
Strongly Agree	5	6	50.0%		Strongly Agree	5	8	61.5%	
<b>5. I understand how the final grade will be calculated in the course.</b>									
Options	Score	Count	Percentage						
Strongly Disagree	1	0	0.0%						
Disagree	2	0	0.0%						
Neither Disagree or Agree	3	0	0.0%						
Agree	4	5	38.5%						
Strongly Agree	5	8	61.5%						

### Which aspects of the course were most helpful? Why?

Comments
class discussions
Coming to class and listening was a very effective way to learn the material. The questions that went along with the readings were very good at summarizing each work and I found myself referring back to them often as a refresher.
The participation exercises, the detailed schedule, and the powerpoints. They were very well laid out.
Teacher was fantastic at teaching and always kept students engaged
Class time.
When we had class discussions about the readings
The organization of class readings and reading quizzes were chronological, according to ideas building off each other. This made difficult concepts much easier to understand. The concepts we covered all tied together and were discussed in great detail, which helped me to retain all the information and feel confident in my ability to discuss them.

### Which aspects of the course would you change? How and Why?

Comments
less readings and more content on powerpoints and videos. DRC students like me have a hard time reading material and understanding readings which make it very difficult to take the exams when they come around
Outside of coming to class and reading the works there were few resources to help me study the material. The power-points were not a good source of review material other than finding a few key quotes. Extra review material such as summaries of each reading with key quotes written down and relevant concepts defined would have been a huge help. Given to us after we took the quizzes of course.
The readings were very long and I personally found that if I read them the day before, most relevant material would have been lost to me by the next day. Maybe that's just a problem with me, but shortening the readings or providing more relevant snippets to focus the content may be helpful.
More discussion time
It can be really difficult to locate relevant material after the fact for studying purposes.
The quizzes don't really prepare you for anything.
None
This is my favorite class. Truly wouldn't change anything. I just wish I had more time in my schedule to commit to it, but that's just due to my busy schedule, not that there is too much information.



## Overall Instructor Score

Question	Course		Department (Philosophy)		College (Arts and Sciences)	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
The instructor provided quality teaching.	4.4	0.8	4.5	0.8	4.2	1.0

### 1. The instructor provided quality teaching.

Options	Score	Count	Percentage
Neither Disagree or Agree	3	2	15.4%
Agree	4	4	30.8%
Strongly Agree	5	7	53.8%

## Instructor Specific Questions

Question	Course		Department (Philosophy)		College (Arts and Sciences)	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
The instructor Robert Sandmeyer was prepared for class.	4.6	0.7	4.5	0.7	4.4	0.8
The instructor Robert Sandmeyer presented material clearly.	4.0	1.2	4.4	0.9	4.1	1.1
The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.	4.2	0.9	4.5	0.8	4.2	1.0
The instructor Robert Sandmeyer provided material at an appropriate pace.	4.2	0.9	4.4	0.8	4.2	1.0
The instructor Robert Sandmeyer treated students with respect.	4.8	0.4	4.7	0.6	4.5	0.8
The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.	4.7	0.5	4.6	0.7	4.2	1.0

### 1. The instructor Robert Sandmeyer was prepared for class.

Options	Score	Count	Percentage
Neither Disagree or Agree	3	1	7.7%
Agree	4	3	23.1%
Strongly Agree	5	9	69.2%

### 2. The instructor Robert Sandmeyer presented material clearly.

Options	Score	Count	Percentage
Strongly Disagree	1	1	7.7%
Disagree	2	1	7.7%
Agree	4	6	46.2%
Strongly Agree	5	5	38.5%

### 3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.

Options	Score	Count	Percentage
Disagree	2	1	7.7%
Neither Disagree or Agree	3	1	7.7%
Agree	4	5	38.5%
Strongly Agree	5	6	46.2%

### 4. The instructor Robert Sandmeyer provided material at an appropriate pace.

Options	Score	Count	Percentage
Disagree	2	1	7.7%
Neither Disagree or Agree	3	1	7.7%
Agree	4	5	38.5%
Strongly Agree	5	6	46.2%

### 5. The instructor Robert Sandmeyer treated students with respect.

Options	Score	Count	Percentage
Agree	4	3	23.1%
Strongly Agree	5	10	76.9%

### 6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.

Options	Score	Count	Percentage
Agree	4	4	30.8%
Strongly Agree	5	9	69.2%

### Which aspects of the instructor Robert Sandmeyer were most helpful? Why?

Comments
His willingness to help you and guide you to the right answer. He wants you to succeed in the class and life.
Very knowledgeable on the subject matter and enjoyable to hear in lecture.
Dr. Sandmeyer was very organized and receptive to feedback. I felt like he laid out the course material well and was very available to answer questions and aid our understanding.
His ability to make you think and process information to then be able to talk about it in a precise and intellectual way
Always in a great mood
He tried to have us answer our questions or have classmates do so. He also asked questions that really made you think about how the readings have impact and how we can relate them to our lives. He set out a ton of time for class discussion and participation, so the class environment was inviting and we all felt comfortable sharing and asking questions.

### Which aspects of the instructor Robert Sandmeyer would you change? How and Why?

Comments
I wish all professors gave more slack towards DRC students because there is a reason we are DRC students. As mentioned earlier, I have trouble with all of the readings in this class. I do not understand anything really even when I did ask for help. My vocabulary is not the best. This class is interesting and also required, but I just wish there were better ways for me to be tested when it came to the midterm and the final.
Ethics can be a complex subject and sometimes answers would only add to that complexity. Sometimes I was just begging for a straightforward answer or to have a concept broken down into a simple form I could grasp at my level of understanding. I understand that's just the nature of the material sometimes.
Sometimes he spends half the class on (relevant) tangents and the material for that day gets shortchanged. Other than that he is a great professor.
Nothing, one of my favorite teacher I have ever had.
None
N/A

Raters	Students
Responded	8
Invited	28

Question	Response Count	Mean	Standard Deviation
My classification is	8	2.8	0.9

1. My classification is			
Options	Score	Count	Percentage
Freshman	1	1	12.5%
Sophomore	2	1	12.5%
Junior	3	5	62.5%
Senior	4	1	12.5%
Graduate	5	0	0.0%
Professional	6	0	0.0%
Other	7	0	0.0%

### Reason(s) for taking course

Options	Count	Percentage
Is a required course	3	33.3%
Is an elective	5	55.6%
Covers a topic I am interested in	1	11.1%
Choose not to rate	0	0.0%
Respondent(s)	8	

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
My expected grade in this course	8	5.5	2.8	468	6.4	1.4	14206	6.2	1.5

1. My expected grade in this course			
Options	Score	Count	Percentage
Pass or audit	1	2	25.0%
I	2	0	0.0%
E/Fail	3	0	0.0%
D	4	0	0.0%
C	5	0	0.0%
B	6	0	0.0%
A	7	6	75.0%

Question	Course	Department (Philosophy)	College (Arts and Sciences)
	Mean	Mean	Mean
Hours per week spent on the course (excluding class time)	2.6	2.0	2.4

1. Hours per week spent on the course (excluding class time)			
Options	Score	Count	Percentage
2 hour or less	1	2	25.0%
3 - 4 hours	2	3	37.5%
5 - 7 hours	3	0	0.0%
8 - 10 hours	4	2	25.0%
11 - 15 hours	5	1	12.5%
16 hours or more	6	0	0.0%

## Overall Course Score

### Course Specific Questions

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
I consider this course to be a quality course.	8	4.3	0.9	467	4.4	1.0	14505	4.1	1.1

1. I consider this course to be a quality course.			
Options	Score	Count	Percentage
Neither Disagree or Agree	3	2	25.0%
Agree	4	2	25.0%
Strongly Agree	5	4	50.0%

**Course Specific Questions**

Question	Course	Department (Philosophy)	College (Arts and Sciences)
	Mean	Mean	Mean
The course was well organized.	4.0	4.3	4.2
Class meetings contributed to my learning of the course content.	4.4	4.4	4.2
Grading in the course was fair.	3.8	4.5	4.2
Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.	4.0	4.6	4.3
I understand how the final grade will be calculated in the course.	4.4	4.5	4.4

<b>1. The course was well organized.</b>				<b>2. Class meetings contributed to my learning of the course content.</b>			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Disagree	2	1	12.5%	Disagree	2	1	12.5%
Neither Disagree or Agree	3	1	12.5%	Neither Disagree or Agree	3	1	12.5%
Agree	4	3	37.5%	Strongly Agree	5	6	75.0%
Strongly Agree	5	3	37.5%				
<b>3. Grading in the course was fair.</b>				<b>4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.</b>			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	1	12.5%	Strongly Disagree	1	1	12.5%
Disagree	2	1	12.5%	Disagree	2	1	12.5%
Neither Disagree or Agree	3	1	12.5%	Agree	4	1	12.5%
Agree	4	1	12.5%	Strongly Agree	5	5	62.5%
Strongly Agree	5	4	50.0%				
<b>5. I understand how the final grade will be calculated in the course.</b>							
Options	Score	Count	Percentage				
Disagree	2	1	12.5%				
Neither Disagree or Agree	3	1	12.5%				
Strongly Agree	5	6	75.0%				

**Which aspects of the course were most helpful? Why?**

**Comments**

I learned a lot in this course, the teacher lectures are very logical and structured.

**Which aspects of the course would you change? How and Why?**

**Comments**

This philosophical course is still a bit difficult for beginners, I hope it can reduce the requirements for writing and increase the teaching content of philosophy.

## Overall Instructor Score

Question	Course		Department (Philosophy)		College (Arts and Sciences)	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
The instructor provided quality teaching.	3.9	1.1	4.5	0.9	4.2	1.0

Question	Course	Department (Philosophy)	College (Arts and Sciences)
	Mean	Mean	Mean
The instructor Robert Sandmeyer was prepared for class.	4.1	4.6	4.4
The instructor Robert Sandmeyer presented material clearly.	3.6	4.4	4.2
The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.	4.1	4.5	4.3
The instructor Robert Sandmeyer provided material at an appropriate pace.	4.3	4.5	4.3
The instructor Robert Sandmeyer treated students with respect.	4.3	4.7	4.5
The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.	4.6	4.6	4.2

1. The instructor Robert Sandmeyer was prepared for class.				2. The instructor Robert Sandmeyer presented material clearly.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Neither Disagree or Agree	3	2	25.0%	Disagree	2	2	25.0%
Agree	4	3	37.5%	Neither Disagree or Agree	3	2	25.0%
Strongly Agree	5	3	37.5%	Agree	4	1	12.5%
				Strongly Agree	5	3	37.5%
3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.				4. The instructor Robert Sandmeyer provided material at an appropriate pace.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Neither Disagree or Agree	3	2	25.0%	Neither Disagree or Agree	3	1	12.5%
Agree	4	3	37.5%	Agree	4	4	50.0%
Strongly Agree	5	3	37.5%	Strongly Agree	5	3	37.5%
5. The instructor Robert Sandmeyer treated students with respect.				6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Neither Disagree or Agree	3	2	25.0%	Neither Disagree or Agree	3	1	12.5%
Agree	4	2	25.0%	Agree	4	1	12.5%
Strongly Agree	5	4	50.0%	Strongly Agree	5	6	75.0%

1. The instructor provided quality teaching.			
Options	Score	Count	Percentage
Disagree	2	1	12.5%
Neither Disagree or Agree	3	2	25.0%
Agree	4	2	25.0%
Strongly Agree	5	3	37.5%

**Which aspects of the instructor Robert Sandmeyer were most helpful? Why?**

**Comments**

He is deeply interested and invested in the course material, which makes the class more interesting.

The professor has been guiding us to learn logic.

**Which aspects of the instructor RobertSandmeyer would you change? How and Why?**

**Comments**

I assume this is unintentional, but he is not great at listening. He tends to interrupt students frequently while they are speaking. If he pauses and truly listens, it may be helpful to understand students and their questions. True listening requires us to refrain from forming a response until the person has finished speaking, which can be quite vulnerable for people, but I believe it is important for proper communication. It would also help students to feel more important and like their voices were heard.

I hope the teacher can tell more interesting stories between philosophers.



**UK Core - HUM**

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
This course helped me present and critically evaluate competing interpretations through analysis and argumentation in writing and orally.	8	4.4	0.7	148	4.4	0.8	764	4.3	0.9
This course helped me distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools and periods according to the varying approaches and viewpoints characterized therein.	8	4.3	0.9	149	4.4	0.9	765	4.3	0.9
This course helped me identify the values and presuppositions that underlie the world-views of different cultures and different peoples over time as well as one's own culture.	8	4.4	0.7	147	4.4	0.9	765	4.3	0.8
This course helped me develop disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations and in classroom discussions.	8	4.4	0.7	147	4.4	0.9	761	4.3	0.9
This course helped me conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable.	8	4.1	1.1	147	4.4	0.9	763	4.4	0.9

1. This course helped me present and critically evaluate competing interpretations through analysis and argumentation in writing and orally.

Options	Score	Count	Percentage
Neither Disagree or Agree	3	1	12.5%
Agree	4	3	37.5%
Strongly Agree	5	4	50.0%

3. This course helped me identify the values and presuppositions that underlie the world-views of different cultures and different peoples over time as well as one's own culture.

Options	Score	Count	Percentage
Neither Disagree or Agree	3	1	12.5%
Agree	4	3	37.5%
Strongly Agree	5	4	50.0%

5. This course helped me conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable.

Options	Score	Count	Percentage
Disagree	2	1	12.5%
Neither Disagree or Agree	3	1	12.5%
Agree	4	2	25.0%
Strongly Agree	5	4	50.0%

2. This course helped me distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools and periods according to the varying approaches and viewpoints characterized therein.

Options	Score	Count	Percentage
Neither Disagree or Agree	3	2	25.0%
Agree	4	2	25.0%
Strongly Agree	5	4	50.0%

4. This course helped me develop disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations and in classroom discussions.

Options	Score	Count	Percentage
Neither Disagree or Agree	3	1	12.5%
Agree	4	3	37.5%
Strongly Agree	5	4	50.0%

Question	Course		
	Response Count	Mean	Standard Deviation
The introductory discussion days made each new topic easier to understand	8	4.3	0.9

1. The introductory discussion days made each new topic easier to understand

Options	Score	Count	Percentage
Neither Disagree or Agree	3	2	25.0%
Agree	4	2	25.0%
Strongly Agree	5	4	50.0%

Question	Course		
	Response Count	Mean	Standard Deviation
The thought experiments made it easier to comprehend the following readings	8	4.3	0.9

1. The thought experiments made it easier to comprehend the following readings

Options	Score	Count	Percentage
Neither Disagree or Agree	3	2	25.0%
Agree	4	2	25.0%
Strongly Agree	5	4	50.0%



# Report List - Spring 2020 Individual TCE Report - All Colleges (Except Health Sciences)

This table provides a list of links to reports in both PDF and HTML format. The PDF versions of the reports listed here are not WCAG 2.0 compliant. Please use the HTML version by opening the link located in the Report Title column of the table as an accessible alternative.

Search report title

Clear search

Results: 1 - 3 of 3 Item(s)

<div><div>PDF</div><div>F</div></div>	Report Title	Threshold Status
<input type="checkbox"/>	<a href="#">Spring 2020 TCE Report PHI100-010 (Robert Sandmeyer)</a>	Met
<input type="checkbox"/>	<a href="#">Spring 2020 TCE Report PHI100-012 (Robert Sandmeyer)</a>	Not Met
<input type="checkbox"/>	<a href="#">Spring 2020 TCE Report PHI205-001 (Robert Sandmeyer)</a>	Met

Select All

Deselect All

View

Download PDF



Raters	Students
Responded	17
Invited	61

Question	Response Count	Mean	Standard Deviation
My classification is	17	1.7	1.0

1. My classification is			
Options	Score	Count	Percentage
Freshman	1	10	58.8%
Sophomore	2	3	17.6%
Junior	3	3	17.6%
Senior	4	1	5.9%
Graduate	5	0	0.0%
Professional	6	0	0.0%
Other	7	0	0.0%

### Reason(s) for taking course

Options	Count	Percentage
Is a required course	5	25.0%
Is an elective	11	55.0%
Covers a topic I am interested in	4	20.0%
Choose not to rate	0	0.0%
Respondent(s)	17	

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
My expected grade in this course	17	7.0	0.0	468	6.4	1.4	14206	6.2	1.5

1. My expected grade in this course			
Options	Score	Count	Percentage
Pass or audit	1	0	0.0%
I	2	0	0.0%
E/Fail	3	0	0.0%
D	4	0	0.0%
C	5	0	0.0%
B	6	0	0.0%
A	7	17	100.0%

Question	Course	Department (Philosophy)	College (Arts and Sciences)
	Mean	Mean	Mean
Hours per week spent on the course (excluding class time)	2.2	2.0	2.4

1. Hours per week spent on the course (excluding class time)			
Options	Score	Count	Percentage
2 hour or less	1	4	23.5%
3 - 4 hours	2	9	52.9%
5 - 7 hours	3	2	11.8%
8 - 10 hours	4	1	5.9%
11 - 15 hours	5	1	5.9%
16 hours or more	6	0	0.0%

## Overall Course Score

### Course Specific Questions

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
I consider this course to be a quality course.	17	4.4	0.8	467	4.4	1.0	14505	4.1	1.1

1. I consider this course to be a quality course.			
Options	Score	Count	Percentage
Disagree	2	1	5.9%
Agree	4	8	47.1%
Strongly Agree	5	8	47.1%

**Course Specific Questions**

Question	Course	Department (Philosophy)	College (Arts and Sciences)
	Mean	Mean	Mean
The course was well organized.	4.3	4.3	4.2
Class meetings contributed to my learning of the course content.	4.4	4.4	4.2
Grading in the course was fair.	4.5	4.5	4.2
Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.	4.5	4.6	4.3
I understand how the final grade will be calculated in the course.	4.4	4.5	4.4

**1. The course was well organized.**

Options	Score	Count	Percentage
Disagree	2	1	5.9%
Neither Disagree or Agree	3	2	11.8%
Agree	4	5	29.4%
Strongly Agree	5	9	52.9%

**2. Class meetings contributed to my learning of the course content.**

Options	Score	Count	Percentage
Strongly Disagree	1	1	5.9%
Agree	4	7	41.2%
Strongly Agree	5	9	52.9%

**3. Grading in the course was fair.**

Options	Score	Count	Percentage
Neither Disagree or Agree	3	1	5.9%
Agree	4	6	35.3%
Strongly Agree	5	10	58.8%

**4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.**

Options	Score	Count	Percentage
Disagree	2	1	5.9%
Agree	4	5	29.4%
Strongly Agree	5	11	64.7%

**5. I understand how the final grade will be calculated in the course.**

Options	Score	Count	Percentage
Agree	4	9	52.9%
Strongly Agree	5	7	41.2%
Choose not to rate	NRP	1	5.9%

### Which aspects of the course were most helpful? Why?

Comments
in class discussions and participation prompts were very helpful in understanding the material
When we switched to online, we had a weekly calendar which really helped because I could stay organized and I always knew what I was supposed to do for the week.
The lectures were probably the most helpful, since this is a topic I have interest in but did not have any prior experience with it.
The professor. He is so passionate and it not only shows through his teaching, but it reflects on his entire lifestyle. The entire class is inspiring and is very amazing.
The conscious eating journal and the civic engagement assignments were most helpful because one of them encourages constant mindfulness of topics discussed in class (eating journal) and the other is a volunteering project that helps you address the topic of food security also discussed in class.
Applying lessons to real-life situations in Kentucky
accommodations during COVID
CEJ project

### Which aspects of the course would you change? How and Why?

Comments
The CEJ's were a little much for every week. (maybe 150 instead of 200 words? I ran out of things to talk about!)
None
Too many little assignments
None
N/A
how the tests were organized because it was very subjective
I would change the the layout of the test



## Overall Instructor Score

Question	Course		Department (Philosophy)		College (Arts and Sciences)	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
The instructor provided quality teaching.	4.4	0.8	4.5	0.9	4.2	1.0

Question	Course	Department (Philosophy)	College (Arts and Sciences)
	Mean	Mean	Mean
The instructor Robert Sandmeyer was prepared for class.	4.5	4.6	4.4
The instructor Robert Sandmeyer presented material clearly.	4.3	4.4	4.2
The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.	4.4	4.5	4.3
The instructor Robert Sandmeyer provided material at an appropriate pace.	4.5	4.5	4.3
The instructor Robert Sandmeyer treated students with respect.	4.5	4.7	4.5
The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.	4.6	4.6	4.2

1. The instructor Robert Sandmeyer was prepared for class.			
Options	Score	Count	Percentage
Neither Disagree or Agree	3	1	5.9%
Agree	4	6	35.3%
Strongly Agree	5	10	58.8%

3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.			
Options	Score	Count	Percentage
Strongly Disagree	1	1	5.9%
Agree	4	6	35.3%
Strongly Agree	5	10	58.8%

5. The instructor Robert Sandmeyer treated students with respect.			
Options	Score	Count	Percentage
Agree	4	8	47.1%
Strongly Agree	5	9	52.9%

1. The instructor provided quality teaching.			
Options	Score	Count	Percentage
Disagree	2	1	5.9%
Agree	4	7	41.2%
Strongly Agree	5	9	52.9%

2. The instructor Robert Sandmeyer presented material clearly.			
Options	Score	Count	Percentage
Strongly Disagree	1	1	5.9%
Agree	4	8	47.1%
Strongly Agree	5	8	47.1%

4. The instructor Robert Sandmeyer provided material at an appropriate pace.			
Options	Score	Count	Percentage
Neither Disagree or Agree	3	1	5.9%
Agree	4	7	41.2%
Strongly Agree	5	9	52.9%

6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.			
Options	Score	Count	Percentage
Neither Disagree or Agree	3	1	5.9%
Agree	4	4	23.5%
Strongly Agree	5	12	70.6%

### Which aspects of the instructor Robert Sandmeyer were most helpful? Why?

Comments
very energetic made class interesting
All around very helpful
He always readdressed questions until we understood. He also found many different ways for us to understand the concepts.
The instructor was easy to access and respond to any questions.
He would constantly ask questions and make the students really think. It was helpful because it taught students to speak up and also know you can always expand more than you think (as he will keep asking you until you say what he wants).
I've had a course with Prof. Sandmeyer for the past three semesters and he's really skilled at asking questions that provoke deeper evaluation of the texts, which is really important in a philosophy class.
Organized Canvas page made navigating much easier

### Which aspects of the instructor RobertSandmeyer would you change? How and Why?

Comments
n/a
I would work on grading things in a timely manner, because there are assignments from over a month ago that are not graded
Sometimes the class lessons seemed a little repetitive
None.
Instructor talks way too fast, expects students to know more info than he is giving
None
N/A

**UK Core - CCC**

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
This course helped me understand historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.	17	4.2	1.0	60	4.3	0.9	486	4.4	0.8
This course helped me understand how these differences influence issues of social justice and/or civic responsibility.	17	4.2	1.0	60	4.4	0.9	484	4.3	0.8
This course helped me understand historical, societal, and cultural contexts relevant to the subject matter of the course.	17	4.2	1.0	60	4.3	0.9	482	4.4	0.8
This course helped me understand at least two of the following, as they pertain to the subject matter of the course: (1) Societal, cultural, and institutional change over time; (2) Civic engagement; (3) Regional, national, or cross-national comparisons; and (4) Power and resistance	17	4.4	1.0	60	4.3	0.9	483	4.3	0.9
This course helped me identify and evaluate conflicts, compromises, and/or ethical dilemmas	17	4.4	1.0	61	4.4	0.9	484	4.3	0.8
This course helped me understand effective and responsible participation in a diverse society.	17	4.4	1.0	61	4.3	1.0	481	4.3	0.9

1. This course helped me understand historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.

Options	Score	Count	Percentage
Strongly Disagree	1	1	5.9%
Neither Disagree or Agree	3	1	5.9%
Agree	4	7	41.2%
Strongly Agree	5	8	47.1%

3. This course helped me understand historical, societal, and cultural contexts relevant to the subject matter of the course.

Options	Score	Count	Percentage
Strongly Disagree	1	1	5.9%
Agree	4	9	52.9%
Strongly Agree	5	7	41.2%

5. This course helped me identify and evaluate conflicts, compromises, and/or ethical dilemmas

Options	Score	Count	Percentage
Strongly Disagree	1	1	5.9%
Agree	4	7	41.2%
Strongly Agree	5	9	52.9%

2. This course helped me understand how these differences influence issues of social justice and/or civic responsibility.

Options	Score	Count	Percentage
Strongly Disagree	1	1	5.9%
Neither Disagree or Agree	3	1	5.9%
Agree	4	7	41.2%
Strongly Agree	5	8	47.1%

4. This course helped me understand at least two of the following, as they pertain to the subject matter of the course: (1) Societal, cultural, and institutional change over time; (2) Civic engagement; (3) Regional, national, or cross-national comparisons; and (4) Power and resistance

Options	Score	Count	Percentage
Strongly Disagree	1	1	5.9%
Agree	4	7	41.2%
Strongly Agree	5	9	52.9%

6. This course helped me understand effective and responsible participation in a diverse society.

Options	Score	Count	Percentage
Strongly Disagree	1	1	5.9%
Agree	4	7	41.2%
Strongly Agree	5	9	52.9%

**REPORTING FORM SUMMARIZING THE TEACHING RECORD**  
**Fall 2018, Spring 2019**

Name: Bob Sandmeyer Rank: Assistant Professor

Department: Philosophy

Sem and Year	COURSES TAUGHT Number and Title	Students Enrolled (do not include advisees)	Selected Course Evaluation Scores*			
			Overall Value/Quality of Course- (The question is labeled as the overall course score and is located right before the course specific questions)	Instructor Presented Material Effectively/Clearly (Instructor Specific Item #2)	Instructor asked questions that stimulated deep consideration of the course content/Increased Student Ability to Analyze and Evaluate (Instructor Specific Item #6)	Overall Quality of Teaching (The question is labeled as the overall instructor score and is located right before the course specific questions)
F 2018	PHI 100.001 Introduction to Philosophy: Knowledge/Reality	29	4.1	4.0	4.6	4.2
	PHI 336.001 Environmental Ethics	32	3.9	3.3	4.3	4.0
	PHI 336.002	31	4.2	3.9	4.5	4.2
	PHI 395.010	1				
SP 2019	HON 398.040	1				
	PHI 100.003 Introduction to Philosophy: Knowledge/Reality	28	4.4	4.3	4.8	4.8
	PHI 100.007 Introduction to Philosophy: Knowledge/Reality	31	3.7	3.9	4.9	4.3
	PHI 205.001	68	3.7	3.6	4.3	4.0

\* If non-TCE forms are used, these questions must be included on the departmental forms, tabulated and presented on this form. Denote "NA" for course scores that are not yet available.

Raters	Students
Responded	27
Invited	29
Response Ratio	93.1%

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
My classification is	27	2.3	1.0	907	2.7	1.2	25801	2.3	1.3

Options	Score	Count	Percentage
Freshman	1	5	18.5%
Sophomore	2	13	48.1%
Junior	3	5	18.5%
Senior	4	4	14.8%
Graduate	5	0	0.0%
Professional	6	0	0.0%
Other	7	0	0.0%
Choose not to rate	NRP	0	0.0%

### Reason(s) for taking course

Options	Count	Percentage
Is a required course	6	20.7%
Is an elective	20	69.0%
Covers a topic I am interested in	3	10.3%
Choose not to rate	0	0.0%
Respondent(s)	27	

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
My expected grade in this course	27	6.3	0.7	886	6.5	0.9	25326	6.3	1.0

Options	Score	Count	Percentage
Pass or audit	1	0	0.0%
I	2	0	0.0%
E/Fail	3	0	0.0%
D	4	0	0.0%
C	5	3	11.1%
B	6	14	51.9%
A	7	10	37.0%
Choose not to rate	NRP	0	0.0%

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
Hours per week spent on the course (excluding class time)	27	2.1	1.1	906	1.9	0.9	25733	2.2	1.1

Options	Score	Count	Percentage
2 hour or less	1	10	37.0%
3 - 4 hours	2	8	29.6%
5 - 7 hours	3	5	18.5%
8 - 10 hours	4	4	14.8%
11 - 15 hours	5	0	0.0%
16 hours or more	6	0	0.0%
Choose not to rate	NRP	0	0.0%

## Overall Course Score

### Course Specific Questions

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
I consider this course to be a quality course.	27	4.1	1.0	910	4.2	1.0	25780	4.0	1.1

Options	Score	Count	Percentage
Strongly Disagree	1	1	3.7%
Disagree	2	1	3.7%
Neither Disagree or Agree	3	3	11.1%
Agree	4	10	37.0%
Strongly Agree	5	12	44.4%

## Course Specific Questions

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
The course was well organized	27	4.0	1.0	911	4.2	1.0	25816	4.1	1.0
Class meetings contributed to my learning of the course content.	27	4.5	0.5	911	4.4	0.9	25686	4.1	1.1
Grading in the course was fair.	27	4.1	0.8	907	4.3	0.9	25747	4.2	1.0
Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.	27	4.6	0.7	909	4.6	0.7	25668	4.2	0.9
I understand how the final grade will be calculated in the course.	27	4.5	0.5	906	4.4	0.9	25751	4.3	0.9

1. The course was well organized				2. Class meetings contributed to my learning of the course content.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Disagree	2	3	11.1%	Agree	4	13	48.1%
Neither Disagree or Agree	3	3	11.1%	Strongly Agree	5	14	51.9%
Agree	4	11	40.7%				
Strongly Agree	5	10	37.0%				
3. Grading in the course was fair.				4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Disagree	2	1	3.7%	Disagree	2	1	3.7%
Neither Disagree or Agree	3	4	14.8%	Agree	4	9	33.3%
Agree	4	12	44.4%	Strongly Agree	5	17	63.0%
Strongly Agree	5	10	37.0%				
5. I understand how the final grade will be calculated in the course.							
Options	Score	Count	Percentage				
Agree	4	13	48.1%				
Strongly Agree	5	14	51.9%				



## Which aspects of the course were most helpful? Why?

Comments
Quizzes and lecture material/discussion; they helped with full understanding of material
The quizzes were the most helpful and relevant to the exams. When Professor Sandmeyer added in powerpoints toward the end of the semester, that was also helpful and made the class more organized/easy to follow along.
The lectures were very helpful to understanding course material
I like that the professor was really engaged in the lectures
Lecture was the most helpful aspect of this class because the material was pretty sophisticated so it good to have someone explain it who had previous knowledge about the material.
The in class meetings
The in class discussions, because they helped to explain the material.
The most helpful aspect of this course was the paper assignments; they helped me dive in and learn more about the great philosophers.
Class discussions and always helping explain in detail when I needed it.
The presentations. Class discussion as a whole.
>The papers helped with understanding of the material >while i have many issues with his teaching style, sandmeyer is a friendly and helpful professor who will gladly help you understand anything you are confused about.
The quizzes were the most helpful aspect of the course because they guided me through the course.
Dr. Sandmeyer is very engaging and excellent at teaching.
The powerpoints he implemented at the end of the semester.
The reading quizzes were by far the most helpful in this class. This is because the quizzes helped me understand the context being taught and prepped me for the midterm.
class notes
Lectures
I really enjoyed the professor and the way he presented the content.
He gives good examples in lecture, which is really helpful when you're discussing abstract concepts and ideas.

## Which aspects of the course would you change? How and Why?

Comments
Add guided notes or powerpoints. Would help facilitate lecture thoughts
I would change the fact that there were no powerpoints. Everything was mainly taught verbally and some things written on the board. For me personally it was hard to keep up and difficult to determine what I actually needed to write down. We also got off topic A LOT throughout our short class time. I felt as though the class itself was very scattered at points, and I was unsure what was going on, what was relevant, etc.
I would make more tests
I would change it to only two meetings a week
I wouldn't change any aspects of this course
None
Maybe do the power points or outlines for the class from the beginning to the end of the semester, It made the class more structured and easier to follow.
If I were to change an aspect of the course, I would spend a bit more time showing students how to write effectively on the subjects discussed.
It was a fair course, I would probably only change due dates on papers, make it longer because people have other classes and extracurricular activities.
Give us the opportunity to present on various topics. Giving us the platform to improve our persuasive rhetoric.
>needs a powerpoint >while it does reduce distractions, disallowing technology makes some of the learning a pain as most of the material for this course is online. Printing out my own handouts is a struggle to keep up with. At the very least, having handouts already printed would help with this.
While the unstructured format of the lectures helped with discussion and understanding of key topics, the lack of structure heavily impaired my learning of the subject as a whole. Entire lectures have been spent in attempt to explain specific minute ideas of the topic, leaving me with little to no understanding of the topic itself. while this does help with some of the harder to understand topics in class, this makes it equally difficult trying to learn the missed material on my own time. Furthermore, it is much more difficult to take notes on a lecture the professor seems to be freestyling than if there were a supplemental powerpoint highlighting key ideas to go along with the lecture.
Only issue I had with the class is that we were not able to use laptops to take notes. Taking notes on my laptop allows me to keep all my school documents more organized.
Its a little hard to follow along with lectures, but that got fixed at the end with the powerpoints.
I would change the way the the material is presented. More visuals and maybe some group collaborations.
The course was hard to grasp and the lectures were hard to follow. This caused me to read the text more often.
essays
weighting of papers
I would change the grading of this course because I think it was difficult to receive a high score based on the way the writing assignments were graded.
PowerPoints don't really fit this lecture style. He has a tendency to walk in front of the board all the time, so I can't see what I should be writing, and if it's already written go goes over the material faster than I can write. At least when he's writing the objectives on the board, I can write when he's writing and actually participate in discussion.

## Overall Instructor Score

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
The instructor provided quality teaching.	27	4.2	0.9	942	4.4	0.9	34760	4.2	1.1

Options	Score	Count	Percentage
Disagree	2	2	7.4%
Neither Disagree or Agree	3	3	11.1%
Agree	4	9	33.3%
Strongly Agree	5	13	48.1%

## Instructor Specific Questions

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
The instructor Robert Sandmeyer was prepared for class.	27	4.5	0.6	942	4.5	0.8	34818	4.4	0.8
The instructor Robert Sandmeyer presented material clearly.	27	4.0	0.9	942	4.3	1.0	34803	4.1	1.1
The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.	27	4.4	0.6	940	4.5	0.8	34743	4.2	1.0
The instructor Robert Sandmeyer provided material at an appropriate pace.	27	4.3	0.8	937	4.4	0.9	34804	4.2	1.0
The instructor Robert Sandmeyer treated students with respect.	27	4.7	0.6	943	4.7	0.6	34870	4.5	0.8
The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.	27	4.6	0.5	941	4.6	0.7	34683	4.2	1.0

1. The instructor Robert Sandmeyer was prepared for class.					2. The instructor Robert Sandmeyer presented material clearly.				
Options	Score	Count	Percentage		Options	Score	Count	Percentage	
Neither Disagree or Agree	3	1	3.7%		Disagree	2	2	7.4%	
Agree	4	12	44.4%		Neither Disagree or Agree	3	3	11.1%	
Strongly Agree	5	14	51.9%		Agree	4	14	51.9%	
					Strongly Agree	5	8	29.6%	
3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.					4. The instructor Robert Sandmeyer provided material at an appropriate pace.				
Options	Score	Count	Percentage		Options	Score	Count	Percentage	
Neither Disagree or Agree	3	1	3.7%		Disagree	2	1	3.7%	
Agree	4	15	55.6%		Neither Disagree or Agree	3	3	11.1%	
Strongly Agree	5	11	40.7%		Agree	4	11	40.7%	
					Strongly Agree	5	12	44.4%	
5. The instructor Robert Sandmeyer treated students with respect.					6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.				
Options	Score	Count	Percentage		Options	Score	Count	Percentage	
Neither Disagree or Agree	3	1	3.7%		Agree	4	10	37.0%	
Agree	4	7	25.9%		Strongly Agree	5	17	63.0%	
Strongly Agree	5	19	70.4%						

## Which aspects of the instructor Robert Sandmeyer were most helpful? Why?

Comments
Response engaging questions. Helped with a complete understanding of topic.
He was very passionate about what he was teaching. This was contagious.
He was very eager to answer any questions, whatever they may be. He was very class oriented, and wanted us to interact with him rather than him just talking at us. He was very concerned with learning our names and who we are as people rather than just students. He kept open availability for us to meet with him if we were having any difficulties in the class. I also appreciated how he communicated assignments, due dates, etc. to us to ensure we all knew what was required of us. Having discussions about our writing assignments was very helpful as well.
The teacher was very helpful at answering questions
Bob Sandmeyer is very good professor. he is down to earth, understanding, smart, and cares a lot about the students.
The instructor was very involved in class, asking students questions frequently about the material to assure that everyone was on the same page
Was willing to change the class for the better of the students.
He always was able to answer questions on difficult subjects, and in a way that was easy to understand.
The most helpful aspect of the instructor was his ability to grasp the student's attention and make them interested and intellectually stimulated in the material being taught.
Writing on the board, explaining in detail, giving pages in the book to look at and read with the class.
Dr. Sandmeyer has an uncanny ability to bounce around topic-to-topic and in the end bring it all together, leading to great understanding.
He's quite wiry, yet bright. I learned a lot about life from this class.
Great at answering questions students have and is very friendly in the classroom.
He was always very nice and cared about his student.
Knowledgeable about the source material Clearly cared about what students wanted, compassionate Clear terminology
The way he talked to the students in the class. Made it feel like i was learning the material.
The instructor cared about his students and wanted us to succeed.
explanation of material
very understanding and willing to help
He was very intriguing during lecture and thoroughly provided the material. Also, the Canvas was very convenient and well organized.
His lecture style, and his structured approach to learning.

## Which aspects of the instructor RobertSandmeyer would you change? How and Why?

Comments
Stay on topic or clearly differentiate between discussed topics.
I did not like how easily off topic he could get, which to me wasted time. He graded our writing assignments very hard for a 100 level class and I was not expecting that. I also would change the fact that he did not like to use powerpoints. He is always on the move and moves very quickley, so it was hard for me at times to keep up and keep everything in line. I wish he would have let us use our computers/devices to take notes and be able to view our handouts if we do not have printers to bring hard copies to class.
none
I can not think of anything I would necessarily change about this professor
I wouldn't change any aspects of this instructor
None
The organization of the class discussion would make it easier to understand some of the tougher subjects.
I would not change any aspects of the instructor.
Explain it in simpler terms, not everyone is a philosopher and understands the words being used. When he explained it in layman's terms I could comprehend it better.
I would say slowing down some but I'm afraid that it would muzzle his passion. His passion is contagious.
This was supposed to be a 100 level course, and i believe that it was a lot harder than it should have been.
be more thorough with the material
The instructor was not clear during his lectures and was hard to follow.
nothing really
a little hard on grading papers
I would say the lectures could have been organized better, but during the end of the semester the organization really improved.
Nothing. He teaches well, and he holds helpful office hours.

**UK Core - HUM**

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
This course helped me present and critically evaluate competing interpretations through analysis and argumentation in writing and orally.	25	4.4	0.7	283	4.3	0.8	1529	4.1	1.0
This course helped me distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools and periods according to the varying approaches and viewpoints characterized therein.	24	4.4	0.5	278	4.3	0.8	1520	4.1	1.0
This course helped me identify the values and presuppositions that underlie the world-views of different cultures and different peoples over time as well as one's own culture.	25	4.1	0.8	281	4.2	0.9	1523	4.2	1.0
This course helped me develop disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations and in classroom discussions.	25	4.2	0.8	281	4.3	0.8	1518	4.1	1.0
This course helped me conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable.	25	4.2	0.9	281	4.2	0.9	1519	4.1	1.0

1. This course helped me present and critically evaluate competing interpretations through analysis and argumentation in writing and orally.

Options	Score	Count	Percentage
Neither Disagree or Agree	3	3	12.0%
Agree	4	10	40.0%
Strongly Agree	5	12	48.0%

3. This course helped me identify the values and presuppositions that underlie the world-views of different cultures and different peoples over time as well as one's own culture.

Options	Score	Count	Percentage
Disagree	2	1	4.0%
Neither Disagree or Agree	3	4	16.0%
Agree	4	12	48.0%
Strongly Agree	5	8	32.0%

5. This course helped me conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable.

Options	Score	Count	Percentage
Disagree	2	2	8.0%
Neither Disagree or Agree	3	1	4.0%
Agree	4	12	48.0%
Strongly Agree	5	10	40.0%

2. This course helped me distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools and periods according to the varying approaches and viewpoints characterized therein.

Options	Score	Count	Percentage
Agree	4	14	58.3%
Strongly Agree	5	10	41.7%

4. This course helped me develop disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations and in classroom discussions.

Options	Score	Count	Percentage
Disagree	2	1	4.0%
Neither Disagree or Agree	3	2	8.0%
Agree	4	12	48.0%
Strongly Agree	5	10	40.0%



Raters		Students
Responded		27
Invited		32
Response Ratio		84.4%

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
My classification is	27	3.3	0.7	907	2.7	1.2	25801	2.3	1.3

Options	Score	Count	Percentage
Freshman	1	0	0.0%
Sophomore	2	3	11.1%
Junior	3	13	48.1%
Senior	4	11	40.7%
Graduate	5	0	0.0%
Professional	6	0	0.0%
Other	7	0	0.0%
Choose not to rate	NRP	0	0.0%

### Reason(s) for taking course

Options	Count	Percentage
Is a required course	23	71.9%
Is an elective	3	9.4%
Covers a topic I am interested in	6	18.8%
Choose not to rate	0	0.0%
Respondent(s)	27	

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
My expected grade in this course	27	6.2	0.8	886	6.5	0.9	25326	6.3	1.0

Options	Score	Count	Percentage
Pass or audit	1	0	0.0%
I	2	0	0.0%
E/Fail	3	1	3.7%
D	4	0	0.0%
C	5	1	3.7%
B	6	15	55.6%
A	7	10	37.0%
Choose not to rate	NRP	0	0.0%

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
Hours per week spent on the course (excluding class time)	27	1.9	0.9	906	1.9	0.9	25733	2.2	1.1

Options	Score	Count	Percentage
2 hour or less	1	9	33.3%
3 - 4 hours	2	13	48.1%
5 - 7 hours	3	3	11.1%
8 - 10 hours	4	2	7.4%
11 - 15 hours	5	0	0.0%
16 hours or more	6	0	0.0%
Choose not to rate	NRP	0	0.0%

## Overall Course Score

### Course Specific Questions

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
I consider this course to be a quality course.	27	3.9	1.0	910	4.2	1.0	25780	4.0	1.1

Options	Score	Count	Percentage
Disagree	2	4	14.8%
Neither Disagree or Agree	3	4	14.8%
Agree	4	11	40.7%
Strongly Agree	5	8	29.6%

**Course Specific Questions**

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
The course was well organized	27	3.8	1.2	911	4.2	1.0	25816	4.1	1.0
Class meetings contributed to my learning of the course content.	27	4.1	1.2	911	4.4	0.9	25686	4.1	1.1
Grading in the course was fair.	27	3.7	1.0	907	4.3	0.9	25747	4.2	1.0
Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.	27	4.3	0.6	909	4.6	0.7	25668	4.2	0.9
I understand how the final grade will be calculated in the course.	27	4.4	0.7	906	4.4	0.9	25751	4.3	0.9

<b>1. The course was well organized</b>				<b>2. Class meetings contributed to my learning of the course content.</b>			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	1	3.7%	Disagree	2	6	22.2%
Disagree	2	5	18.5%	Agree	4	7	25.9%
Agree	4	14	51.9%	Strongly Agree	5	14	51.9%
Strongly Agree	5	7	25.9%				
<b>3. Grading in the course was fair.</b>				<b>4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.</b>			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Disagree	2	5	18.5%	Neither Disagree or Agree	3	2	7.4%
Neither Disagree or Agree	3	3	11.1%	Agree	4	16	59.3%
Agree	4	15	55.6%	Strongly Agree	5	9	33.3%
Strongly Agree	5	4	14.8%				
<b>5. I understand how the final grade will be calculated in the course.</b>							
Options	Score	Count	Percentage				
Disagree	2	1	3.7%				
Neither Disagree or Agree	3	1	3.7%				
Agree	4	12	44.4%				
Strongly Agree	5	13	48.1%				

## Which aspects of the course were most helpful? Why?

Comments
The professor!
Talking about our readings the day after, and when professor Sandmeyer actually lectured instead of relying on students inputs which I felt some students responded just because they liked to hear their selves talk.
Class discussion was extremely helpful in understanding the concepts presented in the course.
Analysis
The readings being easily accessed and in PDF format
The lectures were the most helpful, they better helped me to understand the content than I could from readings. The quizzes were also quite helpful, in this regard. They assisted in helping me learn more from the readings than I would have otherwise.
It applied very well to how I and others might perceive the world, therefore I found it very useful.
learned so much about the topic at hand. I now have a greater understanding of environmental ethics and will be able to apply my knowledge to my future. Learned how to write an argumentative philosophy paper and explain concepts in a simple manner.
Preparing for the exams was the most helpful thing for me, because it made me sit down and really pull together all the information we'd learned in a cohesive manner. Class meetings were helpful too. Initially it took me enormous amounts of focus and energy to pay attention and follow the conversation in class, but after midterm course evals, Dr. Sandmeyer started writing things up on the board more and it made it infinitely easier for me to focus.
What was helpful was the professors availability and willingness to change topics or follow up on questions (even if they're not directly related).
The readings were very intriguing and did the most to teach me in the class.
Incredibly well organized.
The explanations in class
The discussions to an extent.
I really enjoyed the class discussions and the reading quizzes.
in class discussion
The daily schedule was very helpful.

## Which aspects of the course would you change? How and Why?

Comments
nothing
The attendance policy is horrible, nobody will have an incentive to come to class after they lost all their attendance points from missing 3 classes. Instead make a total attendance % and have each class missed lose a few points, to have incentive to continue to go to class after missing 3 classes.
I would change the lecture, by adding more visuals and more outlines for the units.
Readings
Spend more time on certain important philosophers
I would most likely change how the exams were structured. Not only are the exams mentally draining, but are also quite a bit different than anything else most ENS students would be likely to encounter.
I think that maybe including another way to gauge student understanding of the materials and/or how the materials connect would be beneficial. For example, maybe having a mini quiz at the end of class or being of class or having a short answer question.
class meetings were sometimes disorganized and it was hard to focus on what was important versus what was just a tangent. questions on quizzes did not necessarily reflect what was important about the readings – I feel like they were surface level questions instead of asking what was the main purpose of the reading.
Spacing out the assignments more evenly. I don't think we needed a full month to write our essay—having it due a few weeks before would have allowed us adequate time to write our final paper a week or so before finals, which I think would have been better than having both a final essay and a written final, especially given that we only have a few days to write our final essay with feedback from our previous paper.
I would change the rate that the class moves through the readings. It's so fast and quick that there isn't a lot of time to review or go over the readings. This is a problem for me, because I have a hard time processing the readings sometimes because of their complexity.
I would change the way in which the material is presented in class. better visuals if possible and more group discussion would be more effective (for me) than the current lecture style. The current style is not as engaging and generally does not translate the material well.
Maybe less rambling.
The exams
Also the discussions, they went very off course and would take too much time explaining one thing
More structure and less papers
drop one attendance grade, attendance is important but there is no need to lose 25% for missing one class.
I would change the way we talk about our units and topics. I think that a great deal of the class revolved around being able to articulate and create an argument, the real purpose of the class should be unraveling environmental ethics and defining more of that in relation to historical and modern dilemmas.

## Overall Instructor Score

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
The instructor provided quality teaching.	27	4.0	0.9	942	4.4	0.9	34760	4.2	1.1

Options	Score	Count	Percentage
Disagree	2	3	11.1%
Neither Disagree or Agree	3	3	11.1%
Agree	4	13	48.1%
Strongly Agree	5	8	29.6%

## Instructor Specific Questions

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
The instructor Robert Sandmeyer was prepared for class.	27	4.1	1.0	942	4.5	0.8	34818	4.4	0.8
The instructor Robert Sandmeyer presented material clearly.	27	3.3	1.3	942	4.3	1.0	34803	4.1	1.1
The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.	27	3.7	1.0	940	4.5	0.8	34743	4.2	1.0
The instructor Robert Sandmeyer provided material at an appropriate pace.	27	3.4	1.2	937	4.4	0.9	34804	4.2	1.0
The instructor Robert Sandmeyer treated students with respect.	27	4.5	0.6	943	4.7	0.6	34870	4.5	0.8
The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.	27	4.3	0.8	941	4.6	0.7	34683	4.2	1.0

<b>1. The instructor Robert Sandmeyer was prepared for class.</b>				<b>2. The instructor Robert Sandmeyer presented material clearly.</b>			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	1	3.7%	Strongly Disagree	1	2	7.4%
Disagree	2	1	3.7%	Disagree	2	7	25.9%
Neither Disagree or Agree	3	3	11.1%	Neither Disagree or Agree	3	3	11.1%
Agree	4	12	44.4%	Agree	4	10	37.0%
Strongly Agree	5	10	37.0%	Strongly Agree	5	5	18.5%
<b>3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.</b>				<b>4. The instructor Robert Sandmeyer provided material at an appropriate pace.</b>			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	1	3.7%	Strongly Disagree	1	1	3.7%
Disagree	2	5	18.5%	Disagree	2	7	25.9%
Neither Disagree or Agree	3	4	14.8%	Neither Disagree or Agree	3	4	14.8%
Agree	4	12	44.4%	Agree	4	9	33.3%
Strongly Agree	5	6	22.2%	Strongly Agree	5	6	22.2%
<b>5. The instructor Robert Sandmeyer treated students with respect.</b>				<b>6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.</b>			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Neither Disagree or Agree	3	1	3.7%	Disagree	2	2	7.4%
Agree	4	11	40.7%	Agree	4	13	48.1%
Strongly Agree	5	15	55.6%	Strongly Agree	5	12	44.4%

## Which aspects of the instructor Robert Sandmeyer were most helpful? Why?

Comments
his passion for his teaching and for the information throughout the class as well as his knowledge of the content and his way to articulate his thoughts into how he teachings. Wanted the students to actually learn and receive the content for usage outside the classroom as well as using other features of being a great student. He taught beyond just the scope of the class and was hands-down one of my favorite professors
I liked how he built connections between concepts and philosophers.
creating discussion.
NA
He was organized with canvas and assignments were clear and tests were clear. Also super interesting and likeable and funny
The way that he made sure to keep the course schedule up to date as well as he did was extremely helpful.
His teaching style is more interactive than other teachers that I have had. I like that he makes the lecture more of a class discussion and that he encourages students to speak, sometimes calling on people as well. He is open to other ideas and is very approachable to questions in and out of class.
guiding us to explain our answers and thoughts in a simple manner.
More so than I have ever seen in my time at UK, Dr. Sandmeyer did midterm course evals and ACTUALLY USED THE INFORMATION FROM THEM!!! Class discussions became so much easier for me to follow after that. Also, as difficult as it was to never really receive a straight answer from him, I think that was very beneficial to the class' critical thinking—at least I can say it was for me. He provided us with enough to understand the material, but not enough to keep us from having to make a lot of effort to make our own sense of everything we learned, which I found challenging (in a really good way).
The instructor was very passionate about the topic and that helped to keep me interested.
Sandmeyer's use of readings was a strong point, and seemed to handle feedback well. after the mid-course evaluations, he pushed us to discuss with each other and visualize the concepts, which was helpful.
Dr. Sandmeyer clearly wants his students to do well, and it shows. His class is hard because the material can be dense, but he presents it well and tries to make us engage with it as much as possible.
His enthusiasm
Availability
Writing the outline for lectures on the board before class. Ability to interact and answer questions with students.



## Which aspects of the instructor RobertSandmeyer would you change? How and Why?

Comments
Don't ask the students to answer so much, let us hear you talk.
create a pace for the information presented
NA
It would have been easier to understand content if there was a PowerPoint or notes or writing on the board. So many random tangents made it difficult to pull out important point. Some days I would have half a page of notes after a 50 minute lecture because so few important points were made. I feel like I still don't understand many of the key points because we spent too much time defining meaningless words
He can be rather repetitive, albeit unknowingly. In addition, he can get sidetracked or backtrack rather easily. For example, starting a class off with the day's material but jumping back and spending the majority of the class talking about the previous class's material.
I think that sometimes the teacher gets off track of the subject or drags on other subjects that seem to be less important to the topic on for too long. Therefore, sometimes we miss out on discussing more important parts of the topic for the day.
going on tangents – hard to follow where we were going or what the main purpose of the conversation was. it was hard to interpret what the discussions were about but philosophy isn't really clear so I guess I understand that.
Please continue writing things down on the board! That helped me follow class much more easily.
I would change the way that he lectures. I would have him write more so that I could refer back to the notes on the board. I am just not mentally stimulated by listening to professors talk for long periods of time.
His speaking style was hard to follow and could be improved. for example, he spoke quickly and would many times start a new sentence before finishing the last. this sometimes made it difficult to comprehend the ideas being discussed and made it easy to lose track of the conversation.
I think he's fine as is, personally. Maybe ramble less, but aside from that, he's fine.
Nothing
A better order of instructions
At times the speed at which lectures were held seemed too fast for the material we were covering.
Mind moves around too much and is hard to follow.

Raters	Students
Responded	26
Invited	31
Response Ratio	83.9%

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
My classification is	26	3.3	0.8	907	2.7	1.2	25801	2.3	1.3

Options	Score	Count	Percentage
Freshman	1	0	0.0%
Sophomore	2	5	19.2%
Junior	3	9	34.6%
Senior	4	12	46.2%
Graduate	5	0	0.0%
Professional	6	0	0.0%
Other	7	0	0.0%
Choose not to rate	NRP	0	0.0%

### Reason(s) for taking course

Options	Count	Percentage
Is a required course	25	83.3%
Is an elective	1	3.3%
Covers a topic I am interested in	3	10.0%
Choose not to rate	1	3.3%
Respondent(s)	26	

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
My expected grade in this course	26	6.3	0.6	886	6.5	0.9	25326	6.3	1.0

Options	Score	Count	Percentage
Pass or audit	1	0	0.0%
I	2	0	0.0%
E/Fail	3	0	0.0%
D	4	0	0.0%
C	5	1	3.8%
B	6	15	57.7%
A	7	10	38.5%
Choose not to rate	NRP	0	0.0%

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
Hours per week spent on the course (excluding class time)	26	2.7	1.1	906	1.9	0.9	25733	2.2	1.1

Options	Score	Count	Percentage
2 hour or less	1	2	7.7%
3 - 4 hours	2	11	42.3%
5 - 7 hours	3	9	34.6%
8 - 10 hours	4	3	11.5%
11 - 15 hours	5	0	0.0%
16 hours or more	6	1	3.8%
Choose not to rate	NRP	0	0.0%

## Overall Course Score

### Course Specific Questions

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
I consider this course to be a quality course.	26	4.2	1.1	910	4.2	1.0	25780	4.0	1.1

Options	Score	Count	Percentage
Strongly Disagree	1	1	3.8%
Disagree	2	1	3.8%
Neither Disagree or Agree	3	4	15.4%
Agree	4	7	26.9%
Strongly Agree	5	13	50.0%

**Course Specific Questions**

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
The course was well organized	26	4.2	1.0	911	4.2	1.0	25816	4.1	1.0
Class meetings contributed to my learning of the course content.	26	4.5	0.9	911	4.4	0.9	25686	4.1	1.1
Grading in the course was fair.	26	3.8	1.2	907	4.3	0.9	25747	4.2	1.0
Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.	26	4.5	0.6	909	4.6	0.7	25668	4.2	0.9
I understand how the final grade will be calculated in the course.	25	4.5	0.7	906	4.4	0.9	25751	4.3	0.9

<b>1. The course was well organized</b>				<b>2. Class meetings contributed to my learning of the course content.</b>			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	1	3.8%	Strongly Disagree	1	1	3.8%
Disagree	2	1	3.8%	Neither Disagree or Agree	3	1	3.8%
Neither Disagree or Agree	3	3	11.5%	Agree	4	8	30.8%
Agree	4	9	34.6%	Strongly Agree	5	16	61.5%
Strongly Agree	5	12	46.2%				
<b>3. Grading in the course was fair.</b>				<b>4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.</b>			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	1	3.8%	Neither Disagree or Agree	3	2	7.7%
Disagree	2	3	11.5%	Agree	4	8	30.8%
Neither Disagree or Agree	3	4	15.4%	Strongly Agree	5	16	61.5%
Agree	4	9	34.6%				
Strongly Agree	5	9	34.6%				
<b>5. I understand how the final grade will be calculated in the course.</b>							
Options	Score	Count	Percentage				
Disagree	2	1	3.8%				
Agree	4	10	38.5%				
Strongly Agree	5	14	53.8%				
Choose not to rate	NRP	1	3.8%				

## Which aspects of the course were most helpful? Why?

Comments
Readings were very difficult but were broken down in such a way that they were understandable. There could be more student discussion. A lot of people didn't open their mouths during the whole semester. Discussion should have been encouraged.
I thought it was more of a review of environmental thought than a discussion on environmental ethics, and I really appreciated that. I would like to see an environmental(ist) history class added to the major. I really appreciated that class time gave us opportunities to interact with the material in new ways.
Lecture, if you missed a day you will become lost and understanding test material will be near impossible.
quizzes helped study for in class discussions
Lectures and readings. Lectures especially.
The reading quizzes were most helpful because they helped solidify the information in the sometimes dense readings. The study guides were also helpful for the midterm and final
The reading quizzes were extremely helpful for understanding the content and main points of the readings.
Class meetings were the most helpful because the material as presented in class was enjoyable. Additionally, the professor did a great job making connections between current and previous readings.
The canvas page
The organization.
This is one of the first classes where I truly feel my professor genuinely enjoys teaching and also is a high caliber educator. He has pushed us to truly develop better critical thinking skills and I wish I had more classes like this course.
The course was set out in an easy to read daily schedule that could be followed at a reasonable pace.
I learned a lot about the history of views of nature and their relationships with humans and animals
I used the daily schedule on a regular basis. I also liked the reading quizzes because without them I would have fallen behind on the readings. Encouraging us to work together to study for the exams and giving us "work days" in class prior was very helpful
I really enjoyed the organization of the class and how clearly it was explained to us. The reading material was very interesting.
The lectures were very helpful in explaining some dense readings. Very clear explanation of the terms

## Which aspects of the course would you change? How and Why?

Comments
More student discussion. At this point people should have opinions and should be able to voice them. The paper was an absolute waste of time and effort. Why did we have to do this? I would rethink this. Perhaps a debate between teams or something more interactive.
I would like to see more connections to the present day throughout the course like there was at the end.
I did not like the take home exam assigned for dead week, having the take home element cut in greatly to study time for other exams and I would prefer to have it assigned or accessible earlier. Since it is open note, having access to the specific question would accommodate more schedules.
He expects too much from us. This was my first philosophy class Ive ever taken and he made it extremely difficult.
would love notes that we can refer back on, sometimes in conversation we contradict ourselves and notes get jumbled. very much a class that relies on "how well you track/ take notes" and not on learning knowledge.
Having a take home final and an in class final is bullshit. Students do not need another thing thrown on them during deadweek. This was just rude and thrown at students at the last moment. I understand the use of the take home final but also making us prepare for an exam that IS AN ESSAY exam– that tests the same type of knowledge and frankly is bullshit to those of us who have jobs, works, and a life outside of your REQUIRED ethics class.
Would have loved to see a discussion of justice as a philosophical concept and how it relates to environmental ethics
Have more time for discussing our personal ethical viewpoints in relation to the stuff we read
I would change the test format to include multiple choice, however I understand that's difficult for a heavily subjective class.
Nothing. Best class at U.K.!
The lectures and how he teaches us.
None.
The class discussion can be a little bit confusing but that is very topical of in class discussions that really dive into the material.
Less readings
While I learned a lot, there seemed to be maybe too many philosophers to compare – pace.
I think this would work better as a longer tuesday/thursday class with less content covered. It was hard to grasp/keep track of all of the concepts with the quick pace we went at. The workload was also extremely heavy at some times. We are given a 2 part final– a paper and an in–class test on top of having an essay we turned in 2 weeks prior. The amount of work is very overwhelming
I wish that we could have just bought the reading material already collected as a packet or something. Trying to make sure I could get everything printed out was kind of a hassle at times.
I would change the guidelines for the exams to explain to what level of explanation do we need to reach. The exam was also quite long for the class period compared to the level of explanation that is expected.

## Overall Instructor Score

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
The instructor provided quality teaching.	26	4.2	1.1	942	4.4	0.9	34760	4.2	1.1

Options	Score	Count	Percentage
Strongly Disagree	1	1	3.8%
Disagree	2	1	3.8%
Neither Disagree or Agree	3	3	11.5%
Agree	4	7	26.9%
Strongly Agree	5	14	53.8%

## Instructor Specific Questions

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
The instructor Robert Sandmeyer was prepared for class.	26	4.6	0.8	942	4.5	0.8	34818	4.4	0.8
The instructor Robert Sandmeyer presented material clearly.	26	3.9	1.3	942	4.3	1.0	34803	4.1	1.1
The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.	26	4.1	1.1	940	4.5	0.8	34743	4.2	1.0
The instructor Robert Sandmeyer provided material at an appropriate pace.	26	4.0	1.2	937	4.4	0.9	34804	4.2	1.0
The instructor Robert Sandmeyer treated students with respect.	26	4.5	0.9	943	4.7	0.6	34870	4.5	0.8
The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.	26	4.5	0.9	941	4.6	0.7	34683	4.2	1.0

1. The instructor Robert Sandmeyer was prepared for class.				2. The instructor Robert Sandmeyer presented material clearly.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Disagree	2	1	3.8%	Strongly Disagree	1	1	3.8%
Neither Disagree or Agree	3	2	7.7%	Disagree	2	4	15.4%
Agree	4	4	15.4%	Neither Disagree or Agree	3	4	15.4%
Strongly Agree	5	19	73.1%	Agree	4	5	19.2%
3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.				4. The instructor Robert Sandmeyer provided material at an appropriate pace.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	1	3.8%	Strongly Disagree	1	1	3.8%
Disagree	2	1	3.8%	Disagree	2	3	11.5%
Neither Disagree or Agree	3	5	19.2%	Neither Disagree or Agree	3	3	11.5%
Agree	4	7	26.9%	Agree	4	6	23.1%
Strongly Agree	5	12	46.2%	Strongly Agree	5	13	50.0%
5. The instructor Robert Sandmeyer treated students with respect.				6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	1	3.8%	Strongly Disagree	1	1	3.8%
Neither Disagree or Agree	3	2	7.7%	Agree	4	9	34.6%
Agree	4	4	15.4%	Strongly Agree	5	16	61.5%
Strongly Agree	5	19	73.1%				



## Which aspects of the instructor Robert Sandmeyer were most helpful? Why?

Comments
Bob explained things in a very understandable manner. Philosophy is not an easy subject and he can teach it! When questions were asked he always answered them clearly.
I enjoyed his energy and his enthusiasm, as well as his approachability outside of class.
He is very knowledgeable on the material and open to suggestions with changing his teaching style. This was good for helping understand material with different learning styles.
quizzes and recap sessions
Great lectures. Hilarious presentation, well informed, and presented in a clear manner. He cuts through BS without being impolite
He really knew what he was talking about and has years of experience with this material and that showed during class.
He encourages people to go to office hours and is very helpful when you ask him questions. He is willing to do everything he can to help people out.
Very well spoken. And good at addressing questions
Making connections between current and past readings. Writing outlines on the board.
Personable and organized
He truly does care about teaching, his students, and believes in holding his students to a high standard.
Fun professor that was relatable and ran the class discussions and debates well
Very knowledgeable
Very straightforward so I knew what was expected of me. Also exceptionally helpful one on one during office hours. I found myself very lost on the concepts and he had no problem going slowly over everything and helping me grasp them. I really enjoyed the stories he told us about his life that connected to things discussed in class. He was also very honest with us about the reasoning if he was behind on grading which made me feel as though I could be honest with him if I ever faced outside issues.
He is very passionate about the content and is enthusiastic in class. He made sure to let us know his availability for further discussion and office hours. He was willing to take feedback halfway in the course and adjusted his style and approach to lecture.
Lectures helped in my understanding of the material. Also, they were very helpful during office hours in the editing process for the term paper.

## Which aspects of the instructor RobertSandmeyer would you change? How and Why?

Comments
Get rid of that paper! It really didn't seem like a good use of time. Perhaps students could do more talking. It seemed like a lot of people never engaged and this should be encouraged at this level. Open your mouths people!!
I would like for us to begin with more uncomplicated explanations and THEN move into the nuance, to make sure that we have a baseline understanding before we go into technicalities.
I would change the way lectures are given and write more on the board or giving a clear structure for lecture information. Since it is philosophy, there are not always clear cut answers to questions but lectures would be convoluted and it was easy to get confused about what we were talking about or mixing up presented theories. On the days there was writing on the board and a material was presented in a more clear sequence I learned much better.
He was a hard grader and expected too much of us.
not only having verbal discssions. 45% of our grade was determined in final days of the class. A semester worth of work could be erased.
Nothing
Don't keep picking on the same kids to answer questions, especially if they can't answer questions in the exact way you want. Be more open to the answers students give and help them craft it to be more like what you were thinking.
I do not like how Dr. Sandmeyer randomly calls on people in class. I understand that he is looking to engage the class (and I appreciate that) but it gives many people anxiety and I don't want to come to class and be nervous about being called on and not know the answer.
He is condescending and belittling for the sake of his own ego and he cant spit out a sentence without stopping and rewording it 17 times.
Nothing. Best teacher I've had at U.K.
None
A little pretentious occasionally but nothing that bad
Sometimes goes on tangents that creates more confusion over materials
He uses a lot of big/complicated words which made it hard for me to follow the conversations in class. Sometimes I would have to google words to completely understand what he was saying.
Class discussions occasionally derailed and didn't always seem to cover everything that they might need to – he bounced around a lot in the beginning especially.
n/a

Raters	Students
Responded	12
Invited	28

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
My classification is	12	1.1	0.3	865	2.5	1.2	21847	2.2	1.3

1. My classification is			
Options	Score	Count	Percentage
Freshman	1	11	91.7%
Sophomore	2	1	8.3%
Junior	3	0	0.0%
Senior	4	0	0.0%
Graduate	5	0	0.0%
Professional	6	0	0.0%
Other	7	0	0.0%

### Reason(s) for taking course

Options	Count	Percentage
Is a required course	6	37.5%
Is an elective	8	50.0%
Covers a topic I am interested in	2	12.5%
Choose not to rate	0	0.0%
Respondent(s)	12	

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
My expected grade in this course	12	6.5	0.5	851	6.5	1.0	21444	6.3	1.1

1. My expected grade in this course			
Options	Score	Count	Percentage
Pass or audit	1	0	0.0%
I	2	0	0.0%
E/Fail	3	0	0.0%
D	4	0	0.0%
C	5	0	0.0%
B	6	6	50.0%
A	7	6	50.0%

Question	Course	Department (Philosophy)	College (Arts and Sciences)
	Mean	Mean	Mean
Hours per week spent on the course (excluding class time)	2.3	1.8	2.2

1. Hours per week spent on the course (excluding class time)			
Options	Score	Count	Percentage
2 hour or less	1	2	16.7%
3 - 4 hours	2	6	50.0%
5 - 7 hours	3	2	16.7%
8 - 10 hours	4	2	16.7%
11 - 15 hours	5	0	0.0%
16 hours or more	6	0	0.0%

## Overall Course Score

### Course Specific Questions

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
I consider this course to be a quality course.	12	4.4	0.7	869	4.3	1.0	21839	4.0	1.1

1. I consider this course to be a quality course.			
Options	Score	Count	Percentage
Neither Disagree or Agree	3	1	8.3%
Agree	4	5	41.7%
Strongly Agree	5	6	50.0%

**Course Specific Questions**

Question	Course	Department (Philosophy)	College (Arts and Sciences)
	Mean	Mean	Mean
The course was well organized	4.4	4.3	4.0
Class meetings contributed to my learning of the course content.	4.8	4.4	4.0
Grading in the course was fair.	4.1	4.3	4.1
Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.	4.5	4.5	4.2
I understand how the final grade will be calculated in the course.	4.0	4.4	4.3

<b>1. The course was well organized</b>				<b>2. Class meetings contributed to my learning of the course content.</b>			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Agree	4	7	58.3%	Agree	4	3	25.0%
Strongly Agree	5	5	41.7%	Strongly Agree	5	9	75.0%
<b>3. Grading in the course was fair.</b>				<b>4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.</b>			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Disagree	2	1	8.3%	Agree	4	6	50.0%
Neither Disagree or Agree	3	1	8.3%	Strongly Agree	5	6	50.0%
Agree	4	6	50.0%				
Strongly Agree	5	4	33.3%				
<b>5. I understand how the final grade will be calculated in the course.</b>							
Options	Score	Count	Percentage				
Disagree	2	2	16.7%				
Neither Disagree or Agree	3	1	8.3%				
Agree	4	4	33.3%				
Strongly Agree	5	5	41.7%				

### Which aspects of the course were most helpful? Why?

Comments
the book was very helpful, I really enjoyed reading it
It is challenging and interesting to learn about.
The Professor was really good at explaining concepts.
Lectures and readings were great
Lecture and online quizzes because I learned the most information to be successful in the course
the concepts learned are quite interesting and help in life. Also, having to read the book everyday and take quizzes really kept me on top of the class

### Which aspects of the course would you change? How and Why?

Comments
I felt the lectures weren't really helpful when it came to understanding course material. I felt as if we got off topic frequently.
The course workload is on the heavier side. There are readings to keep up with a few nights of the week and four papers throughout the semester. Also, I would change something about the attendance policy because it counts for a big part of the grade.
The attendance was not fairly graded. Got a 0 Percent in my grades despite actually having an attendance grade of 88 percent.
Nothing
I wouldn't change anything
none

## Overall Instructor Score

Question	Course		Department (Philosophy)		College (Arts and Sciences)	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
The instructor provided quality teaching.	4.8	0.5	4.4	0.9	4.2	1.1

### 1. The instructor provided quality teaching.

Options	Score	Count	Percentage
Agree	4	3	25.0%
Strongly Agree	5	9	75.0%

## Instructor Specific Questions

Question	Course		Department (Philosophy)		College (Arts and Sciences)	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
The instructor Robert Sandmeyer was prepared for class.	4.8	0.5	4.5	0.8	4.4	0.9
The instructor Robert Sandmeyer presented material clearly.	4.3	1.2	4.3	1.0	4.1	1.1
The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.	4.5	0.5	4.5	0.9	4.2	1.1
The instructor Robert Sandmeyer provided material at an appropriate pace.	4.3	1.0	4.5	0.8	4.2	1.0
The instructor Robert Sandmeyer treated students with respect.	4.7	0.5	4.7	0.7	4.4	0.9
The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.	4.8	0.5	4.5	0.8	4.1	1.0

### 1. The instructor Robert Sandmeyer was prepared for class.

Options	Score	Count	Percentage
Agree	4	3	25.0%
Strongly Agree	5	9	75.0%

### 2. The instructor Robert Sandmeyer presented material clearly.

Options	Score	Count	Percentage
Strongly Disagree	1	1	8.3%
Neither Disagree or Agree	3	1	8.3%
Agree	4	3	25.0%
Strongly Agree	5	7	58.3%

### 3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.

Options	Score	Count	Percentage
Agree	4	6	50.0%
Strongly Agree	5	6	50.0%

### 4. The instructor Robert Sandmeyer provided material at an appropriate pace.

Options	Score	Count	Percentage
Disagree	2	1	8.3%
Neither Disagree or Agree	3	1	8.3%
Agree	4	4	33.3%
Strongly Agree	5	6	50.0%

### 5. The instructor Robert Sandmeyer treated students with respect.

Options	Score	Count	Percentage
Agree	4	4	33.3%
Strongly Agree	5	8	66.7%

### 6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.

Options	Score	Count	Percentage
Agree	4	3	25.0%
Strongly Agree	5	9	75.0%

### Which aspects of the instructor Robert Sandmeyer were most helpful? Why?

Comments
He invoked deeper thinking
when we would talked about the papers, that was helpful
Professor Sandmeyer was very helpful and always ready to help a student out.
He was always willing to meet and help if there was ever a problem. Also, he has a vast knowledge regarding the topic so it was helpful listening to him explain it.
He was very good overall at teaching. Did everything well and was fun while doing that.
Not just straight out answering questions, helping you figure out on your own
He made class fun and enjoyable, always asking students questions and forcing them out of their comfort zones
His way of teaching was very effective for the course. I appreciated that there were not quizzes for every reading and that the material covered was directly related to what was ready so there weren't any misunderstandings. The teacher was also very helpful when students had questions

### Which aspects of the instructor RobertSandmeyer would you change? How and Why?

Comments
He jumped around a lot, got on rants, often didnt meet the objectives of the day
got off topic a lot
He went a little fast some days, but overall a great professor!
He is too unforgiving when it comes to grading. Much too harsh for a 100 Level course.
Nothing!
nothing
NA



# UK Core - HUM

Question	Course	Department (Philosophy)	College (Arts and Sciences)
	Mean	Mean	Mean
This course helped me present and critically evaluate competing interpretations through analysis and argumentation in writing and orally.	4.4	4.3	4.1
This course helped me distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools and periods according to the varying approaches and viewpoints characterized therein.	4.4	4.3	4.2
This course helped me identify the values and presuppositions that underlie the world-views of different cultures and different peoples over time as well as one's own culture.	4.3	4.3	4.1
This course helped me develop disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations and in classroom discussions.	4.3	4.3	4.1
This course helped me conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable.	4.4	4.3	4.2

1. This course helped me present and critically evaluate competing interpretations through analysis and argumentation in writing and orally.				2. This course helped me distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools and periods according to the varying approaches and viewpoints characterized therein.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Agree	4	7	58.3%	Agree	4	7	58.3%
Strongly Agree	5	5	41.7%	Strongly Agree	5	5	41.7%
3. This course helped me identify the values and presuppositions that underlie the world-views of different cultures and different peoples over time as well as one's own culture.				4. This course helped me develop disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations and in classroom discussions.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Neither Disagree or Agree	3	1	8.3%	Neither Disagree or Agree	3	1	8.3%
Agree	4	6	50.0%	Agree	4	6	50.0%
Strongly Agree	5	5	41.7%	Strongly Agree	5	5	41.7%
5. This course helped me conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable.							
Options	Score	Count	Percentage				
Agree	4	7	58.3%				
Strongly Agree	5	5	41.7%				

Raters	Students
Responded	15
Invited	31

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
My classification is	15	1.2	0.8	865	2.5	1.2	21847	2.2	1.3

1. My classification is			
Options	Score	Count	Percentage
Freshman	1	14	93.3%
Sophomore	2	0	0.0%
Junior	3	0	0.0%
Senior	4	1	6.7%
Graduate	5	0	0.0%
Professional	6	0	0.0%
Other	7	0	0.0%

### Reason(s) for taking course

Options	Count	Percentage
Is a required course	4	23.5%
Is an elective	10	58.8%
Covers a topic I am interested in	3	17.6%
Choose not to rate	0	0.0%
Respondent(s)	15	

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
My expected grade in this course	15	6.3	0.8	851	6.5	1.0	21444	6.3	1.1

1. My expected grade in this course			
Options	Score	Count	Percentage
Pass or audit	1	0	0.0%
I	2	0	0.0%
E/Fail	3	0	0.0%
D	4	0	0.0%
C	5	3	20.0%
B	6	5	33.3%
A	7	7	46.7%

Question	Course	Department (Philosophy)	College (Arts and Sciences)
	Mean	Mean	Mean
Hours per week spent on the course (excluding class time)	2.3	1.8	2.2

1. Hours per week spent on the course (excluding class time)			
Options	Score	Count	Percentage
2 hour or less	1	4	26.7%
3 - 4 hours	2	5	33.3%
5 - 7 hours	3	5	33.3%
8 - 10 hours	4	0	0.0%
11 - 15 hours	5	1	6.7%
16 hours or more	6	0	0.0%

## Overall Course Score

### Course Specific Questions

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
I consider this course to be a quality course.	15	3.7	1.3	869	4.3	1.0	21839	4.0	1.1

1. I consider this course to be a quality course.			
Options	Score	Count	Percentage
Strongly Disagree	1	1	6.7%
Disagree	2	2	13.3%
Neither Disagree or Agree	3	3	20.0%
Agree	4	3	20.0%
Strongly Agree	5	6	40.0%

**Course Specific Questions**

Question	Course	Department (Philosophy)	College (Arts and Sciences)
	Mean	Mean	Mean
The course was well organized	4.1	4.3	4.0
Class meetings contributed to my learning of the course content.	4.3	4.4	4.0
Grading in the course was fair.	4.4	4.3	4.1
Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.	4.8	4.5	4.2
I understand how the final grade will be calculated in the course.	4.5	4.4	4.3

**1. The course was well organized**

Options	Score	Count	Percentage
Disagree	2	2	13.3%
Agree	4	7	46.7%
Strongly Agree	5	6	40.0%

**3. Grading in the course was fair.**

Options	Score	Count	Percentage
Disagree	2	1	6.7%
Neither Disagree or Agree	3	1	6.7%
Agree	4	4	26.7%
Strongly Agree	5	9	60.0%

**5. I understand how the final grade will be calculated in the course.**

Options	Score	Count	Percentage
Strongly Disagree	1	1	6.7%
Agree	4	3	20.0%
Strongly Agree	5	11	73.3%

**2. Class meetings contributed to my learning of the course content.**

Options	Score	Count	Percentage
Strongly Disagree	1	1	6.7%
Disagree	2	1	6.7%
Agree	4	4	26.7%
Strongly Agree	5	9	60.0%

**4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.**

Options	Score	Count	Percentage
Agree	4	3	20.0%
Strongly Agree	5	12	80.0%

### Which aspects of the course were most helpful? Why?

Comments
The daily quizzes because they force you to read the book to be prepared for class.
The aspects most helpful in this course were the online quizzes which our midterm and final assessment were based off of. These quizzes could be used as study guides.
The professor was very understanding and reliable for grades.
lectures and quizzes on canvas
lectures were extremely helpful because it provided a more in–depth analysis of the topics discussed in class
the quizzes helped better understand the topics covered
nothing
He really tried to teach in a way that benefited his students and was clear in every lecture.
Learning about ideas, etc
The online quizzes

### Which aspects of the course would you change? How and Why?

Comments
The way attendance is graded, even though I understand why he did it the way that he did.
I would make more set notes instead of us just listening to the professor lecture. It was hard to know if our notes were correct or if we were writing the important notes. I feel that if we had set notes, I would have done better on the writing assignments.
I would change how the papers were discussed simply because they were so hard to understand.
less focus on philosophers and more on philosophy itself
I would not change anything
More powerpoint / structured lectures
there were a lot of readings that were really confusing to read
everything
I would add more relevant information like how the old philosophers relate to a topic now
The presentation
The strict attendance. I should not have gone down 13% because I missed a few classes.

## Overall Instructor Score

Question	Course		Department (Philosophy)		College (Arts and Sciences)	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
The instructor provided quality teaching.	4.3	0.8	4.4	0.9	4.2	1.1

### 1. The instructor provided quality teaching.

Options	Score	Count	Percentage
Neither Disagree or Agree	3	3	20.0%
Agree	4	4	26.7%
Strongly Agree	5	8	53.3%

## Instructor Specific Questions

Question	Course		Department (Philosophy)		College (Arts and Sciences)	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
The instructor Robert Sandmeyer was prepared for class.	4.3	0.9	4.5	0.8	4.4	0.9
The instructor Robert Sandmeyer presented material clearly.	3.9	1.1	4.3	1.0	4.1	1.1
The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.	4.3	1.0	4.5	0.9	4.2	1.1
The instructor Robert Sandmeyer provided material at an appropriate pace.	4.3	0.9	4.5	0.8	4.2	1.0
The instructor Robert Sandmeyer treated students with respect.	4.8	0.4	4.7	0.7	4.4	0.9
The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.	4.9	0.4	4.5	0.8	4.1	1.0

### 1. The instructor Robert Sandmeyer was prepared for class.

Options	Score	Count	Percentage
Disagree	2	1	6.7%
Neither Disagree or Agree	3	1	6.7%
Agree	4	5	33.3%
Strongly Agree	5	8	53.3%

### 2. The instructor Robert Sandmeyer presented material clearly.

Options	Score	Count	Percentage
Disagree	2	3	20.0%
Neither Disagree or Agree	3	1	6.7%
Agree	4	6	40.0%
Strongly Agree	5	5	33.3%

### 3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.

Options	Score	Count	Percentage
Disagree	2	1	6.7%
Neither Disagree or Agree	3	2	13.3%
Agree	4	4	26.7%
Strongly Agree	5	8	53.3%

### 4. The instructor Robert Sandmeyer provided material at an appropriate pace.

Options	Score	Count	Percentage
Disagree	2	1	6.7%
Neither Disagree or Agree	3	1	6.7%
Agree	4	5	33.3%
Strongly Agree	5	8	53.3%

### 5. The instructor Robert Sandmeyer treated students with respect.

Options	Score	Count	Percentage
Agree	4	3	20.0%
Strongly Agree	5	12	80.0%

### 6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.

Options	Score	Count	Percentage
Agree	4	2	13.3%
Strongly Agree	5	13	86.7%

### Which aspects of the instructor Robert Sandmeyer were most helpful? Why?

Comments
His repetition of concepts and asking the same questions in class over and over again because they get ingrained in the brain that way.
This teacher was extremely helpful because he always wanted us to understand things, but he did it in such a unique way that while he taught us there would be some question-asking to see if he could possibly get it out of us. It really makes you think and I enjoyed it.
I think the instructor did a good job of keeping the students involved in class. He constantly asked questions and made students give answers to stimulate deeper thinking.
He listened to our questions and answered well.
explains things very thorough, this helps explain difficult concepts. also he spends a lot of time on certain things which is nice because concepts are so complex
He was very easy to talk to and made himself available if we had questions.
what was most helpful was how passionate the instructor was about his course. I love professor sandmeyer!!
he was such a sweet man but the concepts were kind of confusing he was very understanding and you can tell really cared about his students,
he is passionate about the subject
He repeated the ideas we need to understand over and over until we could present the information on our own.
He would work with you until you got the answer correct because he knew you could find the right answer in yourself
He knew what he was talking about

### Which aspects of the instructor Robert Sandmeyer would you change? How and Why?

Comments
N/A
none
I think the instructor could have given more structured notes rather than just lecturing. Also, the instructor could have given more straightforward details for the writing assignments.
How he prepares us for tests and papers.
NA
I would not change anything.
n/a!!!
class was kind of boring it would be better if there were more conversation with the class
quit talking so fast & understand most of your students have no background on this subject so try to explain things in a way we can understand, not like we are already philosophers
Nothing
Presentation of notes. This improved in the end of the semester
Class was always just him talking at us for 50 minutes straight

**UK Core - HUM**

Question	Course	Department (Philosophy)	College (Arts and Sciences)
	Mean	Mean	Mean
This course helped me present and critically evaluate competing interpretations through analysis and argumentation in writing and orally.	4.3	4.3	4.1
This course helped me distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools and periods according to the varying approaches and viewpoints characterized therein.	4.5	4.3	4.2
This course helped me identify the values and presuppositions that underlie the world-views of different cultures and different peoples over time as well as one's own culture.	4.5	4.3	4.1
This course helped me develop disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations and in classroom discussions.	4.5	4.3	4.1
This course helped me conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable.	4.4	4.3	4.2

1. This course helped me present and critically evaluate competing interpretations through analysis and argumentation in writing and orally.

Options	Score	Count	Percentage
Neither Disagree or Agree	3	1	6.7%
Agree	4	8	53.3%
Strongly Agree	5	6	40.0%

2. This course helped me distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools and periods according to the varying approaches and viewpoints characterized therein.

Options	Score	Count	Percentage
Disagree	2	1	6.7%
Agree	4	5	33.3%
Strongly Agree	5	9	60.0%

3. This course helped me identify the values and presuppositions that underlie the world-views of different cultures and different peoples over time as well as one's own culture.

Options	Score	Count	Percentage
Neither Disagree or Agree	3	1	6.7%
Agree	4	6	40.0%
Strongly Agree	5	8	53.3%

4. This course helped me develop disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations and in classroom discussions.

Options	Score	Count	Percentage
Agree	4	7	46.7%
Strongly Agree	5	8	53.3%

5. This course helped me conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable.

Options	Score	Count	Percentage
Neither Disagree or Agree	3	1	6.7%
Agree	4	7	46.7%
Strongly Agree	5	7	46.7%



Question	Course		
	Response Count	Mean	Standard Deviation
The introductory discussion days made each new topic easier to understand	15	4.0	1.1

1. The introductory discussion days made each new topic easier to understand

Options	Score	Count	Percentage
Disagree	2	3	20.0%
Agree	4	6	40.0%
Strongly Agree	5	6	40.0%

Question	Course		
	Response Count	Mean	Standard Deviation
The thought experiments made it easier to comprehend the following readings	15	3.8	1.3

1. The thought experiments made it easier to comprehend the following readings

Options	Score	Count	Percentage
Strongly Disagree	1	1	6.7%
Disagree	2	2	13.3%
Neither Disagree or Agree	3	2	13.3%
Agree	4	4	26.7%
Strongly Agree	5	6	40.0%

Raters	Students
Responded	30
Invited	68

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
My classification is	29	1.9	1.4	865	2.5	1.2	21847	2.2	1.3

1. My classification is			
Options	Score	Count	Percentage
Freshman	1	16	55.2%
Sophomore	2	6	20.7%
Junior	3	4	13.8%
Senior	4	2	6.9%
Graduate	5	0	0.0%
Professional	6	0	0.0%
Other	7	1	3.4%

### Reason(s) for taking course

Options	Count	Percentage
Is a required course	13	37.1%
Is an elective	17	48.6%
Covers a topic I am interested in	5	14.3%
Choose not to rate	0	0.0%
Respondent(s)	30	

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
My expected grade in this course	30	6.7	0.5	851	6.5	1.0	21444	6.3	1.1

1. My expected grade in this course			
Options	Score	Count	Percentage
Pass or audit	1	0	0.0%
I	2	0	0.0%
E/Fail	3	0	0.0%
D	4	0	0.0%
C	5	0	0.0%
B	6	10	33.3%
A	7	20	66.7%

Question	Course	Department (Philosophy)	College (Arts and Sciences)
	Mean	Mean	Mean
Hours per week spent on the course (excluding class time)	2.0	1.8	2.2

1. Hours per week spent on the course (excluding class time)			
Options	Score	Count	Percentage
2 hour or less	1	10	33.3%
3 - 4 hours	2	11	36.7%
5 - 7 hours	3	8	26.7%
8 - 10 hours	4	1	3.3%
11 - 15 hours	5	0	0.0%
16 hours or more	6	0	0.0%

## Overall Course Score

### Course Specific Questions

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
I consider this course to be a quality course.	30	3.7	1.3	869	4.3	1.0	21839	4.0	1.1

1. I consider this course to be a quality course.			
Options	Score	Count	Percentage
Strongly Disagree	1	3	10.0%
Disagree	2	2	6.7%
Neither Disagree or Agree	3	5	16.7%
Agree	4	11	36.7%
Strongly Agree	5	9	30.0%

**Course Specific Questions**

Question	Course	Department (Philosophy)	College (Arts and Sciences)
	Mean	Mean	Mean
The course was well organized	3.8	4.3	4.0
Class meetings contributed to my learning of the course content.	4.0	4.4	4.0
Grading in the course was fair.	3.7	4.3	4.1
Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.	4.1	4.5	4.2
I understand how the final grade will be calculated in the course.	4.3	4.4	4.3

**1. The course was well organized**

Options	Score	Count	Percentage
Strongly Disagree	1	2	6.7%
Disagree	2	4	13.3%
Neither Disagree or Agree	3	3	10.0%
Agree	4	10	33.3%
Strongly Agree	5	11	36.7%

**2. Class meetings contributed to my learning of the course content.**

Options	Score	Count	Percentage
Strongly Disagree	1	1	3.3%
Disagree	2	2	6.7%
Neither Disagree or Agree	3	4	13.3%
Agree	4	12	40.0%
Strongly Agree	5	11	36.7%

**3. Grading in the course was fair.**

Options	Score	Count	Percentage
Strongly Disagree	1	1	3.3%
Disagree	2	4	13.3%
Neither Disagree or Agree	3	4	13.3%
Agree	4	14	46.7%
Strongly Agree	5	7	23.3%

**4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.**

Options	Score	Count	Percentage
Strongly Disagree	1	1	3.3%
Disagree	2	1	3.3%
Neither Disagree or Agree	3	1	3.3%
Agree	4	17	56.7%
Strongly Agree	5	10	33.3%

**5. I understand how the final grade will be calculated in the course.**

Options	Score	Count	Percentage
Strongly Disagree	1	1	3.3%
Disagree	2	1	3.3%
Neither Disagree or Agree	3	1	3.3%
Agree	4	13	43.3%
Strongly Agree	5	14	46.7%

## Which aspects of the course were most helpful? Why?

Comments
The guest speakers because it made it more interesting being able to hear from people that dedicate their life to ideas covered in this course.
the online aspects and the readings
In-class discussions were the most helpful, philosophy is hard to understand sometimes without strong, cued discussions, which were provided.
The speakers coming in was nice because we got to see various view points on the ethics of food.
It really changed my thoughts on some of the foods I consume in my body and really broadened my thoughts on food in general
The quizzes were helpful because it pointed out things that Prof. Sandmeyer wanted us to learn.
The grading was easy to understand.
Having the daily class schedule posted and the link to each document to refer to when needed was helpful.
Quality lecturing, awesome guest speakers, some great readings
There were a lot of interesting discussions and readings, and I felt this class gave me a more solid grounding and understanding of my major. The homework due dates and readings were very well-organized and made sense, and the professor was clearly experienced and competent. Having visitors in class was really fun, too! He was also very accommodating about requests for help/altered assignments.
Lectures were very interesting. Guest speakers were excellent. It added dimension to this class which was very interesting.
nothing
Dr. Sandmeyer was approachable and willing to work things out if there were disputes
Lectures helped clarify readings, assignments were directly related to in-class topics and projects.
the quizzes helped boost my grade, the guest speakers were great to have come in, and the final project allowing us to do volunteering was great
The most helpful aspects of this course was when the visitors came to visit because it was engaging and not boring like class usually is
The readings and practice quizzes were most helpful in this course.

**Which aspects of the course would you change? How and Why?**

Comments
Felt like the readings were way to long and that they could be condensed.
n/a
I like the idea of a volunteer assignment, but I feel like it was sprung on us. It would make more sense to tell us about the project at the beginning of the semester so that we have the whole semester to get the five hours. Only giving us one month means too much competition for hours and for people who work, we didn't have enough notice to request off.
I wouldn't change anything about the course because it exceeded all expectations of what i was supposed to get out of it
The group civic engagement project, was unorganized and a little much for a 200 level class. Prof. Sandmeyer did not have a clear idea of what he was going to assign until a week or so prior to the start of the project. The class was given roughly 2 weeks to work 6 hours of volunteer work, mostly during times that were either during classes or, like me, during the times of my job. If he were to have this idea at the start of the semester and put it in the syllabus, I would have been able to give proper notice to my job as well as other family obligations in order to do the project. I just feel that projects of that magnitude that require more of the student should be thought out prior to the semester and placed in syllabus.
Also, I feel that the mandatory attendance is unnecessary. I am not a traditional student, and I have other obligations (child, full time job, etc.) that sometimes called me away from the class time. The added pressure of mandatory attendance is something that I feel I should not have to deal with in a college setting. Especially if I am passing the class with an A. I understand the reason behind it, and the class time did aid in my learning the material. I just feel that, as a college student, and an adult, whether I come to class or not is my responsibility and I should not feel pressured to be there.
N/A
Just give the volunteer portion of the last project more time to get done since it was hard to get all of the hours done.
It would be great if the class could be restricted to about 20–30 students instead of 70. The students who weren't engaged and interested really distracted and detracted from the class for the students who did want to be there. Also because of that, the group work that we occasionally did was not very productive or valuable. Also, the detours to discuss note-taking strategy were not very helpful.
The class is too large! 70 students was too much for the professor and his TA to wrangle and grade adequately. Split the class in half. Also, the professor had multiple assignments he clearly didn't think through ahead of time – a food tracking/diet assignment that I know people had trouble with due to a history of disordered eating, and then a surprise group discussion of how well we did in the assignment which wasn't great for those aforementioned people having trouble. The volunteer assignment was announced about three weeks before it was due, which meant no one had the opportunity to sign up for volunteer shifts ahead of time and they were rapidly packed out.
I would appreciate more student input. Lectures are fine but it would be more beneficial if there was more student interaction. People sit there and play on their phones or talk to their friends. They need to get their head in the game.
I have no idea what this class is even about
The professor and how the material was presented. The slides were sloppy, he usually ranted and stuttered and didnt make sense. Nothing about this class I liked. The assignments were way over the top and required was too much work/ reading to complete for a 200 level class.
<ul style="list-style-type: none"> <li>– Smaller class sizes with more sections.</li> <li>– TA not grading assignments, but maybe giving a few lectures.</li> </ul>
not really sure to be honest
There are many aspects I would change about this course, one being presenting more interesting topics. At the begging of the semester it was interesting but about two weeks afternoon class started it was very boring. The instructor gets mad very easily and raises his voice often. The classes seemed as we were being preached at instead of taught information that would be useful in life
I would change the organization of the lectures within this course.
Excessive amount of work. Unfair/unreasonable due dates for visitor questions and quizzes. Have the due dates placed at a reasonable time of day and it should fix the issue.
his TA graded everything and without providing examples we were left in confusion of how to construct visitor questions, gave a volunteer project towards the end of the semester, which is when exams, and some internships start making it very difficult to get those hours completed.

## Overall Instructor Score

Question	Course		Department (Philosophy)		College (Arts and Sciences)	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
The instructor provided quality teaching.	4.0	1.2	4.4	0.9	4.2	1.1

### 1. The instructor provided quality teaching.

Options	Score	Count	Percentage
Strongly Disagree	1	2	6.7%
Disagree	2	1	3.3%
Neither Disagree or Agree	3	5	16.7%
Agree	4	9	30.0%
Strongly Agree	5	13	43.3%

## Instructor Specific Questions

Question	Course		Department (Philosophy)		College (Arts and Sciences)	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
The instructor Robert Sandmeyer was prepared for class.	4.3	1.0	4.5	0.8	4.4	0.9
The instructor Robert Sandmeyer presented material clearly.	3.6	1.3	4.3	1.0	4.1	1.1
The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.	3.9	1.3	4.5	0.9	4.2	1.1
The instructor Robert Sandmeyer provided material at an appropriate pace.	4.0	1.0	4.5	0.8	4.2	1.0
The instructor Robert Sandmeyer treated students with respect.	4.3	1.0	4.7	0.7	4.4	0.9
The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.	4.3	1.0	4.5	0.8	4.1	1.0

<b>1. The instructor Robert Sandmeyer was prepared for class.</b>				<b>2. The instructor Robert Sandmeyer presented material clearly.</b>			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	1	3.3%	Strongly Disagree	1	3	10.0%
Disagree	2	1	3.3%	Disagree	2	3	10.0%
Neither Disagree or Agree	3	3	10.0%	Neither Disagree or Agree	3	6	20.0%
Agree	4	8	26.7%	Agree	4	9	30.0%
Strongly Agree	5	17	56.7%	Strongly Agree	5	9	30.0%
<b>3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.</b>				<b>4. The instructor Robert Sandmeyer provided material at an appropriate pace.</b>			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	2	6.7%	Strongly Disagree	1	1	3.3%
Disagree	2	3	10.0%	Disagree	2	2	6.7%
Neither Disagree or Agree	3	4	13.3%	Neither Disagree or Agree	3	2	6.7%
Agree	4	9	30.0%	Agree	4	15	50.0%
Strongly Agree	5	12	40.0%	Strongly Agree	5	10	33.3%
<b>5. The instructor Robert Sandmeyer treated students with respect.</b>				<b>6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.</b>			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	1	3.3%	Strongly Disagree	1	1	3.3%
Disagree	2	1	3.3%	Neither Disagree or Agree	3	4	13.3%
Neither Disagree or Agree	3	3	10.0%	Agree	4	9	30.0%
Agree	4	8	26.7%	Strongly Agree	5	16	53.3%
Strongly Agree	5	17	56.7%				



## Which aspects of the instructor Robert Sandmeyer were most helpful? Why?

Comments
He was very enthusiastic which made it easy to focus on what he was teaching.
friendly
Talks and presents the topic with a great energy. Really tried to engage us. Overall, a great teacher.
he was very knowledgeable on the subject and was straight up about how to excel in this course
Funny, made the class more interesting.
Prof Sandmeyer deeply cares about his job, and it is evident in his teaching. He truly wants students to think and understand concepts about the world and tries to prepare students for ongoing classes. He answers questions, he is understanding. I believe he is a great instructor.
He is easy to talk to.
He was always asking the class if anyone had questions and took time to make sure that everyone was on the same page. He would also make sure that the directions were clear for each assignment.
Makes great powerpoint presentations
Bob is a great lecturer and has wonderful insight into the subject. He is passionate about his subject and shares that with students. I've never been a fan of philosophy and he has won me over to the "dark side".
nothing
None
Approachable, prepared for class, very on topic, always answers questions and tries to allow students time to express their feelings.
He was nice and quirky and passionate about what he was teaching about which was great. He allowed me to gain a better understanding of the content and its importance outside of the class
The aspect that was most helpful about this professor was that he showed examples of what he was trying to teach in Lexington so we could get a better understanding
The in-class discussion techniques used were most helpful in taking in the content of the class.

## Which aspects of the instructor RobertSandmeyer would you change? How and Why?

Comments
Make time at the end of class for maybe questions if people are not understanding a concept.
n/a
he has a tendency to go on about the subject and lesson at times which can take away from kids learning
Goes fast, gets off topic a lot, not very well structured.
Sometimes he is a little scattered in his thoughts, and sometimes the class felt very unorganized.
Teaches very quickly.
nothing
Could use more practical rather than theoretical knowledge on ag and food systems, sometimes took too much time on certain slides and ran out of time to finish the presentation, sometimes spent too much time trying to get students to answer questions when they clearly didn't know what was going on
More student interaction.
he has absolutely no control or attention of his class
I can not lie but I dont want to be rude. He is utterly horrible at teaching. I have no doubt that he is smart and a nice person, but this class was politically oriented and how it was presented made no sense.
None
I thought the grading was pretty tough for a core class. It seems to require prior experience in philosophy, which I did not have. I felt as though I didn't have the tools I needed to succeed. After I wrote my midterm reflection paper, thinking I did a good job, I got a poor grade. This decreases my confidence in my ability to perform on this final paper and final exam.
He goes on many tangents about the topic which is great because he understands it all but most of the students do not
I think you should have more group projects and discussions because people are not engaged in class at all. By making more group work and allowing students to openly discuss with their peers they'll want to learn the material more and care more about the class.
The instructor needs to actually teach Instead of raising his voice and preaching to us. I felt very uncomfortable in his class and if he called on you and you were not sure what he was asking or the answer he made you feel stupid.
I would change the organization of the instructor by providing a more cohesive powerpoint and using it as an aid for the in-class notes.
Do some grading, the class wasn't that big. At least grade the questions because some information that was give on the visitors were kinda limited, just provided what they've done, not anything really about them

**UK Core - CCC**

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
This course helped me understand historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.	30	3.8	1.4	138	3.9	1.2	696	4.1	1.0
This course helped me understand how these differences influence issues of social justice and/or civic responsibility.	30	3.9	1.2	137	3.9	1.2	692	4.2	1.0
This course helped me understand historical, societal, and cultural contexts relevant to the subject matter of the course.	29	3.8	1.3	136	4.0	1.2	686	4.2	1.0
This course helped me understand at least two of the following, as they pertain to the subject matter of the course: (1) Societal, cultural, and institutional change over time; (2) Civic engagement; (3) Regional, national, or cross-national comparisons; and (4) Power and resistance	29	4.0	1.1	135	4.0	1.1	691	4.2	1.0
This course helped me identify and evaluate conflicts, compromises, and/or ethical dilemmas	30	3.9	1.2	138	4.0	1.1	692	4.2	1.0
This course helped me understand effective and responsible participation in a diverse society.	30	3.9	1.2	138	4.0	1.1	688	4.2	1.0

1. This course helped me understand historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.

Options	Score	Count	Percentage
Strongly Disagree	1	3	10.0%
Disagree	2	4	13.3%
Neither Disagree or Agree	3	1	3.3%
Agree	4	11	36.7%
Strongly Agree	5	11	36.7%

3. This course helped me understand historical, societal, and cultural contexts relevant to the subject matter of the course.

Options	Score	Count	Percentage
Strongly Disagree	1	3	10.3%
Disagree	2	2	6.9%
Neither Disagree or Agree	3	2	6.9%
Agree	4	12	41.4%
Strongly Agree	5	10	34.5%

5. This course helped me identify and evaluate conflicts, compromises, and/or ethical dilemmas

Options	Score	Count	Percentage
Strongly Disagree	1	2	6.7%
Disagree	2	3	10.0%
Neither Disagree or Agree	3	3	10.0%
Agree	4	11	36.7%
Strongly Agree	5	11	36.7%

2. This course helped me understand how these differences influence issues of social justice and/or civic responsibility.

Options	Score	Count	Percentage
Strongly Disagree	1	2	6.7%
Disagree	2	3	10.0%
Neither Disagree or Agree	3	2	6.7%
Agree	4	12	40.0%
Strongly Agree	5	11	36.7%

4. This course helped me understand at least two of the following, as they pertain to the subject matter of the course: (1) Societal, cultural, and institutional change over time; (2) Civic engagement; (3) Regional, national, or cross-national comparisons; and (4) Power and resistance

Options	Score	Count	Percentage
Strongly Disagree	1	2	6.9%
Disagree	2	2	6.9%
Neither Disagree or Agree	3	1	3.4%
Agree	4	14	48.3%
Strongly Agree	5	10	34.5%

6. This course helped me understand effective and responsible participation in a diverse society.

Options	Score	Count	Percentage
Strongly Disagree	1	2	6.7%
Disagree	2	3	10.0%
Neither Disagree or Agree	3	2	6.7%
Agree	4	12	40.0%
Strongly Agree	5	11	36.7%

## REPORTING FORM SUMMARIZING THE TEACHING RECORD

Name: Bob Sandmeyer Rank: Assistant Professor

Department: Philosophy

Sem and Year	COURSES TAUGHT Number and Title	Students Enrolled (do not include advisees)	Selected Course Evaluation Scores*			
			Overall Value of Course (Course Specific Item #6)	Instructor Presented Material Effectively (Instructor Specific Item #2)	Instructor Increased Student Ability to Analyze and Evaluate (Instructor Specific Item #6)	Overall Quality of Teaching (Instructor Specific Item #7)
F 2017	PHI 336.001 Environmental Ethics	67	3.6	3.4	4.1	3.9
	PHI 680.001 Time and Time-Consciousness	6	--	--	--	--
Sp 2018	ENS 400.001 Senior Seminar – Sustainability in Action	26	3.0	3.0	3.3	3.4
	PHI 205.001 Food Ethics	64	3.8	3.8	4.3	4.2

\* If non-TCE forms are used, these questions must be included on the departmental forms, tabulated and presented on this form. Denote "NA" for course scores that are not yet available.

Raters	Students
Responded	33
Invited	67
Response Ratio	49.3%

#### Classification

Options	Score	Count	Percentage
Freshman	1	0	0.0%
Sophomore	2	11	33.3%
Junior	3	14	42.4%
Senior	4	7	21.2%
Graduate	5	0	0.0%
Professional	6	0	0.0%
Other	7	0	0.0%
Choose not to rate	NRP	1	3.0%

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
My classification is	2.9	32	0.8	2.7	969	1.2	2.3	27592	1.3

#### Reason(s) for taking course

Options	Count	Percentage
is a required course	30	73.2%
is an elective	2	4.9%
covers a topic I am interested in	9	22.0%
Choose not to rate	0	0.0%
<b>Respondent(s)</b>	<b>33</b>	

#### Expected Grade in Course

Options	Score	Count	Percentage
Pass or audit	1	0	0.0%
I	2	0	0.0%
E/Fail	3	0	0.0%
D	4	1	3.0%
C	5	0	0.0%
B	6	14	42.4%
A	7	18	54.5%
Choose not to rate	NRP	0	0.0%

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
My expected grade in this course	6.5	33	0.7	6.5	956	0.8	6.3	27166	1.0

Hours per week spent on course outside of class time

Options	Score	Count	Percentage
1 hour or less	1	4	12.1%
2 hours	2	12	36.4%
3 hours	3	8	24.2%
4 - 5 hours	4	7	21.2%
6 - 7 hours	5	2	6.1%
8 hours or more	6	0	0.0%
Choose not to rate	NRP	0	0.0%

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
Hours per week spent on the course (excluding class time)	2.7	33	1.1	2.6	964	1.2	3.0	27456	1.3

## Course Specific Questions

1. The course was well organized

Options	Score	Count	Percentage
Strongly Disagree	1	3	9.1%
Disagree	2	4	12.1%
Neither Disagree or Agree	3	6	18.2%
Agree	4	13	39.4%
Strongly Agree	5	7	21.2%

2. Class meetings contributed to my learning of the course content.

Options	Score	Count	Percentage
Strongly Disagree	1	2	6.1%
Disagree	2	7	21.2%
Neither Disagree or Agree	3	4	12.1%
Agree	4	12	36.4%
Strongly Agree	5	8	24.2%

3. Grading in the course was fair.

Options	Score	Count	Percentage
Strongly Disagree	1	3	9.1%
Disagree	2	1	3.0%
Neither Disagree or Agree	3	8	24.2%
Agree	4	8	24.2%
Strongly Agree	5	13	39.4%

4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.

Options	Score	Count	Percentage
Disagree	2	1	3.0%
Neither Disagree or Agree	3	2	6.1%
Agree	4	13	39.4%
Strongly Agree	5	17	51.5%

5. I understand how the final grade will be calculated in the course.

Options	Score	Count	Percentage
Disagree	2	2	6.1%
Neither Disagree or Agree	3	3	9.1%
Agree	4	14	42.4%
Strongly Agree	5	14	42.4%

6. I consider PHI336-001 to be a quality course.

Options	Score	Count	Percentage
Strongly Disagree	1	3	9.1%
Disagree	2	5	15.2%
Neither Disagree or Agree	3	6	18.2%
Agree	4	7	21.2%
Strongly Agree	5	12	36.4%



Course Specific Questions (continued)

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The course was well organized	3.5	33	1.2	4.2	968	1.0	4.0	27598	1.0
Class meetings contributed to my learning of the course content.	3.5	33	1.3	4.3	968	1.0	4.0	27448	1.1
Grading in the course was fair.	3.8	33	1.3	4.3	963	0.9	4.1	27526	1.0
Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.	4.4	33	0.7	4.5	963	0.8	4.2	27453	0.9
I understand how the final grade will be calculated in the course.	4.2	33	0.9	4.3	966	0.9	4.3	27503	0.9
I consider PHI336-001 to be a quality course.	3.6	33	1.4	4.3	965	1.0	4.0	27533	1.1

Which aspects of the course were most helpful? Why?

Comments
The discussions in class.
The reading quizzes helped me remember the material well.
The daily talks and the reading quizzes and the test review days
His own examples of topics on class topics.
Reading quizzes as these helped consolidate key points from the readings.
I liked Muir and Carson– but we never actually read them, so I guess nothing was good about it
The in depth reading, and the discussion over them
the structure of the course made it clear what we should be focusing on.
nothing was helpful
Reading quizzes
I found the lectures to be most helpful. The reading material coupled with the quizzes allowed for me to be prepared for each class. "Reading with questions in mind" was encouraged and beneficial. The way in which the class was structured with the bulk of the large assignments due toward the first half of the semester thoroughly alleviated end of semester stress all around. A couple of the assignments were given extensions at our request and his willingness to push back those dates resulted in my overall success this semester. Not just in this class but in others. Thank you! I loved the energy and way the instructor delivered the material. He is very passionate about the subjects we went over in class and as such inspired and solidified my own passion and interest in the material.
The quizzes for each reading was extremely helpful.
The most helpful part of the course was reading the materials focused on the environment (Leopold, etc). This is directly applicable to natural resources and the environment, which is what the majority of the students are studying whom are taking the class.
Having online quizzes due every class ensured that we at least had to look at the reading. We were given a very clear idea of what exams would look like. Many of the assignments and essays seemed thoughtful.
Reading quizzes were a nice grade booster. I liked the way exams were formatted (as in the questions and essay format, and having all the questions before the exam, not the spacing of the exams.)
Reading Quizzes, Review sessions, Exam Format, Ethical Action Assignment.
quizzes and class
Quizzes were a good overall summary of readings. In class discussions were also good because you could get other student ideas and feedback.
Reading quizzes and the study guide. Reading quizzes were questions on the exams and the study guide reflected what the exam would look like.
The in class discussions were pretty helpful.
The reading quizzes helped a whole lot, up until i figured out how to search a document for the answer i needed.
The reading questions were very helpful when reading through the readings.
The quizzes and readings
The course covered useful, intriguing information in light of major philosophers and spokespeople.

Which aspects of the course would you change? How and Why?

Comments
The organization was terrible.
Maybe provide readings in class like printed copies.
I would make the papers more far apart because they all came at once which was a bit overwhelming.
Don't have everything due in one week (ex. journal and Leopold paper and test). Make journal entries have due dates.
none

Comments
None!
First half of the semester was terrible, boring, useless, uninteresting, and not good. There does not need to be a whole 2.5 months devoted to learning Kant and Aristotle in a envrio ethics class. Instead, just go with environmental authors and ethistis and then if a concept from someone else applies, integrate their content in. Once we started on Muir/Pinchot, the class was actually worth my time and I began to pay attention some
Grading of papers seemed too subjective
The syllabus being written in block text is hard to digest intially and difficult to use later on to simply find a date or score percentage. Having sections, bullets, etc make a much more useful syllabus
possibly give more days to read and comprehend the reading.
grading seems very arbitrary and needs to be more objective. I feel like I often said essentially the same thing on a question or essay as someone else but got docked for saying it in a different way. Could never tell what grade I would get, even when I was very well prepared.
Provide online outlines of the discussions in lecture. Having a sick day should not make up unable to know what had happened during class.
don't make this a required ENS class! No relevance. Too focused on veganism and vegetarianism.
None
Nothing! I would love to be able to take more courses like this with him teaching. I will not get the opportunity to have him as my instructor until my senior year. Though it is well worth the wait.
Start using powerpoint with certain key points to go over from the readings.
While I believe this course achieved the goals the Dr. Sandmeyer set, I don't think the course is successful in teaching environmental ethics. This course teaches the philosophy of ethics with a slight emphasis on environmental readings. I think, especially with the current state of politics/ environment, that a more applied environmental ethics course would be much more valuable to the students. Rather than learning ethical theories, which is important, students should extend beyond this to learn how to apply these theories to ethical dilemmas/ situations.
In-class lectures often felt disorganized and unfocused. Class discussions seemed to devolve into the professor debating one or two students or just talking himself. I would have preferred more concrete lectures and things to take notes on (or actual discussion of the readings instead of tangents). Grading criteria on papers was also sometimes unclear.
This class was not organized well. The first time we looked closely at environmental ethics was a week after midterms. Far too much time was spent on ethical theories, and then most of these theories weren't really mentioned after the test on them (at midterms). I feel as though the class should have started looking at environmental ethics right away, and when applicable, the ethical theories could be summarized and explained briefly. I also thought that we spent too little time looking at Leopold, as I was led to believe that the Leopold novel was a crucial piece of environmental ethics, and then there was barely any discussion on it. In general, there was very little class discussion.
Difficult to follow lectures, they are repetitive and progress slowly without any clear organization. There desperately needs to be more discussion. There also needs to be other pedagogical methods incorporated into class time, maybe debates, small group discussions, incorporation of pictures, videos, etc. Peer editing may have helped. There are so many different ways to engage students, it is a shame to teach every class period the same way, especially when it isn't done in a way that makes taking notes easy, or even possible.
The professor, the topics we learn. its environmental ethics and we have hardly talked about the environment its basically just a philosophy class and thats not how this major works it shouldn't be required???
The writing assignments had due dates that were extremely close together and both were length papers. A few week separation would have been nice.
Papers were graded extremely harsh and unfair. For someone who received an A on the tests and quizzes and then struggled to keep an A because the papers were graded in an extremely harsh manner was ridiculous. I have never received below an A on a paper in my college english classes or environmental anthropology, yet I received poor grades on the papers with little to no explanation of why. My major is not philosophy. This course is more of an introduction to environmental ethics, since it is the only ethics course I will take. So why were my papers treated as if I should be an expert in ethics.
The grading needs to be more consistent on the papers.

**Comments**

The first exam material was irrelevant to me (especially Kant; i will never get those hours of my life back, hope you realize that)

I would not do so much Kant, It should not take so long to pick out the important concepts and not spend 4 days on his material. Focusing purely on Philosophy made it very difficult for me to connect with the material. I would have liked it if we had related the philosophy to environmental issues immediately.

The style of grading for the papers and tests. People shouldnt have 100% on quizzes and 100% on mulitple choice section but still getting Cs on the test if the essay was not exactly how it was wanted.

I would not change anything.

## Instructor Specific Questions

1. The instructor Robert Sandmeyer was prepared for class.

Options	Score	Count	Percentage
Disagree	2	2	6.1%
Neither Disagree or Agree	3	4	12.1%
Agree	4	14	42.4%
Strongly Agree	5	13	39.4%

2. The instructor Robert Sandmeyer presented material clearly.

Options	Score	Count	Percentage
Strongly Disagree	1	5	15.2%
Disagree	2	4	12.1%
Neither Disagree or Agree	3	6	18.2%
Agree	4	8	24.2%
Strongly Agree	5	10	30.3%

3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.

Options	Score	Count	Percentage
Strongly Disagree	1	4	12.1%
Disagree	2	7	21.2%
Neither Disagree or Agree	3	3	9.1%
Agree	4	4	12.1%
Strongly Agree	5	15	45.5%

4. The instructor Robert Sandmeyer provided material at an appropriate pace.

Options	Score	Count	Percentage
Strongly Disagree	1	2	6.1%
Disagree	2	4	12.1%
Neither Disagree or Agree	3	7	21.2%
Agree	4	8	24.2%
Strongly Agree	5	12	36.4%

5. The instructor Robert Sandmeyer treated students with respect.

Options	Score	Count	Percentage
Strongly Disagree	1	1	3.0%
Agree	4	12	36.4%
Strongly Agree	5	20	60.6%

6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.

Options	Score	Count	Percentage
Disagree	2	4	12.1%
Neither Disagree or Agree	3	5	15.2%
Agree	4	8	24.2%
Strongly Agree	5	16	48.5%

7. RobertSandmeyer provided quality teaching.

Options	Score	Count	Percentage
Strongly Disagree	1	2	6.1%
Disagree	2	3	9.1%
Neither Disagree or Agree	3	5	15.2%
Agree	4	9	27.3%
Strongly Agree	5	14	42.4%

Instructor Specific Questions (continued)

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The instructor Robert Sandmeyer was prepared for class.	4.2	33	0.9	4.5	1024	0.9	4.4	37263	0.9
The instructor Robert Sandmeyer presented material clearly.	3.4	33	1.4	4.4	1024	1.0	4.1	37225	1.1
The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.	3.6	33	1.5	4.4	1023	0.9	4.2	37186	1.1
The instructor Robert Sandmeyer provided material at an appropriate pace.	3.7	33	1.3	4.4	1025	0.9	4.2	37217	1.0
The instructor Robert Sandmeyer treated students with respect.	4.5	33	0.8	4.7	1024	0.6	4.5	37261	0.8
The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.	4.1	33	1.1	4.5	1024	0.8	4.1	37105	1.0
RobertSandmeyer provided quality teaching.	3.9	33	1.2	4.4	1022	0.9	4.2	37176	1.1

Which aspects of the instructor RobertSandmeyer were most helpful? Why?

Comments
He was willing to answer every question.
He is a very passionate teacher as easy to pay attention to, this made class interesting and engaging.
His deep knowledge about every author we read about and the ability to connect every reading to another reading material.
His examples of his own life on topics related to class. Instead of having to create an example of my own about a topic in class, he provides one that I can play on for other examples.
Very funny and engaging lecturer, made classes very enjoyable and interesting, this has been my favourite class! Bob is very intelligent and conveys course material with clarity.
He could be funny and seemed like a nice enough guy
he tried to make you think about the answer to the question you asked
He is very engaged and dedicated
none!
He's passionate and brilliant. One of the best professors at UK.
I loved the energy and way the instructor delivered the material. He is very passionate about the subjects we went over in class and as such inspired and solidified my own passion and interest in the material. He encouraged us to "be bold" among other things. The way he connected the aspects of the class to that which was previously discussed, really worked to provide further understanding. I loved the etymological relay in class and they way he insisted we speak well and in full sentences. He was also very helpful during office hours in answering questions and helped advise me for my major. I feel I have so much more to learn from him and look forward to doing so. I came home after the first few weeks of taking his class ignited with purpose and the feeling as though I was exactly where I was meant to be and told my partner that " I want to be Dr. Sandmeyer when I grow up." At the risk of sounding creepy that is the truth. To say that he and his class had a positive impact on my life would be a vast understatement.
He gave us the readings so that we did to have to buy lengthy textbooks.
N/A
He is very knowledgeable about the subject and can make good summary points.
He repeats a lot of the main ideas which can be very helpful (but also detrimental).
Knowledgeable, caring, passionate.
Some parts of lecture, study guides when he stays on topic (rarely) he's really helpful and easy to understand
He is very knowledgeable about the class topic. Broke down big words in class for better understanding.
Study guide
He knew how to connect everything that we learned, and he is obviously passionate about this material which always makes teaching easier
He is very nice and I enjoyed the writing assignments.
the meaning behind words and personal antidotes
Prof. Sandmeyer presented intriguing information in an eye opening, self thought fashion.

Which aspects of the instructor RobertSandmeyer would you change? How and Why?

Comments
Be more organized and not jump all over the place and make everything confusing
I know he is really busy as the DUS for the ENS major but the grading was not done in a timely fashion.
End class on time
Nothing!
End class on time– set an alarm or something to go off at exactly 2:50 if you insist on using every moment of your time. But running over every day is not okay, esp for people with a quick transition to a 3pm class.

### Comments

Lectures should have organization. Making an outline for yourself can really help make sure that you stay on track, the outline could also help students track the tangents/content during lecture.

Lectures should focus on new content. Reviewing the previous day for 40min and then spending 10 on new stuff EVERY day if not a good way to go over material. Present the new content and if there is time go over previous articles

A summary of each lecture or each article read would be very helpful to get a better idea about what the main point is instead of trying to keep track of every tangent

Teacher should reply to all emails instead of ignoring them, like if I email and say that I will be missing class for another class, reply and just say okay or ask if I need the notes or if I have someone who will get them to me, instead of just ignoring me.

If we are told that we will have a rubric, that rubric should be provided before the assignment is due, not when we get the grade back. How are we to write a paper when we do not know the expectations???

hes pretty cool the way he is.

Again, I think a much clearer set of expectations and a more transparent rubric system would really improve the class.

Very arrogant and rude. Told me he was a purist. Won't answer questions in class and forces you to answer the question you asked.

I would have him take notes on the board to keep class discussions on track.

Occasionally he would repeat previous material when we were on a different reading. This caused class to be chaotic sometimes.

Focus more on the readings designated for that class. I would also restructure the class to not have the two papers due back to back.

It was a bit frustrating that he replied to student's questions with other questions. It deterred me from ever wanting to ask when I was confused about something, as I knew I would be put on the spot. It occasionally felt like he just liked hearing himself talk.

Bob presented information in a very irregular pace. Some concepts felt very rushed and others seemed to dragged on for days. I think that he is a very very brilliant professor, but he often gets caught up and goes on rabbit trails. This made it very hard to take notes, because when I would hear something, I would try and write it down, but by time I was halfway into the sentence, Bob was three places away already. We also spend at least 50% of each lecture reviewing the previous material, but then only get 10–15 minutes (on average) to actually discuss the new material, so new material is always presented in a very rushed fashion. The multiple repetition of information is confusing, as the wording seems to change a little each time, and for people with no philosophy building blocks, can be very confusing.

Need to be more clear and organized. Need to engage people in different ways. I would incorporate some more structure to facilitate more clear progression of thoughts. This could be done through clearer notes, a lecture outline, a powerpoint, or more structure to how things are written on the board. The second could be achieved through literally any other teaching method being used in class. You really didn't make any attempt to switch up the format of what we do in class.

He rants WAY TOO MUCH. I don't understand why he's sharing his political and religious views, He stood up today and was talking about how many grandparents "mysteriously die" during finals and as someone with a grandparent who is actually dying during finals I found this extremely disrespectful. He never stays on topic, he is disrespectful and talks about too many inappropriate things during class.

He goes on tangents quite often. Although he is very knowledgeable about the topic sometimes it was too much for a beginning philosophy class.

### Grading

he went over time in class basically every class period, i had a class right after his that i was almost late to everyday. he needs to stay on topic and please if someone asks a goddamn question, just answer it. if im asking, i want HIS answer, not some other kid's. overall, i hate philosophy.

I would focus on the readings and relevant information. I felt like we never really made it to the material or only spoke about it in a superficial manner. I would only do the etymology if the meaning of the word helps with understanding of the material or reflects false general understanding of the word.

Focus more on sections for test, explain clearly what you want from papers.



**Comments**

Prof. Sandmeyer needs to maybe consider presenting material in such as way that does not follow how a philosopher would present. Is he a professor or a philosopher?



# Report List - Fall 2017 Individual TCE Report - Arts and Sciences

This table provides a list of links to reports in both PDF and HTML format. The PDF versions of the reports listed here are not WCAG 2.0 compliant. Please use the HTML version by opening the link located in the Report Title column of the table as an accessible alternative.

Search report title

Clear search

Results: 1 - 2 of 2 Item(s)

PDF	Report Title	Threshold Status
<input type="checkbox"/>	<a href="#">Fall 2017 Indiv TCE Report PHI336-001 (Robert Sandmeyer)</a>	Met
<input type="checkbox"/>	<a href="#">Fall 2017 Indiv TCE Report PHI680-001 (Robert Sandmeyer)</a>	Not Met

Select All

Deselect All

View

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Raters	Students
Responded	46
Invited	64
Response Ratio	71.9%

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
My classification is	2.0	46	1.2	2.6	962	1.2	2.3	24041	1.3

Options	Score	Count	Percentage
Freshman	1	23	50.0%
Sophomore	2	10	21.7%
Junior	3	5	10.9%
Senior	4	8	17.4%
Graduate	5	0	0.0%
Professional	6	0	0.0%
Other	7	0	0.0%
Choose not to rate	NRP	0	0.0%

Reason(s) for taking course

Options	Count	Percentage
is a required course	26	48.1%
is an elective	19	35.2%
covers a topic I am interested in	9	16.7%
Choose not to rate	0	0.0%
Respondent(s)	46	

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
My expected grade in this course	6.5	42	1.1	6.5	944	0.9	6.3	23605	1.0

Options	Score	Count	Percentage
Pass or audit	1	1	2.2%
I	2	0	0.0%
E/Fail	3	0	0.0%
D	4	0	0.0%
C	5	3	6.5%
B	6	10	21.7%
A	7	28	60.9%
Choose not to rate	NRP	4	8.7%

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
Hours per week spent on the course (excluding class time)	2.5	46	1.3	2.5	957	1.2	2.9	23959	1.3

Options	Score	Count	Percentage
1 hour or less	1	11	23.9%
2 hours	2	16	34.8%
3 hours	3	9	19.6%
4 - 5 hours	4	5	10.9%
6 - 7 hours	5	5	10.9%
8 hours or more	6	0	0.0%
Choose not to rate	NRP	0	0.0%

## Overall Course Score

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
I consider the course PHI205-001-2018030 - FOOD ETHICS to be a quality course.	3.8	45	1.2	4.2	958	1.0	4.0	24031	1.1

Options	Score	Count	Percentage
Strongly Disagree	1	1	2.2%
Disagree	2	9	20.0%
Neither Disagree or Agree	3	7	15.6%
Agree	4	11	24.4%
Strongly Agree	5	17	37.8%

**Course Specific Questions**

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The course was well organized	3.9	44	1.0	4.2	960	1.0	4.1	24062	1.0
Class meetings contributed to my learning of the course content.	3.8	45	1.2	4.3	957	0.9	4.0	23938	1.1
Grading in the course was fair.	4.3	45	0.9	4.4	956	0.9	4.1	23999	1.0
Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.	4.4	45	0.8	4.5	957	0.7	4.2	23950	1.0
I understand how the final grade will be calculated in the course.	4.2	45	0.9	4.4	956	0.8	4.3	24003	0.9

<b>1. The course was well organized</b>				<b>2. Class meetings contributed to my learning of the course content.</b>			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	1	2.2%	Strongly Disagree	1	2	4.3%
Disagree	2	6	13.0%	Disagree	2	7	15.2%
Neither Disagree or Agree	3	1	2.2%	Neither Disagree or Agree	3	3	6.5%
Agree	4	23	50.0%	Agree	4	18	39.1%
Strongly Agree	5	13	28.3%	Strongly Agree	5	15	32.6%
Choose not to rate	NRP	2	4.3%	Choose not to rate	NRP	1	2.2%
<b>3. Grading in the course was fair.</b>				<b>4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.</b>			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Disagree	2	3	6.5%	Disagree	2	3	6.5%
Neither Disagree or Agree	3	2	4.3%	Neither Disagree or Agree	3	1	2.2%
Agree	4	17	37.0%	Agree	4	18	39.1%
Strongly Agree	5	23	50.0%	Strongly Agree	5	23	50.0%
Choose not to rate	NRP	1	2.2%	Choose not to rate	NRP	1	2.2%
<b>5. I understand how the final grade will be calculated in the course.</b>							
Options	Score	Count	Percentage				
Disagree	2	3	6.5%				
Neither Disagree or Agree	3	5	10.9%				
Agree	4	19	41.3%				
Strongly Agree	5	18	39.1%				
Choose not to rate	NRP	1	2.2%				

Which aspects of the course were most helpful? Why?

Comments
The study guides and the way that the lectures were structured
studying the study guide
The reading quizzes were the most helpful because they highlighted the main point of each article.
Dr. Sandmeyer was very knowledgeable and helpful.
Prof. Sandmeyer used Canvas masterfully to display daily schedule which helped me keep up with all that was going on in class.
It was great to be able to think about the structure of society and how it pertains to our moral decisions and food choices.
Having the daily schedule to see everything and material day by day.
Having a set out schedule was nice to see what was coming. I think the 2 projects were actually very supplemental to the way the course wants us to consider food and the way we choose what we eat. I appreciated that the exams were very transparent and there were no tricks.
Quiz is the most helpful for me.
The reading quizzes that we did helped with the midterm greatly.
The teacher emailed back fast. He also was super into his teaching and could tell he cared.
Having assignments about each unit due before classes, then going over them in class together to get a better understanding of what we are really trying to focus on.
The reading quizzes and the papers helped me to understand the material.
The personal interaction that Prof. Sandmeyer provides in-class and during office hours is very beneficial.
The constant reading and reading quizzes become tedious over the semester, but they contributed to my learning very well. Dr. Sandmeyer's approach to the reading quizzes and their format was truly fair and less stress compared to other classes with reading quizzes. There was no trickery involved, which I cannot express how much I appreciate that.
The reading quiz help me understand the materials.
The in class lectures really helped to understand the assigned readings.
I loved the study guides and the fact that the reading quizzes actually helped me to understand the main ideas of the reading and was then used on the exams.
The review of material was helpful in my understanding.
—
The reading quizzes— helps study for exams
n/a
the post reading quizzes class discussion/powerpoints projects
Reading Quizzes
This course is not a suggested course to take. Compared to what the class description was, I didn't learn anything I wanted to and the professor isn't very good.
Covering all the major topics that deal with environmental sustainability was interesting to learn.
The reading material.

Which aspects of the course would you change? How and Why?

Comments
Use more online sources for readings versus books, the books were not that expensive but three books can be a lot of money for one class
lectures need to reflect the exam material
I would change the lecture because the professor tends to rant on topics that are not related to the material and it gets confusing.
I felt very prepared for the final exam and had what I thought to be very well thought out answers from my notes taken in class. I wrote down almost everything Dr. Sandmeyer had said and yet still received a B on the midterm. I felt like he expected such a specific answer but did not specify what he wanted from us in class.
I would have less readings so that more focus could be placed on the theories themselves.
Not to make only one question of the exams worth 50%
One of the biggest annoyances for me was that the tests were usually not opened on Canvas until the day before due. Due to my kind of crazy schedule this semester, I would try and sit down and get a lot of my more basic homework done for the week on Sundays. But I wasn't able to do that when the Wednesday and Friday exams were never opened.
Something I consistently noticed with this class was that there was no transparency with grading. When I got my midterm back, there were literally just minus marks in the margins with absolutely no explanation. For the two projects, we didn't even get graded copies back, just a number on canvas. If there are points being taken off of my work, I expect a reasoning. At least circle what you are taking the points off for. I don't expect a paragraph explanation, but I shouldn't have to come to your office hours to know why YOU decided to take points off my essay.
Speaking of grading, it baffled me that a square root curve was used for the quizzes. Any mathematical analysis would show how horrible the concept of this curve is. This curve takes the student who has put no effort this entire semester with a 36% to a passing 60%, but if I have been putting in work in all of the quizzes, it only takes a 97% up to a 98%. This is a curve that rewards the least amount of work while providing nothing to those that actually try. I very honestly only see this curve being good for covering up a class' bad grades by bringing up the bad ones to par with the good ones.
Finally, I was incredibly disappointed by the way this class was actually focused on. I can in expecting a Michael Pollan-like class but instead I spent the first half of the semester learning about Jefferson's political views. I was very excited for this class and honestly despised it by the end of the year.
No
Learning in a more unique way
teach it in a more interesting way
I do not think that I would change much about this course, maybe the organization of the slides...sometimes they are hard to follow/understand since there is a lot going on in this course.
nothing!
A more organized style could perhaps make retention of the course information greater.
nothing
No.
More in class review time before tests. The material is super dense & sometimes difficult to recall and fully understand
maybe one day can be met online??
I would create more structure and allow students to know what they are learning in a large scale.
I would have the class time be more than a lecture, it is way too easy to zone out. I would also not have as many quizzes
Lectures sometimes hard to follow
n/a
i would make some classes small group discussions over the readings and have groups present on the different sections of the reading.
Nothing with the structure, I just hated the content.
I would completely get rid of the course as a whole.
None
Sometimes we got off on a tangent about random topics not involving food ethics.

## Overall Instructor Score

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The instructor Robert Sandmeyer provided quality teaching.	4.2	45	1.1	4.4	991	0.9	4.2	31983	1.0

Options	Score	Count	Percentage
Strongly Disagree	1	1	2.2%
Disagree	2	4	8.9%
Neither Disagree or Agree	3	4	8.9%
Agree	4	14	31.1%
Strongly Agree	5	22	48.9%



## Instructor Specific Questions

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The instructor Robert Sandmeyer was prepared for class.	4.5	45	0.5	4.5	994	0.8	4.4	32075	0.8
The instructor Robert Sandmeyer presented material clearly.	3.8	45	1.2	4.3	994	0.9	4.2	32023	1.1
The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.	4.0	45	1.2	4.4	995	0.9	4.2	32018	1.0
The instructor Robert Sandmeyer provided material at an appropriate pace.	4.3	44	0.9	4.4	992	0.8	4.2	32009	1.0
The instructor Robert Sandmeyer treated students with respect.	4.6	45	0.8	4.7	992	0.6	4.5	32076	0.8
The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.	4.3	45	0.9	4.5	992	0.8	4.2	31918	1.0

1. The instructor Robert Sandmeyer was prepared for class.				2. The instructor Robert Sandmeyer presented material clearly.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Neither Disagree or Agree	3	1	2.2%	Strongly Disagree	1	3	6.5%
Agree	4	20	43.5%	Disagree	2	4	8.7%
Strongly Agree	5	24	52.2%	Neither Disagree or Agree	3	6	13.0%
Choose not to rate	NRP	1	2.2%	Agree	4	18	39.1%
				Strongly Agree	5	14	30.4%
				Choose not to rate	NRP	1	2.2%
3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.				4. The instructor Robert Sandmeyer provided material at an appropriate pace.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	3	6.5%	Strongly Disagree	1	1	2.2%
Disagree	2	3	6.5%	Disagree	2	2	4.3%
Neither Disagree or Agree	3	5	10.9%	Neither Disagree or Agree	3	2	4.3%
Agree	4	15	32.6%	Agree	4	18	39.1%
Strongly Agree	5	19	41.3%	Strongly Agree	5	21	45.7%
Choose not to rate	NRP	1	2.2%	Choose not to rate	NRP	2	4.3%
5. The instructor Robert Sandmeyer treated students with respect.				6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Disagree	2	1	2.2%	Disagree	2	3	6.5%
Neither Disagree or Agree	3	4	8.7%	Neither Disagree or Agree	3	4	8.7%
Agree	4	9	19.6%	Agree	4	13	28.3%
Strongly Agree	5	31	67.4%	Strongly Agree	5	25	54.3%
Choose not to rate	NRP	1	2.2%	Choose not to rate	NRP	1	2.2%

Which aspects of the instructor Robert Sandmeyer were most helpful? Why?

Comments
He has a very clear way of getting even the most complex ideas across
He was never reluctant to talk about anything
Professor Sandmeyer has an amazing and outgoing personality that makes class enjoyable.
Dr. Sandmeyer answered any questions I asked him.
Prof. Sandmeyer offered many local organizations and groups to look into if the student was interested in the course topic. He is very thorough. Each word that he speaks has a purpose.
He was very good at explaining theories clearly and connecting them to other arguments we discussed.
Asking lots of questions
His interest in the class helped keep the rest of us interested. He very genuinely cared about the topics and that definitely helped me care about them more.
Quiz is the most helpful for me.
He was funny, which made the class interesting.
Dedicated to his job
He was very encouraging about starting a conversation, asking the class a lot of questions to get a better understanding of the material, and allowing students to ask a lot of questions too.
He was very nice and enthusiastic about teaching which made the class more enjoyable.
He hits home the topics of the course, repeating some topics to a degree that absorption of the material is almost certain, he was also very willing to answer questions in-depth when they arose.
Dr. Sandmeyer's straightforward approach to the material and grading was very helpful. His repetition of the material did not allow you to get behind. Having sat in the front of the class, I enjoyed his random calling on of students at times, because it keeps you focused in class. Additionally, his engaged classroom atmosphere made me feel like a real student interested in material unlike other classes I have taken.
He is willing to answer our questions.
Professor Sandmeyer is extremely passionate about what he teaches. You can really tell that he is interested and invested in the content that he is teaching us about, which helps our understanding and makes it more interesting.
Very helpful when students asked questions & made the material more interesting by talking about it in a relatable manner.
I actually really enjoyed his tangents on grammar and vocabulary. I learned a lot in this class even beyond issues surrounding food ethics.
He was outgoing and kept people awake.
I think he is a great guy, and has a deep understanding of the material we are learning.
Gives lots of opportunities for students to succeed.
n/a
he clarified the reading material in a way that could be understood by everyone super passionate cares about students and wants people to succeed.
He was very passionate about the subject, which made an uninteresting topic more interesting.
His knowledge of the concepts
I am not a fan of his teaching ways and he just talks the whole time and its hard to stay interested and he doesn't teach anything that applies to our life. He is only obsessed with Wendel Berry and doesn't care about anything else.
He explained the content in detail during lecture
His willingness to explain anything you struggled with.

Which aspects of the instructor RobertSandmeyer would you change? How and Why?

Comments
Nothing, he is a great professor
he needs to stay on track and explain material in a less complicated and flustered way
I would change the long tangents that get off topic that Mr. Sandmeyer goes on.
Looking back on the class, I feel that Professor Sandmeyer only gave students one point of view. He never brought to light the opposing arguments to organics, non-GMOs and sustainable ag.
Being more specific about what he wants on the exams.
For me, he over talked sometimes. Maybe other students were helped by all his angles on a topic, but for me, they made the concept seemingly more complex that it was.
I would place less of an emphasis on the quizzes by focusing on fewer papers and really getting into the main arguments of them, instead of speeding through as many as possible.
The cursing needs to stop and leave your political views out of the classroom. It's unprofessional. Just talk about the class material.
Not to cram so much material into one day that it goes over class time
I think the problem with this class was not about the teaching but about what was taught. I don't think this class is a bad class, rather I think with some tuning it could be an incredibly interesting and informative class.
No
None.
teach the course in a more interesting way – not just only lectures which is what it is now.
I have none
nothing!
His often disorganized and pedantic style was, at times, distracting. Maybe if he relied more directly on his notes for the class, things could be more concise and digestible.
I really do not have any complaints, but I guess I can come up with one. As a engineering student, I often get huge assignments and workloads at certain times of the week, so having all of the week's quizzes ready at the beginning of the week helps with time management. Granted, his quizzes and readings are relatively quick, but sometimes, I would read the article and wait a couple days to answer the questions when posted. This is a relatively minor request.
No
Sometimes he would kind of go on tangents that weren't super clear as to how they related to what we were discussing.
nothing
His word usage can be confusing to students.
He rambles too much, gets off topic and loses me.
Lectures are hard to follow, isn't always interesting for someone who is not in a major that has to do with this class material.
n/a
nothing, it was a pleasure getting to know him. I wish I had more professors who are as honest and passionate as he is.
It would have been better if he focused more on opposing ideas.
He goes off on tangents too often that we sometimes never get through everything I would like to talk about during lecture
I would change everything. the way he teaches, what he teaches, how he teaches, everything.
Breathe
His tangents about grammar.

**UK Core - CCC**

Question	Course			Department (Philosophy)			College (Arts and Sciences)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
This course helped me understand historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.	3.8	45	1.2	4.2	206	1.0	4.2	828	0.9
This course helped me understand how these differences influence issues of social justice and/or civic responsibility.	3.9	44	1.2	4.2	207	1.0	4.2	822	0.9
This course helped me understand historical, societal, and cultural contexts relevant to the subject matter of the course.	4.1	44	1.1	4.2	206	0.9	4.3	820	0.9
This course helped me understand at least two of the following, as they pertain to the subject matter of the course: (1) Societal, cultural, and institutional change over time; (2) Civic engagement; (3) Regional, national, or cross-national comparisons; and (4) Power and resistance	4.1	44	1.1	4.2	206	1.0	4.3	818	0.9
This course helped me identify and evaluate conflicts, compromises, and/or ethical dilemmas	4.1	44	1.1	4.2	208	1.0	4.3	821	0.9
This course helped me understand effective and responsible participation in a diverse society.	4.0	44	1.1	4.2	205	1.0	4.2	817	0.9

1. This course helped me understand historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.

Options	Score	Count	Percentage
Strongly Disagree	1	1	2.2%
Disagree	2	7	15.2%
Neither Disagree or Agree	3	8	17.4%
Agree	4	11	23.9%
Strongly Agree	5	18	39.1%
Choose not to rate	NRP	1	2.2%

3. This course helped me understand historical, societal, and cultural contexts relevant to the subject matter of the course.

Options	Score	Count	Percentage
Strongly Disagree	1	2	4.3%
Disagree	2	2	4.3%
Neither Disagree or Agree	3	6	13.0%
Agree	4	14	30.4%
Strongly Agree	5	20	43.5%
Choose not to rate	NRP	2	4.3%

5. This course helped me identify and evaluate conflicts, compromises, and/or ethical dilemmas

Options	Score	Count	Percentage
Strongly Disagree	1	2	4.3%
Disagree	2	3	6.5%
Neither Disagree or Agree	3	5	10.9%
Agree	4	14	30.4%
Strongly Agree	5	20	43.5%
Choose not to rate	NRP	2	4.3%

2. This course helped me understand how these differences influence issues of social justice and/or civic responsibility.

Options	Score	Count	Percentage
Strongly Disagree	1	2	4.3%
Disagree	2	4	8.7%
Neither Disagree or Agree	3	7	15.2%
Agree	4	13	28.3%
Strongly Agree	5	18	39.1%
Choose not to rate	NRP	2	4.3%

4. This course helped me understand at least two of the following, as they pertain to the subject matter of the course: (1) Societal, cultural, and institutional change over time; (2) Civic engagement; (3) Regional, national, or cross-national comparisons; and (4) Power and resistance

Options	Score	Count	Percentage
Strongly Disagree	1	2	4.3%
Disagree	2	2	4.3%
Neither Disagree or Agree	3	7	15.2%
Agree	4	13	28.3%
Strongly Agree	5	20	43.5%
Choose not to rate	NRP	2	4.3%

6. This course helped me understand effective and responsible participation in a diverse society.

Options	Score	Count	Percentage
Strongly Disagree	1	2	4.3%
Disagree	2	3	6.5%
Neither Disagree or Agree	3	6	13.0%
Agree	4	16	34.8%
Strongly Agree	5	17	37.0%
Choose not to rate	NRP	2	4.3%

Raters		Students
Responded		9
Invited		26
Response Ratio		34.6%

Question	Course			Department (Environmental Studies)			College (Arts and Sciences)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
My classification is	3.7	9	0.5	3.2	67	1.0	2.3	24041	1.3

Options	Score	Count	Percentage
Freshman	1	0	0.0%
Sophomore	2	0	0.0%
Junior	3	3	33.3%
Senior	4	6	66.7%
Graduate	5	0	0.0%
Professional	6	0	0.0%
Other	7	0	0.0%
Choose not to rate	NRP	0	0.0%

Reason(s) for taking course

Options	Count	Percentage
is a required course	9	100.0%
is an elective	0	0.0%
covers a topic I am interested in	0	0.0%
Choose not to rate	0	0.0%
Respondent(s)	9	

Question	Course			Department (Environmental Studies)			College (Arts and Sciences)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
My expected grade in this course	6.3	7	0.8	6.5	65	0.6	6.3	23605	1.0

Options	Score	Count	Percentage
Pass or audit	1	0	0.0%
I	2	0	0.0%
E/Fail	3	0	0.0%
D	4	0	0.0%
C	5	1	11.1%
B	6	3	33.3%
A	7	3	33.3%
Choose not to rate	NRP	2	22.2%

Question	Course			Department (Environmental Studies)			College (Arts and Sciences)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
Hours per week spent on the course (excluding class time)	4.0	9	1.5	2.7	67	1.4	2.9	23959	1.3

Options	Score	Count	Percentage
1 hour or less	1	1	11.1%
2 hours	2	0	0.0%
3 hours	3	2	22.2%
4 - 5 hours	4	2	22.2%
6 - 7 hours	5	3	33.3%
8 hours or more	6	1	11.1%
Choose not to rate	NRP	0	0.0%

## Overall Course Score

Question	Course			Department (Environmental Studies)			College (Arts and Sciences)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
I consider the course ENS400-001-2018030 - SENIOR SEMINAR: SUSTAINABILITY IN ACTION to be a quality course.	3.0	9	1.6	4.0	67	1.2	4.0	24031	1.1

Options	Score	Count	Percentage
Strongly Disagree	1	2	22.2%
Disagree	2	2	22.2%
Neither Disagree or Agree	3	1	11.1%
Agree	4	2	22.2%
Strongly Agree	5	2	22.2%

**Course Specific Questions**

Question	Course			Department (Environmental Studies)			College (Arts and Sciences)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The course was well organized	2.8	9	1.3	3.8	67	1.1	4.1	24062	1.0
Class meetings contributed to my learning of the course content.	2.7	9	1.4	4.0	67	1.2	4.0	23938	1.1
Grading in the course was fair.	2.8	9	1.1	3.9	67	1.1	4.1	23999	1.0
Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.	3.5	8	1.4	4.2	65	1.0	4.2	23950	1.0
I understand how the final grade will be calculated in the course.	3.3	9	1.1	4.0	66	1.1	4.3	24003	0.9

1. The course was well organized				2. Class meetings contributed to my learning of the course content.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	2	22.2%	Strongly Disagree	1	3	33.3%
Disagree	2	2	22.2%	Disagree	2	1	11.1%
Neither Disagree or Agree	3	1	11.1%	Neither Disagree or Agree	3	1	11.1%
Agree	4	4	44.4%	Agree	4	4	44.4%
3. Grading in the course was fair.				4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	1	11.1%	Strongly Disagree	1	1	11.1%
Disagree	2	3	33.3%	Disagree	2	1	11.1%
Neither Disagree or Agree	3	2	22.2%	Neither Disagree or Agree	3	1	11.1%
Agree	4	3	33.3%	Agree	4	3	33.3%
5. I understand how the final grade will be calculated in the course.				Strongly Agree	5	2	22.2%
Options	Score	Count	Percentage	Choose not to rate	NRP	1	11.1%
Disagree	2	2	22.2%				
Neither Disagree or Agree	3	4	44.4%				
Agree	4	1	11.1%				
Strongly Agree	5	2	22.2%				



Which aspects of the course were most helpful? Why?

Comments
It lets me graduate
It was real world application and incorporated a lot of freedom with the material. This was helpful because it was not a typical course, and what I mean by that is it was content heavy, but the work benefited us in the end.
having a close group of people
The projects related to the UKSSP as well as the addition of Shane Tedder as an educator. I thought that having both a professor we all have had as well as UK's sustainability head was a helpful way to be able to get connected as well as receive valid feedback. I loved the interaction and the need for different learning styles in this course. The idea for the papers and projects to all be connected was great and I loved being able to build upon everything I had done. I think it is important that both our writing skills and communication skills were tested. There is not enough public speaking in our other classes, and I thought this class really helps get people public speaking and perfecting this important skill.
The first assignment where we looked into grad schools and careers.
Nothing about this course made me feel prepared for anything in the professional world, which I believed was the purpose of a capstone course.

Which aspects of the course would you change? How and Why?

Comments
definitely refine schedule and course content
more structure and actual learning of important topics
Since this is a first run of this course in this capacity, it could have a cleared layout for the semester. This is very minor though. I enjoyed the difficulty and involvement and it shouldn't be an easy course.
Meeting one day a week is very challenging for this course
I would change some of the due dates, it seems like the first part of the course there was not very much homework due or very many assignments. However, the second half of the course the work seemed much more constant and heavy. I also would change the grading system on group projects. There should be a system in place to be able to award different group members different grades. The course is so heavily focused on group work that a more accurate group grading system is desperately needed. The assignments were great, but when only 2 of us out of a group of 6 are the only ones doing a project the project becomes daunting. One of the worst feelings is doing all of the work on an assignment and a group member who has done absolutely nothing gets the exact same grade. There are group evaluations however they are not factored into the grade in any way. If 35% of our grade is going to be calculated on group work, there needs to be a better gauge on how to grade participation and ensure the whole group contributes.
The assignments and class structure need to change. There needs to be significantly more independent research in the students fields of interest. Assignments were pointless and did not have application to real life. The papers were a poor reflection of the past 3 years of academic study. The class periods were a complete waste of 2.5 hours of our time because we did nothing productive. We sat and listened to explanations of assignments without any real learning opportunities.
The organizational structure. There were three different projects in this course and none were clear, well defined, and were often revised well into the working period of the course. There were also three papers in this course which were not well defined, very philosophical in nature, and were only asking about our personal philosophy's and not conducive to the mission of the course.
This capstone is intended to prepare me for a career in my field. The only thing I really got out of the semester was about the sustainability plan at UK. I felt that the grading criteria was difficult to configure even with explanation. I would change the class format, learning outcomes, tasks, assignments, and paper prompts. If these were altered, I think that I would have been successful.

## Overall Instructor Score

Question	Course			Department (Environmental Studies)			College (Arts and Sciences)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The instructor Robert Sandmeyer provided quality teaching.	3.4	9	1.3	4.2	67	1.1	4.2	31983	1.0

Options	Score	Count	Percentage
Strongly Disagree	1	1	11.1%
Disagree	2	1	11.1%
Neither Disagree or Agree	3	2	22.2%
Agree	4	3	33.3%
Strongly Agree	5	2	22.2%

**Instructor Specific Questions**

Question	Course			Department (Environmental Studies)			College (Arts and Sciences)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The instructor Robert Sandmeyer was prepared for class.	3.6	9	1.1	4.4	67	0.9	4.4	32075	0.8
The instructor Robert Sandmeyer presented material clearly.	3.0	9	1.6	4.2	67	1.1	4.2	32023	1.1
The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.	3.1	9	1.7	4.2	67	1.1	4.2	32018	1.0
The instructor Robert Sandmeyer provided material at an appropriate pace.	3.3	9	1.2	4.3	67	0.9	4.2	32009	1.0
The instructor Robert Sandmeyer treated students with respect.	4.0	9	1.3	4.5	67	0.9	4.5	32076	0.8
The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.	3.3	9	1.7	4.2	67	1.1	4.2	31918	1.0

1. The instructor Robert Sandmeyer was prepared for class.				2. The instructor Robert Sandmeyer presented material clearly.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Disagree	2	2	22.2%	Strongly Disagree	1	2	22.2%
Neither Disagree or Agree	3	2	22.2%	Disagree	2	2	22.2%
Agree	4	3	33.3%	Neither Disagree or Agree	3	1	11.1%
Strongly Agree	5	2	22.2%	Agree	4	2	22.2%
				Strongly Agree	5	2	22.2%
3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.				4. The instructor Robert Sandmeyer provided material at an appropriate pace.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	2	22.2%	Strongly Disagree	1	1	11.1%
Disagree	2	2	22.2%	Disagree	2	1	11.1%
Neither Disagree or Agree	3	1	11.1%	Neither Disagree or Agree	3	2	22.2%
Agree	4	1	11.1%	Agree	4	4	44.4%
Strongly Agree	5	3	33.3%	Strongly Agree	5	1	11.1%
5. The instructor Robert Sandmeyer treated students with respect.				6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	1	11.1%	Strongly Disagree	1	2	22.2%
Neither Disagree or Agree	3	1	11.1%	Disagree	2	1	11.1%
Agree	4	3	33.3%	Neither Disagree or Agree	3	1	11.1%
Strongly Agree	5	4	44.4%	Agree	4	2	22.2%
				Strongly Agree	5	3	33.3%

Which aspects of the instructor Robert Sandmeyer were most helpful? Why?

Comments
Smart guy, somewhat disheveled
He was always there for his students and bent over backwards for them. He believes strongly in the potential all of his students have and think that we are going to be doing amazing things in the world. He designed the course in a complex way but it was not meant to be easy. He puts a lot of trust in his students and allows a lot of freedom with material. This was all beneficial because it is how the real world will be once we graduate.
Dr. Sandmeyer was extremely helpful in clarifying any questions I had during the semester. He really helped me with my papers and being able to understand some of the barriers I was facing, and be able to turn me in a way to get the papers completed. He was always at his office hours, and more than willing to help if asked. I think his passion for the course as well as the ENS department is undeniable, and he really wants the course to be great.
Dr. Sandmeyer is always helpful when students approach him for feedback on their course work and is always respectful and understand of all students.
During meetings, he was very elaborate with students with things they could fix or work on to improve their grade. (I would like to remark that although i made his corrections on a paper and he assured me it could not get lower, it did).

Which aspects of the instructor RobertSandmeyer would you change? How and Why?

Comments
just refine the course, things became near-convoluted at times
I think the large class hindered some of the intended assignments. It seemed like the course was designed for almost half of the amount of people we had in the course, and the more individualized elements would have been really helpful. The deadlines for papers should have been spread out more throughout the semester, and I wish we would have had more interactive classes at times.
I would appreciate more consideration of students. When students voiced their opinions and struggles, they were met with condescension and anger. This was very unfortunate, uncomfortable, and off-putting.
Make assignments clear, limit revision of assignments. He also needs to understand that a concise email would suffice to explain everything he would drone about and convolute for the first hour and a half of class time. Never was there a time I sat through a period of ENS 400 and left thinking that I learned anything in class at all. It was a waste of two and half hours every week. 70% of class time was spent explaining and revising his projects and assignments. In the beginning of the class they were spent doing ice breaker assignments and childish presentations which in no way added to the value of any students education. When I think about the fact that I paid for this course it sickens me. It made me embarrassed to go to UK.
He is very difficult to get a hold of. I would find a new way to contact students so we can receive our grades better. I also don't think that a 2.5 hour lecture on instructions on a project is necessary; it just becomes redundant. I also think that in future projects, students need to be graded INDIVIDUALLY rather than in a group because of significant contribution differences. The grading from feedback does not align with the grade given. I felt as though I have made improvements and efforts both with Dr.Sandmeyer and in my work but feel as if it went in vain. I did not learn much although I anticipated what the initial syllabus stated as a learning outcome. Please change the syllabus or alter the teaching style/content.

## Sandmeyer – 6. Activity – Pedagogy Workshops: Organizer

	Page
1. 2020 "Teaching Workshop" by Melissa Jacquart. University of Kentucky Philosophy Graduate Student Association .....	3
2. 2019 Kentucky Philosophy Association (KPA) Pedagogy Workshop .....	11
3. 2018 Sustainable Challenge Grant Award .....	22
a. 2018-19 sustain • able pedagogies workshop	

### Overview of Workshops:

In the Department of Philosophy Statement of Promotion and Tenure Expectations, it indicates that "committed and effective teaching can also be evidenced by such matters as participation in professional philosophy teaching forums, invited or contributed talks about the teaching of philosophy, teaching-related publications, and grants to promote instructional innovation or pedagogical research." The documents contained here meet reflect my efforts to meet these expectations, particularly (i) participation in professional philosophy **teaching forums** and (ii) **grants** to promote instructional innovation or pedagogical research.

- Organizer, 2020 PGSA "Teaching Philosophy" Workshop
  - In February 2019, I participated in an American Association of Philosophy Teachers day-long workshop at the University of North Carolina – Chapel Hill. The experience was beneficial, though most participants were relatively inexperienced graduate students. However, I surmised the AAPT workshop would be perfect for our own philosophy graduate students. So, I **organized a workshop**, inviting one of the presenters, Melissa Jacquart – University of Cincinnati to UK. She ran a half-day teaching workshop for our philosophy graduate student association (PGSA).
- Organizer & Participant, 2019 Kentucky Philosophical Association (KPA) Pedagogy Workshop
  - I have been an active member of the KPA for more than a decade. During the 2018 annual meeting I suggested that the KPA host a pedagogy workshop on the theme of interdisciplinary education. I **organized and participated** in the workshop during the 2019 annual meeting. Three local philosophers, Peter Fosl (Transylvania University), Minh Nguyen (Eastern Kentucky University), and I, presented our work and we discussed with the KPA membership present at the meeting (i) methods, strategies, and techniques for effective teaching in interdisciplinary programs as philosophers, and (ii) the importance of interdisciplinarity within philosophy, itself.
- Grant Award Co-Recipient and Co-Organizer, 2018 sustain • able pedagogies workshop
  - In 2017, a colleague of mine who worked with me on the University of Kentucky Faculty Sustainability Council, Helen Turner (Design), and I applied for a Sustainability Challenge Grant. In our application, we proposed to organize faculty from across the University for a workshop on sustainability and sustainable pedagogy. We **won a \$47,000 grant** at the end of AY 2016-17 and set about planning and organizing **the pedagogy workshop** for AY 2017-18. Our first task was to include the UK Center for the Enhancement of Learning and Teaching in the planning process. With CELT on board, we put out a call for applicants. Ultimately, we selected 12 faculty from 7 different colleges across the University to participate in the workshop. The workshop took place in May 2018. The workshop participants implemented their group projects in AY 2018-19.



## Sandmeyer, Bob

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**From:** Jacquart, Melissa (jacquama) <jacquama@ucmail.uc.edu>  
**Sent:** Saturday, January 25, 2020 9:16 AM  
**To:** Sandmeyer, Bob  
**Cc:** Bohannon, Kayla G.  
**Subject:** Re: Workshop Visit Tomorrow  
**Attachments:** Jacquart\_UKentuckySlides-min.pdf; Philosophy Discussion.docx

Hi Kayla (cc' Bob)

It was great to meet you yesterday, and chat with you and the other grads a bit about teaching. As I promised during the workshop, I wanted to follow up with my slides and notes from discussion. Please feel free to forward these along to those who were in attendance.

Please feel free to follow up if I forgot to send along something else I promised!

All Best,  
-Melissa

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Melissa Jacquart, PhD  
Postdoctoral Fellow  
Philosophy Department &  
Center for Public Engagement with Science  
University of Cincinnati  
McMicken Hall Room 201B  
[www.melissajacquart.com](http://www.melissajacquart.com)  
Pronouns: she/her/hers

On Jan 23, 2020, at 2:50 PM, Sandmeyer, Bob <[bob.sandmeyer@uky.edu](mailto:bob.sandmeyer@uky.edu)> wrote:

Hi Melissa,

We're excited for your visit tomorrow. Alas and alack, I'm teaching from 10-11 and 12-2pm. So I will not be able to attend the Workshop myself. However, **Kayla Bohannon**, copied here - [kayla.bohannon@uky.edu](mailto:kayla.bohannon@uky.edu), will be available to you, e.g., to escort you to the working space and the like. Her phone number is: 912-253-2986. Since you're here, really, for the graduate students, I asked if Kayla – the President of the Philosophy Graduate Student Association here – if she would take point coordinating with you tomorrow, escorting you to and fro, etc. But as I mentioned, I'll be available from 11-11:50 also.

My own cellphone number is 859-684-0548. My office is 1429 Patterson Office Tower. Our department offices are all located on the **14<sup>th</sup> floor of Patterson Office Tower**. The department secretary, Katie Barret, is located in **room 1415**; her phone number is 859-257-1862 Here's a link to the [Campus Map detailing the location of Patterson Office Tower](#). Perhaps the easiest

option for parking is [Parking Structure #5](#), which is across the street from the Administration Bldg, the Student Center, and Patterson Office Tower. If you park in the parking structure, there is an walking bridge from the structure to campus. Patterson Office Tower is the tallest building in the immediate vicinity of the parking walking bridge. FYI, there is also street parking on S. Limestone - between Administration Way and the Avenue of Champions. (Click the Parking Structure link for a Google map of the area.) We can reimburse you for parking, of course.

***Let me know your travel plans, esp. when you think you'll be arriving.*** As I mentioned in my brief reply the other day, we have an unused office that can provide you privacy. ([Kayla](#), this is Tim's old office. If it is locked and I'm not there, Katie can open it.) This office is available for you the entire day. For the workshop, we've reserved a room in our new Student Center. The room is **Gatton Student Center - GSC 331. Jan 24, 12-2pm. 13, perhaps 14, graduate students have RSVPed.** We will be providing a box lunch for all participants and sufficient amounts of coffee, both full test and decaf. I didn't know if you preferred vegetarian or not. So you'll have your choice of either. If you need a vegan option, let me know right away and I'll see what sort of arrangement I can make for that. FYI, in the hope of enticing more graduate students to the event, I ordered more boxed lunches than the RSVP list. I also suggested that they may attend part of the workshop, if they can't make the full two hours. I hope that is okay.

([Kayla](#), I'm leaving it to you to coordinate technology set ups in the room. But it's a smart room and there should be little to no problem. If there is, a tech specialist in the Student Center is available on call.)

Please let us know what your travel plans are, e.g., when you think you will arrive. If I'm not available when you arrive, Kayla will be there for you.

Bob

Bob Sandmeyer, Ph.D.

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Environmental & Sustainability Studies Faculty  
University of Kentucky  
1429 Patterson Office Tower  
Lexington, KY 40506-0027 USA  
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# Teaching Workshop

for the University of Kentucky  
Friday January 24th, 2020

with Dr. Melissa Jacquart  
University of Cincinnati

Background image: Japanese pastel watercolor background from pimgtree.com

## Introductions

While you might all know each other...

I don't know you! Please introduce yourself.

- Name
- "Position" (3rd year grad student, teaching faculty, etc)
- Favorite thing to teach.

Background image: Abstract Mosaic in rainbow colors

## "Doing" Philosophy

What do you do during class time in your philosophy class?

What are your students doing during class time in your philosophy class?

What are you having them do outside of class?

Background image: Abstract Mosaic in rainbow colors

## What are your "Doings"

???

Background image: Abstract Mosaic in rainbow colors



NAME SOMETHING YOU WANT YOUR  
PHILOSOPHY UNDERGRADUATES TO  
DO IN YOUR COURSE...

PHILOSOPHY  
EDITION

1

2

3

4

5

6

7

8



NAME SOMETHING YOU WANT YOUR  
PHILOSOPHY UNDERGRADUATES TO  
DO IN YOUR COURSE...

PHILOSOPHY  
EDITION

Read Philosophy Texts

Analyze and evaluate the  
arguments

Construct your own arguments

Discuss philosophical ideas

Know X (philosophical concept)

Write a Philosophy Paper

Apply the course material to  
your own life

Develop Critical Thinking Skills

## Requests for Today's Focus

- "Strategies for engaging students in a more meaningful way"
- "How to encourage students to be more active in class discussions"
- "How to talk about important value-laden issues - which are by their nature contentious and emotionally fraught - without being offensive"
- "Students meeting expectations"

## Backwards/Integrated Course Design

- What are my goals? How will my students be different at the end of my class? What will they be able to do? (LO)
- How will I know they are achieving these goals? (assessment)
- What will I do to help them achieve these goals? (activities and content)

— Fink, 2003



## Pedagogy

What will you design for students to *do*...  
and *in which order*...  
and in what *environment*...  
so that they have the best chance to achieve the learning goals...  
and end up different in the way you hope.

***Whoever is doing the doing is doing the learning.***

## Our Plan

- Reflect on how we have students spend they spend their time.
- Examine conventional philosophy “doings”: in order to ...
  - Articulate why it might be important,
  - Identify the implicit rules and make them explicit, and
  - Design a sequence for how one could scaffold the learning and development of that skill/doing.

How do you teach someone  
how to play a game?



Image: Cones of Dunshire, from NBC's Parks and Recreation

Background Image: Art class style Color Wheel in rainbow

## Academic Philosophy: The Game

What Are The Rules?

What Does Success Look Like?



Image: Cones of Dunshire, from NBC's Parks and Recreation

## Instructional Scaffolding

Breaking up learning goals or  
learning outcomes and into its parts.

And proving the needed instruction  
on how to successfully undertake  
the large task at hand.

And balancing the timing and  
amount of guidance along the way.



Image: Construction Scaffolding

Steps along the way include...

- Breaking the development of the learning outcome or learning goal into its parts.
- Modeling what success looks like.
- Providing opportunities for controlled failure.
- Moving from low stakes to high stakes; concrete to abstract; structured to unstructured.
- Self-reflection and self-assessment on where they are.

## Scaffolding



Image: Children's rainbow building blocks set up as steps

Reading Philosophy with Background  
Knowledge and Metacognition

DAVID W. CONCEPCIÓN  
Ball State University

Building a Better Term Paper:  
Integrating Scaffolded Writing and Peer Review

KATE PADGETT WALSH  
ANASTASIA PROKOS  
SHARON R. BIRD  
Iowa State University

Scaffolding for Fine Philosophical Skills

RUSSELL MARCUS  
Hamilton College

## Scaffolding

## Foregrounding the Background

In small groups we are going to examine some “Doings” of philosophy:

- Participating in Discussion



## Foregrounding the Background

In your group, for your topic, answer the following...

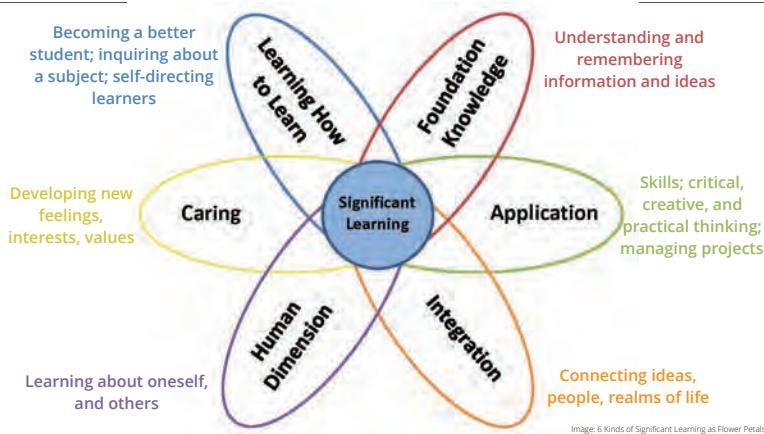
- 1) Why are you asking your students to do this this doing. Articulate...
  - a) Why this doing is important in the context of philosophy, and
  - b) Why might this be important beyond philosophy.
- 2) What are the implicit game rules? What does doing this well, or successfully look like?

*When your group thinks they've finished discussing this, let me know.*

## Foregrounding the Background

In your group, for your topic, answer the following...

- 3) How could you scaffold student development? What are the stepping stones or stages of learning how to do this doing well?
- 4) What is your "doing" in each stage? How are the students practicing? Where is there space for controlled failure?



## Sequencing Cultural Learning

(or really any topic that examine one's beliefs, culture, and/or norms)

—Page 1996; Bell and Griffin, 2007; Haque 2015

## Sequencing Cultural Learning

### Low to High Risk Disclosure.

Begin with low risk activities that help students get to know each other, create guidelines, and get talking before moving on to activities that require more risky disclosure of perspectives.

- This allows learners to feel safe before they critically examine deeply held assumptions.

## Sequencing Cultural Learning

### Concrete to Abstract.

Share concrete examples and definitions of culture differences so learners are better able to understand abstract concepts and conceptual frameworks.

- Start with examples of what cultural difference looks like in the classroom before moving on to the abstract frameworks

## Sequencing Cultural Learning

### Personal to institutional.

By discussing how culture operates on a personal level (by examining own experiences), learners are better prepared to explore how culture operates on larger curricular or institutional levels.

- Move from the personal → classroom level → curricular level

## Sequencing Cultural Learning

### Structured to unstructured.

Structured to unstructured activities or experiences provides valuable scaffolding for learners.

- individual reflections guided by specific questions → analyzing case studies in pairs/small groups → to whole class simulations.

***Teaching in ways that do not exclude students, accidentally or intentionally, from opportunities to learn***

—University of Washington, 2003

***Teaching in ways that will facilitate the academic achievement of students from diverse racial, cultural, gender, and social-class groups***

—Banks & Banks, 2010

Background Image: Transparent Leaf Collage in Rainbow colors

## Inclusive Pedagogy

***"Inclusion is not bringing people into what already exists; it is making a new space, a better space for everyone."***

—Dei et al., 2000

## Some Takeaways

- (1) Strategies for teaching challenges. Asking:
  - Am I telling them the Rules? Making the Implicit, Explicit?
  - Am I scaffolding the skills I want them to develop?
- (2) and some teaching tips and tricks.
- (3) Benefits of Dialogue with Others
  - Who to talk teaching with!
  - Reflection on teaching & Practice talking (v. important for Job Market teaching statements and interviews!)

## Some Other Awesome Things...

- AAPT Studies in Pedagogy & Teaching Philosophy Journals
  - The Lenssen Prize
- AAPT Conference/Workshop
- AAPT Teaching & Learning Workshop
  - July 22-25, 2020 | Otterbein University | Westerville, OH (near Columbus)
- Philosophy Active Learning Activities ([link here](#))



### **Philosophy Discussion: The Game Rules & What “Success” looks like**

- Conversation is substantive, draws on course material. Motivated by material and not grade (content not grade!)
- Smile on students face! Esp early morning. Something to carry them through the day
- They are thinking about it after, emailing after, looking for information and more discussion
- Everyone participation, no one dominating. (But does everyone need to participate?)
- Civil. Not calling names, no storming out, no screaming,
- Be prepared to play the game. Do the reading, do the preparation. Or problem set.
  - Knowing what they need to take out of the reading.
  - Focus on details and not the argument. Not zooming back out to big picture.
- Discussion should be structured. There are points you want to get out, and conclusion you go towards.
- When it anticipates the next reading. Fits in trajectory. Bringing up questions about to be addressed or discussed in the next readings. Seeing and drawing connections between the readings themselves.
- No “that is how I feel, or that is just my opinion”. What about why you feel that way? How they feel or opinions are based on some reason. Change it to “I think, ... because...”
- Feeling comfortable sharing. Building trust with each other
  - and finding ways to build trust and get to know each other. As actual people.
- Bad discussions are often bad spaces. Everyone in the room is responsible for everyone’s learning.
- Distribution of authority. Where are you? Sometimes being wrong is good or ok?
- Should go on “long enough”
- Instructor: crafting good questions.
- What is your role as the instructor? Instructor, vs facilitator vs teller of things.
- Expectations should be meetable. Do not make people feel stupid.
- Think about the different players: Rules for the individual, rules for the community, and rules you will follow as the instructor.

## Scaffolding Discussion | Stepping Stones

- Give something to focus on when doing the readings. Like discussion questions. Structure of the paper. What part of the focus on the paper (a couple paragraphs). Flagging other arguments being referenced (context for paper, or other hypotheticals that are being engaged with). How that paper is being written or argued.
  - Definitely first few weeks. Base discussion in class on this. Not just content of paper discussion but how the paper is written.
- The power of think pair share.
- Questions and answers. Scaffolding who answers, who asks. Etc.
- Concrete to abstract in terms of concepts, discussion topics, using examples
- If things are going the way you want, bring something else in. or having other things at the ready.
- Scaffold community.
- Establish classroom rules *together*. First day of class. What you expect of them, what they can expect from you. And ask them the same thing: What can they expect from their peers? What do they expect from you?

KPA Program  
Transylvania University, Lexington, KY  
March 23, 2019

\*All Rooms TBA\*

- ❖ 8 am – 2:15 pm – **Registration** - Location: Carpenter Academic Center
- 8:15 am – 9:45 am – **Pedagogy Workshop**, “Philosophy in an Interdisciplinary Key”  
- Location: Carpenter Academic Center  
Leader: Dr. Bob Sandmeyer, University of Kentucky  
Discussants: Peter Fosl, Transylvania University &  
Minh Nguyen, Eastern Kentucky University
- ❖ 9:45 -- 10:00 – Break
- 10:00 am – 11:15 am – **Panel 1 – Room TBA**
  - Speaker 1 – Sabrina Little, Morehead State University  
“Aretaic Exemplars: Methods and Sequences”  
*Comments:* Colin Smith, University of Kentucky
  - Speaker 2 – Peter Moore, University of Kentucky  
“Just Like Learning to Read”: *Grammata* in the City-Soul Analogy in Plato's Republic”  
*Comments:* Colin Smith, University of Kentucky
- Panel 2 – Room TBA**
- Speaker 1 – Phil Kallberg, Holy Apostles College and Seminary  
“An Ontological Argument Against Agnosticism”  
*Comments:* Ricky Ray, Northeast State Community College
- Speaker 2 – Beau Branson, Brescia University  
“Must God Have A Son?”  
*Comments:* Ricky Ray, Northeast State Community College
- ❖ 11:15 am – 11:30 am – Break
- 11:30 am – 1:00 pm – **Panel 3 – Room TBA**
  - Speaker 1 – Peter Fosl, Transylvania University  
“Hume on Skepticism, Reflection, and Double Existence”  
*Comments:* Phil Kallberg, Holy Apostles College and Seminary
  - Speaker 2 – Max Gatyas, University of Cincinnati  
“Imagination and Perspective Shifting”  
*Comments:* Beau Branson, Brescia University
  - Speaker 3 – Justin Remhof, Old Dominion University  
“Appeals to Intuition in Nietzsche’s Philosophical Methodology”  
*Comments:* Justin Spinks, Morehead State University

❖ 1:00 pm – 2:00 pm – **Business Lunch**

➤ 2:15 pm – 3:45 pm – **Keynote, Cowgill 102**

“Microaggressions in Medicine,”

Dr. Lauren Freeman, University of Louisville

❖ 3:45 pm – 4:00 pm – Break

➤ 4:00 pm – 5:00 pm – **Undergraduate Showcase – Room TBA**

Aynabeth Anderson, Rhodes College

“Killing, Consent, and Kinky Sex: An Ethical Defense of  
Autassassinophilia”

End of Conference



Friday, March 22  
8:15am-9:45am

Transylvania University

**PEDAGOGY WORKSHOP**  
**PHILOSOPHY IN AN**  
**INTERDISCIPLINARY KEY**

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Friday, March 22  
8:15am-9:45am

Transylvania University

**Discussants**

<b>Peter Fosl</b>	<b>Minh Nguyen</b>	<b>Bob Sandmeyer</b>
Transylvania University	Eastern Kentucky University	University of Kentucky
Philosophy, Politics, Economics Program	Asian Studies & Honors	Sustainability

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Friday, March 22  
8:15am-9:45am

Transylvania University

**Role of Panelists' Presentation**

- Describe interdisciplinary work which forefronts philosophy's place in an interdisciplinary context
- Discuss importance of philosophy in interdisciplinary work at universities/colleges or in community, especially considering the current economic constraints to higher education in KY
- Discuss challenges, pedagogical or institutional, to such work and/activities

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Friday, March 22  
8:15am-9:45am




Transylvania University

### Aim of KPA Workshop

to discuss the role of philosophy and activities of philosophers in an interdisciplinary context highlighting challenges and barriers encountered

**Presentations: 30-45 minutes**

**Discussion: 45-60 minutes**




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Friday, March 22  
8:15am-9:45am



Transylvania University



**Dr. Peter Fosl**  
PROFESSOR OF PHILOSOPHY, PROGRAM DIRECTOR OF PPE

Department: Philosophy / Philosophy, Politics, and Economics  
Office: CAC 202B  
Phone: (859) 233-8129  
Email: [pfosl@transy.edu](mailto:pfosl@transy.edu)

### Philosophy, Politics & Economics Major



"PPE has proven itself to be one of the premier majors preparing students for careers in law, public service, non-profit work and graduate study"

Peter Fosl,  
professor of philosophy




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Friday, March 22  
8:15am-9:45am



Transylvania University



**Dr. Minh Nguyen**

Professor of Philosophy and Asian Studies; Associate Director of the Honors Program; Coordinator of National and International Scholarships and Fellowships

Department: Honors Program  
Office: University Building 138  
Mailing Address: University Building 137  
Email: [Minh.Nguyen@eku.edu](mailto:Minh.Nguyen@eku.edu)  
Phone: 859-622-8667








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Friday, March 22  
8:15am-9:45am



Transylvania University




Assistant Professor  
Environmental and Sustainability Studies  
Faculty

Environmental and Sustainability Studies  
Philosophy

✉ bob.sandmeyer@uky.edu  
📍 1429 Patterson Office Tower  
☎ (859) 257-7749

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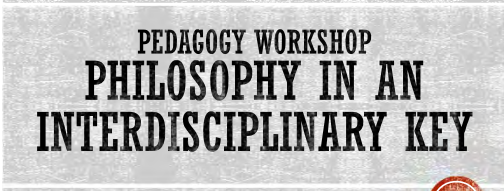


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Friday, March 22  
8:15am-9:45am

Transylvania University

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Friday, March 22  
8:15am-9:45am



Transylvania University

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Friday, March 22  
8:15am-9:45am



Transylvania University

 Sustainability



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Friday, March 22  
8:15am-9:45am



Transylvania University

 Sustainability



College of Arts & Sciences  
Philosophy



College of Arts & Sciences  
Environmental &  
Sustainability Studies

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Friday, March 22  
8:15am-9:45am



Transylvania University

 Sustainability



 Office of Sustainability

**Syllabus: ENS 101**

**SUSTAINABILITY STRATEGIC PLAN**

[bob.sandmeyer@uky.edu](mailto:bob.sandmeyer@uky.edu)

Shane Tedder  
Office of Sustainability  
[shane.tedder@uky.edu](mailto:shane.tedder@uky.edu)

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Friday, March 22  
8:15am-9:45am



Transylvania University

 Sustainability

  
Ecology of Arts & Sciences  
Environmental & Sustainability Studies

  
SAG  
SUSTAINABLE AGRICULTURE

  
NATURAL RESOURCES & ENVIRONMENTAL SCIENCE  
An Interdisciplinary Undergraduate Degree Program



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Friday, March 22  
8:15am-9:45am



Transylvania University

 Sustainability

**FSC**  
faculty sustainability council

**PSAC**  
president's sustainability advisory council



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Friday, March 22  
8:15am-9:45am



Transylvania University

 Sustainability

 Office of Sustainability

  
Sustainability Grants

  
Student Sustainability Council

  
Sustainability Challenge Grants



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Friday, March 22  
8:15am-9:45am

 Transylvania University

 Sustainability



**sustain • able  
pedagogies**  
methods and practices for teaching sustainability and teaching sustainably

**Aim:**  
to uncover and bring together a  
cadre of faculty  
committed to teaching  
sustainability and teaching  
sustainably.

Acting as **agents of change**,  
workshop participants will be  
frontline innovators  
transforming educational  
practices across College.

 **CELT**  
center for the enhancement of learning & teaching



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Friday, March 22  
8:15am-9:45am

 Transylvania University

Interior Design  
Historic Preservation

**DESIGN**


Philosophy  
World  
Writing, Rhetoric, Digital media


**ARTS & SCIENCES**

Extension  
Entomology  
Econ  
Community & Leadership Development

**AGRICULTURE**

**DENTISTRY  
HONORS  
SOCIAL WORK  
COMMUNICATIONS**





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Friday, March 22  
8:15am-9:45am

Transylvania University

**PEDAGOGY WORKSHOP  
PHILOSOPHY IN AN  
INTERDISCIPLINARY KEY**





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## 1 Sustainability

- Placing philosophy in conversation with other disciplines
  - Interdisciplinary
    - Within the College of Arts and Sciences
  - Transdisciplinary
    - Within the University as a whole
      - E.g. sustain • able pedagogies workshop
- Economic constraints
  - Philosophy is not a money-making degree
  - Effect of breaking outside our disciplinary silo
    - Increased visibility & relevance of the discipline
    - Recruitment within
      - Major
      - College
- Challenges
  - Personal
    - Tenure considerations
  - Institutional
    - University budget depresses transdisciplinary work
  - Research
    - External funding accounted at UK in ways that discourages interdisciplinary research

## 2 & 3 Philosophy & ENS

- Home department – Philosophy
  - Also: Environmental & Sustainability Studies Faculty
- ENS – an interdisciplinary major within College of Arts and Sciences
  - Helped fashion the major
    - Approved by UK Senate: 2013
    - PHI 336 Environmental Ethics
      - 1 of 6 core requirements

- Specifically relevant courses:
  - Created
    - PHI 205 Food Ethics
    - PHI 336
    - PHI 531 Aldo Leopold's Land Ethic
  - Designing
    - PHI 532 DL Advanced Environmental Ethics
- Challenge
  - Tenure Review in Philosophy
    - Tenure still fundamentally a disciplinary process
  - DOE & Contract
    - Insulated within Philosophy
      - Benefits to this

#### **4 Team taught the ENS Capstone course 2018**

- Collaboration with Director of the Office of Sustainability
  - Philosopher – curriculum
  - Sustainability Officer – Project Designer
- Capstone Project
  - UK Sustainability Strategic Plan
    - Students engage all aspects of university infrastructure

#### **5 Three Sustainability Programs at UK: ENS, SAG, NRES**

- Arts and Sciences
  - ENS – BA degree
    - PHI 336 Environmental Ethics
      - a major requirement
- College of Agriculture, Food, and the Environment
  - SAG – a BS degree
    - Steering Committee
      - Since 2011
    - PHI 205 Food Ethics
      - A major requirement
        - Social Responsibility Cluster
  - NRES
    - Required: PHI 336 Environmental Ethics



- Replaced FOR 240 Forestry and Natural Resource Ethics
  - (a major requirement for Forestry)

## 6 Sustainability at the Institutional Level

- President's Sustainability Advisory Council
  - Deals with infrastructure concerns
    - Recognized an omission
- Faculty Sustainability Council
  - Provost initiated committee
    - My role:
      - not special because of philosophy
    - My participation
      - Led to most rewarding interdisciplinary work done at UK

## 7 Sustainability Funding at UK

- Philosophy has no money
- Won a \$47,000+ Sustainability Challenge Grant
  - Sustainability Challenge Grant Program: collaborative effort of
    - PSAC
    - The Tracy Farmer Institute for Sustainability and the Environment
    - The Office of Sustainability
  - Designed to engage multidisciplinary teams from the University community in the creation and implementation of ideas that will promote sustainability

## 8 sustain • able pedagogies workshop

- A jointly organized pedagogy workshop
  - Helen Turner, College of Design
  - Me
- Sought to overcome a great challenge
  - Creating a network of faculty
    - Sustainability scholars
    - Insulated by their disciplinary silo
- Exciting collaboration with C.E.L.T.
  - Ongoing professional efforts

## 9 Philosopher as AGENT OF CHANGE

*Honoring*

***Bob Sandmeyer***

2018 SUSTAINABILITY CHALLENGE  
GRANT AWARD

**Teaching Sustainability + Teaching Sustainably**

*Project Team:*

Helen Turner + Bob Sandmeyer



*Presented by the 2018 Sustainability Challenge Grant Review Committee*

*[Handwritten signatures of the review committee members]*

The 2018 Sustainability Challenge Grant was funded by the Executive Vice President for Finance & Administration, the Provost, the Vice President for Research, and the Student Sustainability Council.



**sustain • able**  
**pedagogies**  
methods and practices for teaching sustainability and teaching sustainably

University of Kentucky faculty with an interest in sustainability are invited and encouraged to apply for admission to the **sustain • able pedagogies workshop**, supported by the UK Sustainability Challenge Grant. With a goal of interdisciplinary and transdisciplinary collaboration, the workshop will go beyond merely teaching about sustainability by focusing on the ways which faculty can implement sustainable methods of teaching into their curricula. A maximum of **twelve grants of \$2000** each will be awarded to selected applicants of varying backgrounds and experiences who can enrich or benefit from the exchange of ideas and practices about sustainability.

### **Purpose + Objectives**

A group focused on faculty and sustainability at the University of Kentucky has observed little awareness amongst faculty regarding sustainability curricula at UK, the cadre of faculty teaching such curricula, or how these faculty are teaching such curricula. Knowing that all these exist, the **sustain • able pedagogies workshop** will aim to uncover these constituents to establish a network of faculty committed to the teaching of sustainability and/or the implementation of innovative sustainable teaching pedagogies. Acting as agents of change, workshop participants will be frontline innovators transforming educational practices across Colleges. Hence, the objectives of the workshop include the following:

- assemble a core group of twelve participating faculty from across the University who have specific interests in sustainability or innovative sustainable pedagogies;
- strengthen the research and teaching of sustainability at UK through this core network of faculty committed to transforming educational practices across all Colleges;
- model ways which faculty can implement sustainable methods of teaching into their curricula;
- assess courses to be taught by each participating faculty within which to develop sustainability / sustainable outcomes tied to educational methodologies identified in the workshop;
- identify cohorts within the faculty network for sharing ideas and support as workshop ideas are implemented into courses and in preparation for a conclusory event;
- establish and share lessons learned to a broader audience at a university-wide event.

### **Eligibility**

Lecturers and Assistant, Associate, or Full Professors at the University of Kentucky.

### **Important Dates + Time Commitment**

\*\* This time frame is intended to allow faculty adequate time to include techniques for teaching sustainability and sustainable teaching in a course taught during the fall of 2018 \*\*

<b>February 12, 2018</b>	submission deadline (must be submitted no later than 11:59 pm)
<b>May 8, 2018</b>	Workshop: 10:00-12:00 & 1:00-4:00 (lunch provided)
<b>May 9, 2018</b>	Workshop: independent asynchronous work
<b>May 10, 2018</b>	Workshop: 10:00-12:00 & 1:00-4:00 (lunch provided)
<b>May 11, 2018</b>	Workshop: 10:00-12:00 & 1:00-3:00 (lunch provided)
<b>August, 2018</b>	Participant Cohort 1 (group-determined date, time, and location)
<b>September, 2018</b>	Participant Cohort 2 (group-determined date, time, and location)
<b>October, 2018</b>	Participant Cohort 3 (group-determined date, time, and location)
<b>November, 2018</b>	Participant Cohort 4 (group-determined date, time, and location)
<b>December, 2018</b>	Participant Cohort 5 (group-determined date, time, and location)
<b>January, 2019</b>	Conclusory Event (date, time, and location TBD)

#### Required Contact Hours

<b>Workshop</b>	<b>Cohort Meetings</b>	<b>Conclusory Event</b>	<b>TOTAL</b>
14	5	2	21

#### **Submission**

**No later than 11:59 on February 12, 2018**, email a PDF document with responses to the prompts below to Helen Turner ([helen.turner@uky.edu](mailto:helen.turner@uky.edu)). The subject of the email and the submission document should be named using the following format:

#### **last name\_first initial\_workshop application\_2018**

(example:     turner\_h\_workshop application\_2018)

In the body of the email, please type the following statement indicating your agreement to participate fully if selected:

If selected as a participant in the 2018 sustainable pedagogies workshop, I [*insert first and last name*] agree to engage fully during all events and contact hours as delineated in the Call for Proposals.

#### **Prompts to Include in the Submission Document:**

- × Name
- × Rank / Position / Title
- × Department
- × College
- × Email
- × Fall 2018 course or courses you plan to workshop (include course prefix, course name, course format, semester(s) and frequency offered - if applicable, enrollment)
- × Response 1: What does it mean to teach sustainability and/or teach sustainably? (500 words max.)
- × Response 2: What do you envision as a potential sustainability / sustainable outcome tied to the educational methodology of your course/s? (500 words max.)
- × Response 3: Describe how participating in the Workshop will benefit you, your course/s, your Department / College, etc.? (500 words max.)

### **Review Procedure, Criteria and Selection**

- × Submissions will be reviewed and discussed by a panel, comprised of representation from different areas of expertise
- × Submissions will be reviewed according to:
  - × Strength of responses
  - × Estimated potential impact
  - × Ability to implement lessons learned in the 2018 – 2019 academic year
  - × Repeatability
- × Applicants will be notified of the panel's decision during the first full week of March.

### **Post-Award Requirements**

**\*\* If a participant misses more than the allotted hours and/or the Conclusory Event, they automatically forfeit funding \*\***

- × ALL AWARDEES will participate in each day of the Workshop (May, 8, 10, & 11)
  - × Participants may miss no more than 2 hours of the total workshop time
- × ALL AWARDEES will participate in the 5 Cohort meetings
  - × Participants may miss no more than 1 hour of Cohort meetings
- × ALL AWARDEES will submit a sustainability outcome proposal tied to the educational methodology of a course
- × ALL AWARDEES will determine and generate an artifact that illustrates guidelines and principles associated with the experience and sustainable teaching that will be presented at the Conclusory Event.
- × ALL AWARDEES will participate in the Conclusory Event (January, 2019)
- × Funding is intended to provide financial support to faculty as they enhance knowledge and practices associated with teaching sustainability and teaching sustainably.
- × Funds are expected to be utilized in achieving objectives of the workshop
- × ALL AWARDEES will submit a final report indicating participation hours and incurred expenses.

### **Contacts**

Helen Turner  
helen.turner@uky.edu  
School of Interiors, College of Design

Bob Sandmeyer  
bob.sandmeyer@uky.edu  
Philosophy, College of Arts & Sciences



## sustain-able pedagogies - contact list

Staff
<ul style="list-style-type: none"> <li> <b>Helen Turner</b>  <a href="mailto:helen.turner@uky.edu">helen.turner@uky.edu</a>  cell: 937-360-8405  Assistant Professor  LEED AP / NCIDQ® Certificate No.25491  College of Design  School of Interiors  108 Funkhouser  (859) 257-7617 </li> <li> <b>Bob Sandmeyer</b>  <a href="mailto:bob.sandmeyer@uky.edu">bob.sandmeyer@uky.edu</a>  cell: 859-684-0548  Assistant Professor of Philosophy  Director of Undergraduate Studies, Environmental &amp; Sustainability Studies  1429 Patterson Office Tower  (859) 257-7749 </li> <li> <b>Trey Conatser</b>  <a href="mailto:trey.conatser@uky.edu">trey.conatser@uky.edu</a>  Faculty Instructor Consultant, <a href="#">CELT</a>  (859) 218-3612 </li> </ul>

Cohorts (AGENTS OF CHANGE)		
Community & Justice (local to global)	Food Systems	Pedagogy & Citizenship
<b>Allison Gibson</b> <a href="mailto:allison.gibson@uky.edu">allison.gibson@uky.edu</a> cell: 614-598-4805 Assistant Professor Social Work College of Social Work  <b>Emily Bergeron</b> <a href="mailto:emily.bergeron@uky.edu">emily.bergeron@uky.edu</a> cell: 607-220-3466 Assistant Professor Department of Historic Preservation College of Design  <b>Fatima Espinoza-Vasquez</b> <a href="mailto:Fatima.Espinoza@uky.edu">Fatima.Espinoza@uky.edu</a> cell: 315-450-7024 Assistant Professor School of Information Science College of Communication & Information  <b>Barb Young</b> <a href="mailto:Barbara.Young@uky.edu">Barbara.Young@uky.edu</a> cell: 317-919-3268 Senior Lecturer School of Interiors College of Design	<b>Lauren Cagle</b> <a href="mailto:lauren.cagle@uky.edu">lauren.cagle@uky.edu</a> cell: 334-318-4614 Assistant Professor Writing, Rhetoric, & Digital Media College of Arts and Sciences  <b>Dave Gonthier</b> <a href="mailto:gonthier.david@uky.edu">gonthier.david@uky.edu</a> cell: 616-990-4407 Assistant Professor Department of Entomology College of Agriculture, Food, & the Environment  <b>Tim Woods</b> <a href="mailto:tim.woods@uky.edu">tim.woods@uky.edu</a> cell: 859-557-1845 Extension Professor Agricultural Economics College of Agriculture, Food, & the Environment	<b>Julia Bursten</b> <a href="mailto:jrbursten@uky.edu">jrbursten@uky.edu</a> cell: 614-571-4216 Assistant Professor Philosophy College of Arts and Sciences  <b>Lou Hirsch</b> <a href="mailto:robert.hirsch@uky.edu">robert.hirsch@uky.edu</a> cell: 985-662-4952 Lecturer Plant Pathology College of Agriculture, Food, & the Environment  <b>Ali Rossi</b> <a href="mailto:alissa.rossi@uky.edu">alissa.rossi@uky.edu</a> cell: 859-619-5274 Senior Lecturer Community & Leadership Development College of Agriculture, Food, & the Environment  <b>Lina Sharab</b> <a href="mailto:lina.sharab@uky.edu">lina.sharab@uky.edu</a> cell: 646-645-4662 Assistant Professor Oral Health Practice College of Dentistry  <b>Ryan Voogt</b> <a href="mailto:ryan.voogt@uky.edu">ryan.voogt@uky.edu</a> cell: 859-509-6514 Lecturer College of Honors

# Workshop Schedule – May 8<sup>th</sup> through May 11<sup>th</sup>

## Pre-workshop

### Two Tasks:

1. Select 5 images that represent you and your connection to sustainability (in teaching, research, life, etc.), which could be serious, humorous, or both, and upload them to the folder titled "[pre-workshop images](#)" in the "files" section of our Canvas shell. Please use the following naming format to help organize the folder:  
last name\_image# (example: turner\_image3)
  2. Formulate a narrative structure connecting the five images together around what inspires you about teaching, especially teaching sustainability. This doesn't have to be written out, but we want you to have thought about this in advance.
- One of the main objectives of this workshop is to create a network of faculty who will act as agents of change on campus. You'll use these images and the story you tell about them will introduce yourself to the other participants and to explain to the group your interest in sustainability. Think about this narrative as expressing the core idea you'd like to discuss and think about over the course of the workshop in community with the other workshop participants.

## Tuesday, May 8<sup>th</sup> – TEACHING SUSTAINABILITY (INSPIRATION)

### Outcomes from the Day:

- Participants will bond across disciplines and begin to develop lasting cohort relationships on campus.
- Participants will gain insights from other disciplines and expand/enhance their understanding of sustainability and teaching sustainability.
- Participants will collaborate on an inclusive documentation/proposal of what is fundamental for the teaching of sustainability at UK.
- Participants will employ the entire campus as a living laboratory.

	Location	Activity
9:30am	Jacob Science Building 203	Breakfast available
10:00am		Welcome ( <a href="#">Pecha Kucha</a> ) <a href="#">Canvas Structure</a> Explanation of PechaKucha Exercise
10:30am		Ice-Breaker Exercise: Group PechaKucha Exercise
11:30am		" <a href="#">What do you hope to gain?</a> " discussion Group PechaKucha Presentations ( <a href="#">Cohort List</a> )
12:00pm		Catered lunch Discussion with Shane Tedder, UK Office of Sustainability Theme: UK initiatives / definition of sustainability
1:00pm	Various locations across campus	<a href="#">Sustainability Scavenger Hunt</a>
2:30pm	Gatton 223J	Reflection & Discussion - Checking Assumptions
3:30pm		· Introduce 2nd PechaKucha Exercise: "what is fundamental for the teaching of sustainability?" · Prep for asynchronous day
4:00pm	Optional transition to <a href="#">Kentucky Native Café at Michler's</a>	

## Wednesday, May 9<sup>th</sup> – Asynchronous Work

### Outcomes from the Day:

- participants will **establish methods** for teaching sustainability connected to teaching sustainably
- participants will **examine strategies** for integrating sustainable methods and practices into their own courses
- participants will **draft a syllabus statement** centered on teaching sustainability and teaching sustainably

- participants will begin thinking about and/or creating their individual [PechaKucha](#)

#### **Asynchronous Workday Tasks** *(No workshop on campus today)*

### **Thursday, May 10<sup>th</sup> – TEACHING SUSTAINABLY (PRACTICE)**

#### **Outcomes from the Day:**

- Participants will begin thinking not only about how they teach sustainability in terms of content, but practice.
- Participants will collaboratively come up with a variety of options to integrate green teaching methods in their classes.
- Participants will gain tools for "classroom" implementation – both hi-fi and low-fi.
- Participants will discuss the importance of diversity and inclusion to social sustainability.

	Location	Activity
9:30am	Whitehall Classroom Building 205	Breakfast available
10:00am		<a href="#">Check-in</a> /report
10:30am		Content Delivery: Teaching Sustainability <a href="#">Survey</a> and <a href="#">Report</a> ( <a href="#">Cohort List</a> )
11:15am		Sustainability Menu
12:00pm	Anderson Building 255	Catered Lunch Discussion with Lee Meyer & Carolyn Gahn Theme: Sustainable Food Systems in and around UK
1:00pm	Faculty Media Depot + 213F King	Hi-Fi / Low-Fi ( <a href="#">Stolley</a> ) and <a href="#">slide deck with our ideas</a>
2:30pm		Diversity & Inclusion
3:00pm		Student Perspective: Elevating work on campus wellness campaigns
3:30pm	tbd	Tree Walk
4:00pm	Optional transition to <a href="#">Kentucky Native Café at Michler's</a>	

### **Friday, May 10<sup>th</sup> – INTEGRATION & BALANCE (AGENTS OF CHANGE)**

#### **Outcomes from the Day:**

- Participants will select cohorts and develop guiding outcomes statements for the semester.
- Participants will present a collaborative PechaKucha presentation on cohort plans.
- Participants will establish a system to coordinate cohort meetings over the fall term.
- Participants will network with other faculty at UK devoted to sustainable teaching & learning.

	Location	Activity
9:30am	103 Funkhouser	Breakfast available
10:00am		Check-in / review / select cohort groups for work over the course of fall term. ( <a href="#">Cohort List</a> )
10:30am		Brainstorm cohort interdisciplinary deliverable(s). Develop outcomes statement to guide cohort over the course of the semester. (Create group Pecha Kucha.)
12:00pm	<a href="#">Champions Kitchen</a>	Lunch (opportunity to engage UK dining at new Student Center)
1:00pm	Off-campus: <a href="#">Local Taco Private Room</a>	Cohort PechaKucha Presentations
2:00pm		Mixer (event ends at 3pm, we have the room until 4pm)



### **Summary of the project**

The idea for this workshop came about from Turner and Sandmeyer's work together in the Faculty Sustainability Council, which was formed to promote sustainability in curriculum and research. Bifurcated into a north and south campus, our workshop sought to build bridges among diverse disciplinary boundaries, oftentimes topographically separated by substantial distances. We gathered a diverse group of faculty from 12 distinct disciplines that represented 7 different colleges. Each participant committed themselves to engage in a holistic and collective discourse as "Agents of Change" seeking to transform educational practices across all Colleges at the University. The workshop, which took place from May 8 – May 11, 2018, encouraged these diverse faculty to confront and integrate often particular disciplinary approaches to sustainability. Instead of a static and overscheduled workshop that ignores personal well-being, we attempted to structure this workshop in a sustainable manner to yield high impact collaboration balanced with reflection and application while modelling strategies for implementation and using the campus as a living laboratory. As organizers, we consciously assumed the role of "guide on the side", rather than "sage on the stage" – acknowledging the special expertise of our participants as unique contributors and experts in their own right. This allowed our participants to take an active role as creators of content by giving them license to drive conversation. To this end we facilitated the creation of cohorts within the larger group. Every day, we organized workshop participants into different cohorts to build community. As mentioned, the workshop participants, themselves, organized into three distinct cohorts, which have met over the last year to develop and implement sustainability outcomes. These were recently shared at a conclusory event, also open to a broader sustainability stakeholders, in the Food Connection.

### **Objectives**

The main objective of the workshop was to create a network of diverse faculty for the promotion of sustainability in research and curriculum at the University of Kentucky while using the campus as a living laboratory. The intended deliverable of the workshop was for each faculty to focus on a single course, however, the built-in flexibility and the position of the organizers to provide participants with agency allowed an impactful shift, wherein participants self-organized into cohorts according to personal interests to develop sustainability related pursuits. The outcomes, detailed below, indicate achievement of the main objective, in that, beyond the conclusory event, cohorts and participants have begun to mobilize relationships and ideas established during the workshop and resulting efforts.

### **Methods**

We did not have preconceived ideas about what the workshop would be and/or what the results would be – we went into the experience knowing that we were close to "experts" in our own disciplinary silos, but recognized that others across campus could be considered the same and would have as much to bring to the table as we did. So, rather than structuring the workshop in a didactic way, we took an active and constructivist approach, wherein we assumed the role of guides on the side while allowing, and encouraging, the participants to have an active voice in the workshop as well as its outcomes. As such, we did not have formal discussions

about the definition or practice of sustainability, but rather tried to provide experiences and forums for broadening everyone's perception and engagement with the topic across campus and across disciplinary boundaries. Two primary strategies that helped us achieve this was intentional selection of twelve (12) participants that represented seven (7) colleges at the University of Kentucky, inviting stakeholders to have lunch and talk with the participants during the workshop, in addition to using the campus as a living laboratory (see more in "Outcomes" below). We also utilized the UK Center for the Enhancement of Learning and Teaching to ensure our days were organized around actionable items and achievable outcomes (a copy of the working schedule created during the planning phase of the workshop is attached for reference).

On the first day, we intentionally designed the cohort groups around relatively close topographical distance. Members of each group produced an introductory PechaKucha in the morning, which was great fun. In the afternoon, each group walked a portion of campus to survey sustainability initiatives. This Scavenger Hunt – as we called it – had three goals. First it highlighted three distinct sustainability programs across campus: ENS, NRES, and Sustainable Ag. Second, it oriented our faculty participants to sustainability initiatives across campus. Third, it used the university as a living laboratory for sustainability studies. After the first day, we took a day off for reflection, and for us – the organizers – to regroup and rethink. During this second "asynchronous" day, our participants worked on a short reflective assignment during their free time. Returning on the third day, we directly addressed the idea of sustainable pedagogy. As a whole group we practiced pair to pair learning to develop a list of implementation strategies not only to teach about the topic of sustainability but also to practice what we teach. The focus of the day's activities highlighted education of the whole student by a living breathing, often stressing, faculty. Hi fi/lo fi techniques, accessibility concerns, and the balancing of work and life dominated the day's discussion. Embodying these ideas, we concluded the day with a campus tree walk led by Brianna Damron (<https://ufi.ca.uky.edu/walks>). Friday was the most significant day, due in large part to the flexibility we built into the workshop design. Our participants took over and created their own cohort groups: (1) Pedagogy & Citizenship, (2) Food Systems, and (3) Community & Justice, on the basis of shared research and pedagogical interests, with final deliverables that were shared at a public conclusory event.

## **Outcomes**

### **Student/community engagement**

The exact number of undergrads/grads impacted is near impossible to quantify. The hope is that each of the participants will take lessons learned from the workshop and utilize them in their teaching and/or research. For instance, one of the specific outcomes of the workshop was the creation of a "Sustainability Statement" for syllabi, which was shared amongst the group. Hence, if each of the twelve (12) participants included this statement in the syllabus of even one of their Fall semester classes, which was given to a minimal class size of fifteen (15), then the workshop potentially impacted 180 students. Then, following this logic, the number would double in the Spring semester, bringing the total number of impacted students to 360, which would continue to increase as the statement continues to be shared in consecutive semesters and years.

Potentially more impactful for the student population, another product of the workshop was a collaboration between Ali Meyer-Rossi, Ryan Voogt, and Helen Turner. This group received Sustainability Challenge Grant funding in 2019 to develop a module on sustainability for the UK 101/201 courses, which will be able to be implemented in the Fall of 2019.

The workshop did not engage partners beyond the campus, however, members of the campus community the workshop did engage include: CELT, members of ENS, NRES, and Sustainable Ag, Shane Tedder, Carolyn Gahn, Lee Meyer, and Brianna Dameron.

#### Use of campus as living laboratory

Using the campus as a living laboratory was a primary goal of the workshop. We recognized that the campus is not only geographically bifurcated, but this often results in separation of people as well. Hence, one of the first experiences that the group engaged in was a “Sustainability Scavenger Hunt”, wherein participants were organized into cohorts, aligned with their geographical location on campus, then asked to visit that region to find specific sustainability related offices, efforts, implementations, and people. While there are a great number of new and LEED certified buildings, many of which include smart technology, the reality is that few educators actually get to teach in these classrooms, so we intentionally used classrooms in a number of buildings and spaces across campus, new and old, to reveal and explore the sustainable potentials of being an educator in them (workshop itinerary, including locations, attached for reference). Similar to this, we upheld the belief that sustainability is not just about what and how we teach our students, but what and how we as faculty engage in sustainability ourselves, including health and wellness. To this end, we used the campus as a living laboratory to also promote sustainable initiatives, like the Campus Tree Walks, which we as a group participated in at the conclusion of one day.

#### New collaborations

The collaborations were an initial goal and the biggest success of the workshop. At the conclusion of the workshop, participants determined and self-selected cohort groups, each with a unique focus. Their charge was to initiate and complete sustainability related projects, which were recently shared at the conclusory event in Aril, 2019 (documents produced by each group for the conclusory event are attached for additional detail). Beyond this, Turner and Sandmeyer have developed a strong and collaborative relationship which we hope to continue and foster, potentially applying for Sustainability Challenge Grant funding again in the future to offer another workshop, but certainly exploring the idea and related avenues as well.

#### Published or planned scholarly products

Turner and Sandmeyer presented the workshop at the 2018 AASHE Conference & Expo in Philadelphia, PA (proposal attached). We are also currently working on a written publication.

#### **Reflection**

Include insights on your individual projects, things you might have changed, next steps and feedback on your experience with the Sustainability Challenge Grant Program

While the overall direction of the workshop shifted during the process, this was on account of intentional flexibility, and something that we feel made the experience more beneficial for all involved. Looking back, a few things we could and would change include the integration of more student voice. Having seen comments from an unsuccessful application for another round of SCG funding we recognize the criticism that we did not begin the workshop with a definition of “sustainability” to get everyone on the same page, however, this was done intentionally and, while we may not change that aspect, we would certainly be more explicit in a call for applicants and throughout the workshop about the structure, focus, and intent. Although we were unable

to offer the workshop in a consecutive year, we ultimately consider our efforts a success based on the outcomes of the cohorts, the feedback received at an international presentation, and some comments received from individual participants (see below). If given the opportunity to give the workshop again in the future, we would certainly make revisions and edits, relying on our experiences and input from sustainability stakeholders on campus, CELT, students, and previous participants. If the workshop was a continual offering, our ultimate goal would be to make it sustainable by setting up a scenario where Turner and Sandmeyer would eventually transition out of the process and participants could become organizers, giving consecutive workshops differing personalities.

#### Quotes from Individual Participants when asked to reflect on their overall experience

“Thanks so much for all your efforts pulling us together and facilitating all the idea sharing. This is one of the great benefits of working on a college campus – but it needed someone like you all to make it happen. Those outcomes were great. But for me the value of participating was the network of new folks, programs, and learning spaces. Such a pity another cohort couldn’t be funded – at least this round.”

“It was such a unique experience that I have absolutely enjoyed!”

“I did not have clearly defined expectations for the workshop because I wasn’t quite sure from its description what it would be. I was excited about the opportunity to learn more and interact with other faculty around the topic of sustainability. Although part of me wanted something that directly engaged with ideas of sustainability – how to define, etc, some theoretical readings/discussion, in retrospect, the most concrete outcome—connections with faculty and further integration of sustainability into my world here at UK—is more worthwhile.

So as for connections with faculty and integration of sustainability, I made some contacts with several faculty that are already bringing about activity. As you know, the UK 101 module on sustainability with Ali Rossi and Helen Turner is the major outcome. I keep trying to convince them that we need to develop a sort of Sustainability 101 class from this module that can be taught in many different departments by many different instructors. I hope that, too, will happen.

I have also taken the energy from the workshop into the Honors College. We have a committee dedicated to sustainability, and two key faculty – Kenton Sena, Forestry and Daniel Kirchner, Philosophy—are equally committed to integrating the teaching of sustainability in Honors. We intend on folding in more sustainability into HON 101 and on developing new courses.

In short, the Sustain-able Pedagogies workshop was formative in motivating me to connect with faculty and integrate sustainability into my work (and life). It opened up doors to help students network with other faculty, and it also broke down departmental barriers with certain key faculty that make for more future possibilities. It’s rare beyond obligatory committee appointments to have cross-departmental interaction, and this is actually an exciting way to do it. I’m thankful for the opportunity, and although most of the workshop’s fruit seems slow-growing, I’m not for that reason disappointed.”

#### **Budget Analysis**

Attached

#### **Visuals**



During the Workshop | Whitehall Classroom Building



Turner and Sandmeyer at the 2018 AASHE Conference & Expo





Conclusory Event | Food Connection

# Sustainability Challenge Grant

## 2018 Application Form

### Application instructions:

[www.uky.edu/sustainability/sustainability-challenge-grants](http://www.uky.edu/sustainability/sustainability-challenge-grants)

Deadline for **submission is October 15, 2017; 11:59 PM**. Please save this form to your computer using a unique filename. If you have any questions or difficulties with the form, please contact Shane Tedder at [shane.tedder@uky.edu](mailto:shane.tedder@uky.edu). All submissions will be confirmed via email.

### Project Title

Teaching Sustainability + Teaching Sustainably

### Category

Indicate the major category(ies) that your project will address (Operations, Engagement, Academics, Research).

Engagement, Academics

### Continuation? (up to 250 words)

If this submission is linked to a project previously funded by a Sustainability Challenge Grant, please summarize previous outcomes and describe the key differences between the previous work and that proposed here. If this proposal does not directly build from a previously funded project, leave blank.

N/A

### Resubmission? (up to 250 words)

If this proposal is a resubmission/adaptation of a proposal previously submitted, but not funded, please discuss how the resubmission addresses the feedback provided in the previous funding cycle. If this is not a resubmission/adaptation, leave blank.

N/A

### Project Summary (up to 250 words)

Please clearly define your project, its relevance to sustainability, methods to be employed, groups involved, and measureable outcomes.

Sustainability, in this context, implies that the activities of the University of Kentucky are ecologically sound, socially just, and economically viable, and that they will continue to be so for future generations. A sustainability focus encourages the integration of these principles in curricula, research, and outreach. This principled approach to operational practices and intellectual pursuits prepares students and empowers the campus community to support sustainable development in the Commonwealth and beyond.



In November 2016, Provost Tracy created the Faculty Sustainability Council (FSC) and gave it a three-fold charge: (1) review sustainability related academic policies and culture at our benchmarks, (2) identify our areas of strength and weakness relative to the academic aspects of sustainability, and (3) propose short, medium and long run goals. The proposal for this project stems from these three charges. While the University of Kentucky has made great strides to increase campus sustainability in its operations, the advances on the curricular front are murkier. The FSC has discovered there is little awareness amongst UK faculty about sustainability curricula at UK, who is teaching such curricula, or how this is taught. A need exists for the creation of a network of faculty which can harness the native wealth of talent and information throughout the University and which can facilitate the exchange of ideas and practices about sustainability. Aiming to untap this potential, this project will create a sustainability pedagogies workshop of participating faculty from across the University and at a variety of scales across campus. This workshop will be both interdisciplinary and transdisciplinary. However, beyond merely teaching about sustainability, the workshop will attempt to push the needle by focusing on the ways which faculty can implement sustainable methods of teaching into their curricula. Hence the aim is to maximize understanding of sustainability by modelling it at the classroom level through a network of faculty to act as agents of change by transforming educational practices across the colleges.

## **Goals and Outcomes** (up to 250 words)

Currently reporting just over 15 of the possible 40 points for “curriculum” in the American Academy of Sustainability in Higher Education (AASHE) Sustainability Tracking, Assessment & Rating System (STARS) report, the University of Kentucky has room for improvement. By encouraging and educating faculty on methods for achieving sustainable pedagogy aligned with all three pillars, this project will not only help capture data for the next STARS reporting cycle, but will join the dialogue of other universities that currently offer “green teaching” certifications. Following a process of research and engagement associated with the team’s specializations, design and philosophy, the project will simultaneously capitalize on the successes and knowledge of UK’s Center for Enhancement of Learning and Teaching (CELT) to develop and host a workshop focused on the implementation of sustainable teaching methods. An important outcome of the workshop will be creation of a faculty network for sharing ideas and support. In the hopes that the workshop will prove successful and, in effect, become an ongoing initiative of the university, a major consideration will also revolve around the systematic tracking and quantifying of resulting data and successive implementation strategies. Furthermore, this endeavor has the potential to extend the longevity and reach of other Sustainability Challenge Grant projects, to envision ways in which these could become an integral part of teaching and experiencing sustainability on campus.

## **Relevance and Concept** (up to 500 words)

Please describe how your project aligns with and supports one or more of these strategic initiatives:

1. UK Strategic Plan - [www.uky.edu/sotu/2015-2020-strategic-plan](http://www.uky.edu/sotu/2015-2020-strategic-plan)
2. UK Sustainability Strategic Plan - [www.uky.edu/sustainability/sustainability-strategic-plan](http://www.uky.edu/sustainability/sustainability-strategic-plan)
3. UK Emissions Reduction Commitment - [www.uky.edu/sustainability/greenhouse-gas-emissions-reduction-commitment](http://www.uky.edu/sustainability/greenhouse-gas-emissions-reduction-commitment)

From requirement of physical textbooks to paper for printed assignments or fossil fuels needed for an increasing population of commuters, higher education is a substantial consumer of resources. According to Conservatree, one tree can generate around 8.33 sheets of standard copy paper. Based on this data, a faculty member who provides a class of 50 students with a printed, five-page syllabi, consumes 3% of one tree. Compounded by the amount of paper used by in the classroom, the Office of Sustainability at Boston College indicates that, on average, one college student will create around 320 pounds of paper waste each year. The educators Pettibone and Bartles (2012) analyzed their own practices to reveal a carbon savings of 3,000 pounds when comparing printed or copied pages compared to the manufacturing of one laptop.

Not only are traditional approaches to education often antithetical to best environmental practices, they also negatively affect best economic and social practices. Kingkade reported for the Huffington Post (2014) that “College textbook prices have increased faster than tuition, health care costs and housing prices, all of which have risen faster than inflation.” The National Center for Education Statistics (NCES) indicated that in the year 2014, roughly 38 percent of the undergraduates attending degree-granting postsecondary institutions were considered part-time. A study by Friedman for U.S. News (2016) found that, in the same year across 247 universities, an average of 19% of freshman lived off campus or commuted. What is more, the Institute for Higher Education Policy (2014) continues to illuminate a diverse student demographic. Around half of students are the first in their family to go to college, are low- to moderate-income, or are age 24 and above. Other factors contributing to an increasingly diverse student population include students from communities of color, those taking care of dependents, working full-time while enrolled, non-native English speakers, immigrants, or active duty or military veterans. Hence, traditional approaches to education fundamentally affect concerns relating to environmental, social, and economic sustainability.

This is not to diminish the value of in-person lectures or negate the need for physical materials. Rather, aligning with the “Undergraduate Student Success” as well as “Research and Scholarship” objectives and strategies of the UK Strategic Plan, a sustainability-minded approach encourages and supports the training of educators to rethink pedagogical practices. Ann E. Savageau (2013), claims that a university-wide shift is necessary for success in reducing consumption, waste, and greenhouse gas emissions. While this inevitably includes staff and students, is it possible to begin with the faculty? In an interview by Pramod Parajuli and Rosemary Logan for The Journal of Sustainability Education (2011), Jamie Cloud describes contributions from the field of neuroscience to Education for Sustainability (EfS) as follows: “Thinking drives behavior, and behavior causes results. If you don’t like the results, the most upstream place to intervene is the thinking.” By reflecting on, developing, and implementing more sustainable practices in the classroom, educators have the potential to catalyze a shift in the way others across the university think and behave.

## Approach and Methodology (up to 500 words)

Please indicate if there are any existing (local) baseline data, and if not how you would collect these or otherwise evaluate the performance or outcome of your project.

The project approach will consist of a three-phase framework: research and planning, implementation, followed by evaluation. Lead by the project team, research and planning will occur throughout the Spring semester 2018 to determine what faculty are currently teaching courses with sustainability as a focus or a topic, and if anyone is doing so in a sustainable manner. Supported by and in conjunction with CELT, the project team will also conceptualize a workshop for faculty with a focus on networking, multi- and cross-disciplinary collaborations, best practices, as well as strategies for integrating sustainable practices. Accounting for other factors, the team will identify and collaborate with specialists on campus to ensure a successful workshop, like working with CELT employee and stakeholder Deb Castiglione to implement universal design standards for diverse media usage. To further establish favorable practices and outcomes, the team will conceptualize and test sustainable methods in courses they are teaching in the Spring semester of 2018.

Connections with the Faculty Sustainability Council, other organizations, and diverse disciplines on campus will provide an avenue for tapping into a network of parties potentially interested in workshop participation. To ensure diversity across campus, the team will attend the Associate Dean's meeting in January 2018 to promote and solicit departmental nominations. Interested parties will be vetted through an application process that requires identification of a course they intend to teach in Fall 2018. Once the first cohort of participants has been identified, the implementation phase will consist of hosting the workshop at the beginning of summer to review, rethink, and develop this course. More importantly, the workshop will model the methods it is attempting to impart on the participants. This time frame is intended to allow educators adequate time to include lessons learned in a course the Fall of 2018. Upon conclusion of the workshop, each participant will submit a sustainability outcome proposal tied to the educational methodology of this class.

To capture the experiences of workshop participants, the project team will host a conclusory event for sharing with the broader public and campus community. The hope is that this event will not only provide tips and tricks to faculty who may not have participated in the workshop, but also generate interest for subsequent workshop offerings. Following this event, the final requirement of workshop participants will be to determine and generate an artifact that illustrates guidelines and principles associated with the experience and sustainable teaching.

Throughout all phases of the project, progress will be systematically evaluated through observation, discussion and feedback from team members, stakeholders, and participants to track and evaluate successes and failures as precedent for future workshop offerings. Following completion of the project, more quantitative and qualitative research will be generated in the form of surveys involving all aforementioned parties as well as students involved in the courses workshoped.



## Triple Bottom Line Impacts (up to 500 words)

Please describe in quantifiable terms how you will measure the performance or impact of your project with regard to advancing economic vitality, ecological integrity, and social equity.

This workshop will provide a valuable tool for illustrating to the administration and/or other organizations the value and impact of sustainability curriculum and sustainable practices. The research and planning phase of the project will align with efforts of the Faculty Sustainability Council to quantify faculty or courses currently incorporating sustainability as a topic and/or doing so in a sustainable manner. Through the application procedure, the team would also be able to determine the sheer number of faculty on campus interested in teaching sustainability and/or teaching sustainably, providing relevance for future efforts and workshop offerings.

Implemented innovations will initially impact faculty, of course. The workshop, itself, will survey these impacts as well as the attitudes of faculty to best sustainability practices. The project team will also determine a set of metrics that will result in more quantitative data associated with course implementations developed during the workshop. The workshop will allow for a snowball effect in which sustainability efforts at the University of Kentucky will come to be integrated throughout the colleges in very concrete and practical ways. Furthermore, this workshop will have a direct and positive impact on the University of Kentucky STARS report, burnishing the sustainability credentials on a national level.

Ultimately, however, this workshop is about the students. All such educational innovations will affect the heterogeneous, twenty-first students in a class through the potential to reduce financial burdens, while striving for social equity and increasing eco-literacy. Thus, the proposed sustainability curriculum will require the inclusion of a survey of student attitudes and impacts by the imposed sustainability measures, both at the beginning and the end of the semester. We hope and aim to educate our students about sustainability by practicing sustainable methodologies and by developing educators as well as students who are sustainability savvy. The practices and behaviors educators can model to students will give them concrete outcomes-oriented knowledge of best sustainability practices as they move from academia to their professional work, but also their daily lives.

## Team Member Information

Please enter the names of each of your team members and include their department, contact information, and relevant expertise. Please also indicate if they are faculty, staff, or student. Team Leaders must be UK faculty or staff member. Students are not eligible for a team leader position. UK faculty, staff and students may serve as Co-leaders. Please use the following format for each team member:

Team Role (Lead, Co-Lead, Member):

Name:

Email:

Unit/Department:

Faculty/Staff/Student:

Area of Expertise/Major:

- Lead: Helen Turner
  - Email: helen.turner@uky.edu
  - Unit/Department: School of Interiors / College of Design
  - Faculty/Staff/Student: Faculty
  - Area of Expertise/Major: Sustainability, Materiality, Digital Pedagogy
- 
- Co-Lead: Bob Sandmeyer
  - Email: bob.sandmeyer@uky.edu
  - Unit/Department: Philosophy / College of Arts & Sciences
  - Faculty/Staff/Student: Faculty
  - Area of Expertise/Major: Environmental Philosophy, Sustainability Theory

## Stakeholders

Please list the stakeholders impacted by your project who have provided written support and include contact information for each stakeholder. Stakeholder support letters should be included as separate documents.

CELT - Kathi Kern, Director, kern@uky.edu, (859) 257-8014

## Timeline

The project length is one calendar year. Award notifications will be sent by December 1, 2017 and funds will be available in January 2018. Include start date, quarterly and final report in your timeline.

Activity Date	Project Activity	Responsible Parties	Expected Outcomes
December 2017	<ul style="list-style-type: none"> <li>- Early notification and marketing of targeted participants</li> <li>- Develop strategies and techniques</li> <li>- Regular observation and surveys of these courses</li> </ul>	Turner, Sandmeyer, and CELT	<p>Encouraging diversity through identifying participants who would be successful</p> <p>Create ideas for workshop in courses</p>
January 2018	<ul style="list-style-type: none"> <li>- Attend Associate Dean's meeting</li> <li>- Put out official call for participant proposals</li> </ul>	Turner and Sandmeyer	Solicit interest and proposals for workshop, then determine members of first cohort

	<ul style="list-style-type: none"> <li>- Review proposals, make selections</li> <li>- Implement strategies and techniques (throughout Spring semester 2018)</li> </ul>		
February 2018	- Notify accepted participants	Turner and Sandmeyer	Verify participation
March - April 2018	Research and Plan for Workshop	Turner, Sandmeyer, CELT	
May 2018	Host workshop during finals week	Turner, Sandmeyer, CELT	
July 2018 + August 2018	"How's it going?" gatherings	Turner, Sandmeyer, CELT	For participants to share successes, failures, techniques, etc.
August - December 2018	<ul style="list-style-type: none"> <li>- Workshop participants implement strategies and methods into courses</li> <li>- Regular observation and surveys of these courses</li> <li>- "How's it going?" gatherings</li> </ul>	Workshop participants, Turner, Sandmeyer, CELT	Test and evaluate
January 2019	Conclusory event	Workshop participants, Turner, Sandmeyer, CELT	Workshop participants share experience with broader campus community and produce an artifact illustrating lessons learned

## Communication Plan

Please provide a detailed description of how your team will stimulate continuous public engagement throughout the project and communicate your results. May be included as a separate attachment using the file type and naming convention specified at the end of the application form.

The project will begin with an informational campaign to educate about and solicit interest in the workshop and its intended outcomes. Throughout the entirety of the project, the team will utilize various means of communication, like social media and print, to post updates, helpful hints, and strategies, etc. as a way to connect faculty participants, but also reach a broader audience to share lessons about sustainable pedagogy. The team will also regularly communicate with one another and with workshop participants informally and during the "How's it going?" gatherings. The conclusory event will formally share the experiences of the workshop participants in addition to creating an artifact to record the entirety of the project from their perspective. Alongside this, the team will collect and document process, successes, and failures of the project as a "handbook" and precedent for future workshops.

## Funding

Is your project team willing to accept partial funding for your project? Doing so will require submitting a revised scope and budget. Please enter yes or no below and include comments if desired.

Yes, but doing so would potentially require a reduction in either workshop participants, which would compromise a critical mass and opportunities for diverse collaboration, or CELT staff, which reduces the amount of support for workshop participants.

Is your project evergoing add to on a resources? If so, please describe below.

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National Center for Education Statistics. (2017). Digest of Education Statistics. Retrieved from [https://nces.ed.gov/programs/digest/d15/tables/dt15\\_105.20.asp?current=yes](https://nces.ed.gov/programs/digest/d15/tables/dt15_105.20.asp?current=yes)

Pajuli, P., and R. Logan. 2011. "How our Teaching Changes our Thinking, and How our Thinking Changes the World: A Conversation with Jaimie Cloud," *The Journal of Sustainability Education*. Retrieved from [http://www.susted.com/wordpress/content/how-our-teaching-changes-our-thinking-and-how-our-thinking-changes-the-world-a-conversation-with-jaimie-cloud\\_2011\\_05/](http://www.susted.com/wordpress/content/how-our-teaching-changes-our-thinking-and-how-our-thinking-changes-the-world-a-conversation-with-jaimie-cloud_2011_05/).

Pettibone, J. & Bartels, K. A. (2012). The Paperless Classroom. In K. A. Bartels and K. A. Parker (Eds.), *Teaching Sustainability / Teaching Sustainably*. Stylus Publishing.

Savageau, A. (2013). "Let's get personal: making sustainability tangible to students." *International Journal of Sustainability in Higher Education*. 14(1): 15-24.

## Budget and Justification

Please provide a detailed budget, including written justification, for your project as a separate document. Include documentation from business officer or department head to accept and manage funds according to proposed budget.

## Stakeholder Support

Combine and submit documentation from relevant stakeholders and community members as a single separate pdf.

## Submission Instructions

Submit your application package via email and include these three components as pdf documents:

- 1) Application Form
- 2) Budget, Budget Justification, and documentation of departmental commitment to manage funds
- 3) Documentation of stakeholder support

Please email to [shane.tedder@uky.edu](mailto:shane.tedder@uky.edu) and put **2018 Challenge Grant Application** in the subject line of the email.

## REVISED

### Project Title:

Teaching Sustainability + Teaching Sustainably

### Budget and Justification:

Line Items	Request
Summer salary for Helen Turner	\$3,948.43
Summer salary for Robert Sandmeyer	\$3,948.43
CELT staff (salary and benefits for 4 members at varying rates for 75 hours each)	\$11,088.14
Materials and supplies for campaign	\$100
Stipend for Workshop Participants (\$2,000 for 12 faculty members)	\$24,000
Supplies and costs for Workshop	\$3,500
Supplies and costs for intermittent sessions (3 at \$100 each)	\$300
Conclusory Event	\$200
<b>TOTAL REQUEST</b>	<b>\$47,085</b>

Monetary requests for the project include salary for Helen Turner and Robert Sandmeyer as co-supervisors of the project as well as salary plus benefits for 4 CELT employees to aid in instructional design, meetings with participants, facilitation of the workshop and conclusory event, as well as survey and analysis of course implementation. \$100 is requested for a promotional campaign prior to solicitation of proposals. The team proposes a stipend of \$2,000 for a maximum of 12 participants, wherein they receive half of the money prior to the workshop and the remainder upon successful completion of the workshop and submission of a deliverable. The team will also develop stipulations and recommendations for how stipends should be spent. For a 3-day workshop that includes materials, supplies, breakfast, lunch, a snack, and beverages is estimated at \$3,500 based on CELT experience. \$300 for the intermittent sessions and \$200 for the conclusory event includes funds for food as well as materials and supplies.



University of Kentucky  
Center for the Enhancement  
of Learning and Teaching  
518 King Science Library  
179 Funkhouser Drive  
Lexington, KY 40506-0039

Oct 6<sup>th</sup>, 2017

RE: Teaching Sustainability + Teaching Sustainably

Dear Professor Turner:

As an identified stakeholder in your application, I write to commit my support and that of the Center for the Enhancement of Teaching and Learning (CELТ) to the “Teaching Sustainability + Teaching Sustainably” initiative. From our initial planning meetings, I am persuaded of the importance of the proposal and the potential impact of this project. Not only do we, in keeping with our mission as a land grant university, need to educate our students about sustainability, we also need to think critically about our own practices as teachers. I think it is fair to say that many faculty simply have not been challenged to contemplate the environmental impact of teaching. The project you propose—a year-long engagement with faculty—will allow us to unearth the best practices, share ideas and strategies, redesign courses to maximize sustainability, and educate the broader academic public about how to teach sustainably.

Specifically, we at CELТ anticipate taking a lead role in the design and execution of your summer institute for faculty. We bring a great deal of prior experience to that initiative and will help you to shape an immersive experience for your faculty that will serve as an important catalyst to the larger project. Please consider this letter a commitment of our support and an endorsement of the value of your work.

Sincerely,

Kathi Kern, Ph.D.  
Director, CELТ (Center for the Enhancement of Learning & Teaching)  
Associate Professor of History  
University of Kentucky

see blue.

## Sandmeyer – 6. Activity – Pedagogy Workshops: Participant

	Page
1. 2021-22 KyCC Service-Learning Educator Learning Community .....	3
2. 2021 Colby Summer Institute in Environmental Humanities .....	20
3. 2019 AAPT Philosophy Teacher's Workshop on Teaching and Learning .....	25

### Overview of Workshops:

In the Department of Philosophy Statement of Promotion and Tenure Expectations, it indicates that "committed and effective teaching can also be evidenced by such matters as participation in professional philosophy teaching forums, invited or contributed talks about the teaching of philosophy, teaching-related publications, and grants to promote instructional innovation or pedagogical research." The documents contained here meet reflect my efforts to meet these expectations, particularly (i) **participation in professional philosophy teaching forums** and (ii) grants to promote instructional innovation or pedagogical research.

- Participant, KyCC Service-Learning ELC
  - See my Course Materials for PHI205 Food Ethics in this dossier. In those materials, I discuss how I have been developing a Civic Engagement Project in PHI205 for several years. To deepen the pedagogical impact of that project, I applied for and was accepted to be a participant in the 2021-22 Kentucky Service-Learning Educator Learning Community. This ELC, composed of UK faculty from many different colleges, met for 1.5 hours once a month during the academic year. The ELC curriculum centered in the fall on **service-learning pedagogy**, particularly the model of critical service-learning pedagogy. In the spring the ELC focused on application of theory. Based on work completed in this ELC, I will implement a newly designed critical service-learning project in the spring 2023 run of PHI205.
- Participant, Colby Summer Institute in Environmental Humanities
  - I applied to the Colby Institute to workshop my plan to develop and establish an Environmental Humanities Initiative here at the University of Kentucky. While the scope of this Initiative extends beyond my own pedagogical work, the Initiative is nevertheless fundamental to my pedagogy. My pedagogical work at UK has two fronts. One of those fronts is the work I do in the classroom. The other is the work I do **to build curriculum here at UK**. Apart from my role as director of the Initiative, I am, personally, working to develop an Environmental Humanities undergraduate curriculum at UK. I have created a UK Core Introductory class, which I will teach fall 2022. The next steps are two. First, I will be organizing UK Environmental Humanities Graduate Faculty and their graduate students to create grant-writing resources and other financial assistance for the benefit of graduate EH projects. Second, I will develop a plan for an undergraduate certificate, which will not only amplify the humanities in the Environmental & Sustainability Studies but also extend EH courses offerings to be taught by these UK graduate faculty and their students.
    - For more on the significance of this Summer Institute in my pedagogical work, see also the Service Materials in this dossier.
- Participant, AAPT Teacher's Workshop
  - In the 2019 AAPT Teacher's Workshop, we workshopped effective pedagogical strategy and learning techniques. **See also the Pedagogy Workshop – Organizer materials** in this dossier. I organized a similar workshop at UK.



## Sandmeyer, Bob

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**From:** Victoria Vogelgesang <tori.vogelgesang@kycompact.org>  
**Sent:** Wednesday, September 15, 2021 4:53 PM  
**To:** Hoyt, Gail A.; Clancy, Karen; Sheehan, Daniel E.; Morgan, Shauna M.; Chahal, Jasleen K.; Tekeli, Gokce; Ickes, Melinda J.; Wells, JWells; Musoni, Francis; Sandmeyer, Bob; Steelman, Ashley J.; Paynter, Lee A.; Osborn, Holly F.; Ke, Sihui; Grenier, Kelly N.; Campbell-Speltz, Heather A.; Skaff, Karen O.; FW\_mch266  
**Cc:** Wilson, Elaine A (Somerset); Stoltzfus, Todd J.; Sandra Louise Mason; Gayle Hilleke  
**Subject:** Kentucky Campus Compact Service-Learning Educator Learning Community

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

**CAUTION: External Sender**

Good afternoon, everyone!

Thank you for your interest in the KyCC Service-Learning Educator Learning Community. We are pleased to inform you that you have been accepted to the 21-22 program. As you'll see, we had many applicants from KyCC member institution University of Kentucky so we'd like to thank them for their support.

Please confirm your acceptance by attending our first cohort session on Wednesday, September 29, 4-5:30 pm. We will continue meeting one Wednesday afternoon per month throughout the fall semester (though which week of the month varies to accommodate holidays). You are receiving a series of calendar invitations to reflect this. As a group, we will assess whether to keep or adjust this meeting time for the spring semester.

In preparation for our first meeting, please prepare a **\*modified\*** Pecha Kucha presentation to introduce yourself and help us get to know each other. Have fun, but do not stress about this - they do not need to be a formal presentation or perfect by any means!

To assist you, you may access the KyCC SL ELC 2021-2022 google drive here: <https://drive.google.com/drive/folders/1XJvIPjkwN3YwY4fiws0pHTUp3f2zx9R?usp=sharing>

In this drive you will find the tentative agenda, instructions for your Pecha Kucha presentation, and a template for the Pecha Kucha. The Pecha Kucha has to be uploaded in this google folder by Tuesday, September 28th.

If you have any questions, please let me know. I am looking forward to learning together!

Best,  
Tori

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Tori Vogelgesang, Ed.D., MPA  
[Kentucky Campus Compact](#)  
Like and follow us @KyCampusCompact  
on [Facebook](#), [LinkedIn](#), and [Twitter](#)

## Sandmeyer, Bob

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**From:** Philosophy Department Email List <ALLPHI@LSV.UKY.EDU> on behalf of Bird-Pollan, Stefan E. <stefanbirdpollan@UKY.EDU>  
**Sent:** Thursday, August 19, 2021 9:10 AM  
**To:** ALLPHI@LSV.UKY.EDU  
**Subject:** FW: KY Campus Compact - Service-Learning Educator Learning Community (ELC)

Hello All,

An opportunity to include service-learning in your courses:

Stefan Bird-Pollan

Associate Professor of Philosophy and  
Director of Undergraduate Studies  
University of Kentucky

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**From:** DUS College of Arts and Sciences <AS-DUS@LSV.UKY.EDU> on behalf of Bosch, Anna R. <anna.bosch@UKY.EDU>  
**Date:** Wednesday, August 18, 2021 at 9:55 AM  
**To:** AS-DUS@LSV.UKY.EDU <AS-DUS@LSV.UKY.EDU>  
**Subject:** Fwd: KY Campus Compact - Service-Learning Educator Learning Community (ELC)

Dear DUS group, please share this opportunity with your faculty. It sounds like a great opportunity for those who have been considering adding a service-learning component to a course.

Anna  
Cc: Chairs, DUS

Anna R. K. Bosch, PhD  
Associate Dean for Undergraduate Programs  
College of Arts & Sciences  
University of Kentucky  
Lexington KY 40506

Begin forwarded message:

**From:** "Stoltzfus, Todd J." <todd.stoltzfus@uky.edu>  
**Date:** August 18, 2021 at 8:11:48 AM EDT  
**To:** UKSLCE@lsv.uky.edu  
**Subject:** KY Campus Compact - Service-Learning Educator Learning Community (ELC)  
**Reply-To:** Service-Learning and Civic Engagement <UKSLCE@lsv.uky.edu>

Kentucky Campus Compact (KyCC) is offering a free yearlong, state-wide Service-Learning Educator Learning Community (ELC). This ELC is open to any KyCC member campus faculty (tenured, tenure track, non-tenure track and part-time), staff, community partners, AmeriCorps members and/or upper-level students that have a co-educator role. UK is a

member of KyCC. This ELC will meet virtually once per month for 1.5 hours for the 2021-2022 Academic Year. Starting with the Fall 2021 semester, KyCC will determine a time based on participants' availability.

This ELC is designed to prepare individuals to teach with service learning. We will learn alongside our colleagues from around the state with presentations, discussions, and guest speakers. Topics will include: an introduction to service learning and critical service learning, goals and learning outcomes, critical reflection, assessment, partnerships, logistics, and more. The first semester will focus on the foundation and theory of service learning and the second semester will focus on each participant's service learning course development.

**Registration for the free yearlong, state-wide KyCC Service-Learning Educator Learning Community can be found here:**  
[https://nku.co1.qualtrics.com/jfe/form/SV\\_5Aorhf6W1WXne3s](https://nku.co1.qualtrics.com/jfe/form/SV_5Aorhf6W1WXne3s)



## Todd Stoltzfus

Program Director for Experiential Education & Service-Learning  
University of Kentucky  
Stuckert Career Center / Center for Service-Learning & Civic Engagement  
408 Rose Street (Room 208)  
Lexington, KY 40506  
859-257-4673  
[Todd.Stoltzfus@uky.edu](mailto:Todd.Stoltzfus@uky.edu)  
<https://www.uky.edu/careercenter/>  
<http://ServeLearnConnect.uky.edu/>

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To unsubscribe from the UKSLCE list, click the following link:

<http://lsv.uky.edu/scripts/wa.exe?TICKET=NzM4MDUwIGFubmEuYm9zY2hAVUtZLkVEVSBVS1NMQ0UgINy%2BgJpoNUBh&c=SIGNOFF>





Service-Learning Educator Learning Community  
Session 2 | Agenda October 13, 2021

4:00-5:30 PM EST

*Service-Learning and Critical Service-Learning*

- |             |   |
|-------------|---|
| 4:00 - 4:15 | Welcome and introductions <ul style="list-style-type: none"><li>• Remarks by Todd Stolfus, Program Director for Experiential Education &amp; Service-Learning, University of Kentucky</li><li>• Introductions: Shauna Melissa Morgan, Ming-Yuan Chih, others?</li></ul> |
| 4:15 - 4:45 | Engaged Faculty Curriculum Presentation (Tori)  |
| 4:45 - 5:15 | Discussion <ul style="list-style-type: none"><li>• With not for</li><li>• Co- _____</li></ul>   |
| 5:15 - 5:30 | Announcements?  |



# KyCC Service Learning ELC

TORI VOGELGESANG, ED.D., MPA  
KENTUCKY CAMPUS COMPACT

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# Agenda

Service Learning 101

- Connection
- Overview of Community Engagement and Service Learning
- Critical Service Learning
- Reflection

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# Learning Outcomes

Get	Become	Understand
Get to know one and other and ELC's	Become familiar with service learning definitions and best practices	Understand the importance of critical service learning

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## Goals of ELC:

- Build university-wide community through teaching and learning
- Increase faculty interest in undergraduate teaching and learning
- Investigate and incorporate ways that diversity can enhance teaching and learning
  - Nourish the scholarship of teaching and its application to student learning
- Broaden the evaluation of teaching in the assessment of learning
- Increase faculty collaboration across disciplines
- Encourage reflection about general education in the coherence of learning across disciplines
- Increase the rewards for and prestige of excellent teaching
- Increase financial support for teaching and learning initiatives
- Create an awareness of the complexity of teaching and learning

*Building Faculty Learning Communities p. 10*

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## Qualities necessary for community and ELC's:

1. Safety and Trust
2. Openness
3. Respect
4. Responsiveness
5. Collaboration
6. Relevance
7. Challenge
8. Enjoyment
9. Esprit de corps (pride and loyalty)
10. Empowerment

*Building Faculty Learning Communities p. 19*

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## Overview of Community Engagement & Service Learning

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## Community Engagement



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## Academic Community Engagement

IN THE CLASSROOM	BEYOND THE CLASSROOM
Civic Learning	Community-Engaged Learning
Dialogue and Deliberation	Community-Based Learning
Participatory Course Design	Participatory Action Research
Experiential Learning **	Service Learning **

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## SL History

- ▶ **Volunteerism**
  - ▶ Cultivating an ethic of service in students
  - ▶ Giving back, committing to something beyond oneself
- ▶ **Course-based service learning**
  - ▶ Advancing student learning goals and community goals
  - ▶ Reciprocity
- ▶ **Engaged campus**
  - ▶ Community-based participatory research
  - ▶ Campus as anchor institution

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## SL History

1800s: Jane Addams and Hull House  
Early 1900s: Dewey, land grants  
1960s: Civil Rights, Peace Corps, VISTA  
1980s: Campus Compact and Campus Outreach Opportunity League  
1990s: "Scholarship Reconsidered" (Boyer), National and Community Service Act, Learn & Serve  
2000s: institutional infrastructure, national agendas (AACU), Carnegie Classification, Critical service learning

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## Emerging Trends

What does it mean to be educated: "the ability to see connections that allow us to make sense of the world and to act within it in creative and responsible ways"

Preparing students to engage in public problem-solving of complex and ever-changing issues

From the value of individual scholarly efforts to a more collective approach

Faculty rewards

Faculty role as "boundary spanner"

Critical Service Learning

Next-Generation Publicly Engaged Scholars

Millennials & Gen Z

COVID, anti-racism, divided democracy, climate change

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## Service Learning is a High Impact Practice

Table 2  
Relationships between Selected High-Impact Activities and Clusters of Effective Educational Practices

	Level of Academic Challenge	Active and Collaborative Learning	Student-Faculty Interaction	Supportive Campus Environment
<i>First-Year</i>				
Learning Communities	+++	+++	+++	++
Service Learning	+++	+++	+++	+++
<i>Senior</i>				
Study Abroad	++	++	++	++
Student-Faculty Research	+++	+++	+++	++
Internships	++	+++	+++	++
Service Learning	+++	+++	+++	+++
Senior Culminating Experience	++	+++	+++	++

++ p<0.001, ++ p<0.001 & Unaid B > 0.10, +++ p<0.001 & Unaid B > 0.30

Source: Ensuring Quality & Taking High-Impact Practices to Scale by George D. Kuh and Kate O'Donnell, with Case Studies by Sally Pineda. Washington, DC: AACSB, 2013. For information and more resources and research from LEAP, see [www.aacu.org/leap](http://www.aacu.org/leap).

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## Experiential Learning

- Apprenticeships
- Clinical experiences
- Fellowships
- Field work
- Internships
- Practicums

- Simulations and gaming/role-playing

Student teaching

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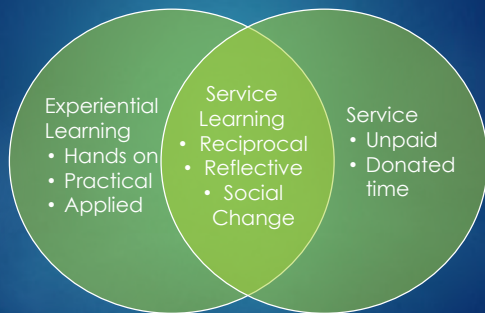
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## Service Learning is Unique



Seifer (1998) and Furco (1996)

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## Service Learning is a Process



iPERCED Model 1999  
(Michigan State University)

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## A Service Learning Definition

Service-learning is a "**course-based, credit-bearing educational experience** that allows students to (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility."

*Bringle, R. and Hatcher, J. A Service Learning Curriculum for Faculty. The Michigan Journal of Community Service Learning, Fall 1995, pp 112- 122*

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## Service Learning is Reciprocal

"Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the **mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.**"

(Carnegie Foundation for the Advancement of Teaching, 2019)




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## Service Learning is Reflective



Kolb  
1984

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## Service Learning makes Social Change




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## Service Learning Achieves Outcomes



Civic Agency



Interpersonal Growth



Course Content



Professional Skills

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## The Case for Service Learning: Faculty Benefit

- Increased satisfaction with quality of student learning
- Motivation to increasingly integrate service learning more deeply into more courses
- More lively class discussions and increased student participation
- Increased student retention of course material
- Increase in innovative approaches to classroom instruction
- Increased opportunities for research and publication
- Increase in faculty awareness of community issues
- Bonus: Collegiality!

Eyler, Janet, Dwight Giles, Christine M. Stenson and Charlene J. Gray (2001), Fleischauer, J.P. & Fleischauer, J.F. (1994), Kendall, J. C. and Associates (1990), Hollander, Elizabeth, John Saltmarsh, and Edward Zofkowsky (2002).

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## Key Practices

- Reforming the role of the teacher or instructor as a facilitator of knowledge rather than a controller of knowledge.
- Ensuring that learning by doing is at the center of discovery.
- Engaging the learner in ongoing critical reflection on what is being experienced for effective learning.
- Ensuring that learners help to direct and shape the learning experiences.
- And ensuring that new knowledge, concepts, and skills are linked in meaningful ways to the learner's personal experiences.

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## The Case for Service Learning: Community Benefit

- Volunteers
- Building capacity for positive social change
- New energy and creativity
- More personal attention for clients
- Strengthening or expanding services and programs
- Connecting to university resources
- Building connections to other partner agencies
- Bonus: It works! When done well, students are prepared, accountable, meet expectations, etc.

Loyola University New Orleans -  
<http://www.lvno.edu/engage/benefits-service-learning-communities>

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## Challenges

- Service learning grows from mixed motives
  - Service a "means to an end" rather than an end in itself.
  - Defined by the academy rather than the persons served.
  - Accountability resides in the academy rather than the community.
  - Exclusive focus on learning, rather than serving.
  - University = public relations
  - Students = "easy A", feel good, resume boost
  - Agencies = free labor, prestige

*Why Service Learning is Bad? John Eby. Jeffery Howard, Editor. MJCSL, University of Michigan, pages 16-19.*

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## Challenges

- Based on a simplistic understanding of service.
- "Everybody can be great. Because anybody can serve." (MLK)
- "To help another human being may sound like a very simple process. Actually it is one of the hardest things that anyone can be called to do." (Allan Keith-Lucas)
- Potential harm = insufficient training, orientation, and reflection.

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## Challenges

- Encourages diversion of agency agendas
- Other potential ways to do harm:
  - Students must serve on schedules dictated by the college calendar, sports events, classes, availability of transportation, and their many personal commitments.
  - Safety and liability considerations impact what they can do.
  - When service learning is done within a course, activities must fit with course objectives.
  - Many students have little experience working with people different from themselves or little exposure to the issues involved in their service activity.
  - Many professors are experts in their disciplines but not in community service or cross cultural relationships.
  - Short-term commitment can negatively impact those served.

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## Challenges

- Teaches a false understanding of need.
  - Needs = Deficits
  - Reside in individuals and not systems
- Teaches a false understanding of response to need.

Needs/Deficits



Assets

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# BUILDING COMMUNITIES FROM THE INSIDE OUT

## A PATH TOWARD FINDING AND MOBILIZING A COMMUNITY'S ASSETS

P. KRETZMANN · JOHN E. MCKNIGHT

### Asset-Based Community Development

- Approach pioneered by John McKnight and John Kretzmann at Northwestern University (1993)
- ABCD helps communities become stronger and more self-reliant by discovering and mobilizing all of their local assets around an issue.
  - Individuals
  - Associations
  - Institutions

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# A Community

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# A Community

Source: Vitalizing Communities Facilitator Guide, 1999. J. Allen, S. Cordes, and J. Hart, p. 23

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If you have come here to help me, you are wasting your time.

But if you have come because your liberation is bound up with mine, then let us work together.

~ Aboriginal activists group, Queensland, 1970s

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# Critical Service Learning

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Asset-Based Approach

Core principles of social justice and equity

Respect for the community and its individuals

Paradigm shift – savior mentality

Paradigm shift – community-driven vs. research-driven, funder-driven

Conceptual framework/tools to understand communities

Source: Presentation at the Campus-Community Partnerships for Health CPH Summer Service-Learning Institute ~ June 2005

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# Critical Service Learning

Traditional Service-Learning	Critical Service-Learning
Charity orientation	Social Justice orientation
Service to an individual	Service for an ideal
Course learning outcomes	More complex thinking and reasoning
Skills for participation	Skills for making change
Transactional partnerships	Transformative partnerships
Reflection related to coursework	Reflection also related to larger social issues
Serve FOR	Serve WITH
Example: Serve a meal at a homeless shelter	Example: Advocate for solutions to "food deserts"

Tania D. Mitchell,  
2008

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## Course Development

Emphasis on a need-based approach can hinder good community relations and effective outcomes.

Rather than designing your SL course with an exclusive focus on community needs, place a more balanced emphasis on community assets and strengths.

This approach helps students view communities as multi-faceted entities, not just places with endless deficits.

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## Balanced Perspective – Syllabus Example

This example involves a community organizing project among the elderly poor in San Francisco's Tenderloin District.

*Although the Tenderloin suffers from a plethora of unmet needs, it also has many strengths on which to build, including multiculturalism. The Tenderloin has for years had its own multi-language newspaper. Several large and widely respected churches, a comprehensive and progressive local health center, and an active neighborhood planning coalition and housing clinic were among the "building blocks" identified by organizers as potential supporters, allies, and advocates in the effort to create an environment in which residents could become empowered (Minkler, 1997).*

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## Ideas for Action



	Develop and model cultural competence.
	Provide and consistently enforce an inclusivity statement in your syllabus.
	Take an inventory to understand the culture of your class.
	Actively facilitate and monitor class discussion.
	Encourage your students to learn about the culture of the people that they are serving.
	Explicitly challenge stereotypical assumptions.
	Incorporate texts, guest educators, and assignments that encourage students to reflect.
	Develop pre-service orientations for the course and activities.
	Provide and discuss in the course socio-demographic data.
	Assist students in learning about and incorporating culture into service.

*Service Learning Curriculum Development Resource  
Guide for Faculty, California State University, pg 19*

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## REFLECTION

1. Questions? What struck you? What do you want to know more about?
2. Discussion:
  - With not for
  - Co- \_\_\_\_\_

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## Sandmeyer, Bob

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**From:** Ayla Fudala <arfudala@colby.edu>  
**Sent:** Tuesday, March 24, 2020 1:06 PM  
**To:** Sandmeyer, Bob  
**Subject:** Colby Summer Institute

Dear Dr. Sandmeyer,

Congratulations! You have been selected to join us at the 2020 Summer Institute in Environmental Humanities at Colby College. We received 127 highly qualified applicants from 14 countries spread over 5 continents, but we were extremely impressed by your qualifications and work in the environmental humanities, and hope we can meet you in person this summer.

The Institute is scheduled to take place August 1<sup>st</sup> to 7<sup>th</sup> at the Bill and Joan Alford Main Street Commons in downtown Waterville, Maine. The Institute will include lectures, seminars, and break-out workshops. In the current Coronavirus situation, however, we are already discussing contingency plans (such as a remote version) in case travel and large gatherings are still restricted in mid to late summer. Nevertheless, while we are trying to prepare for every eventuality, we are also proceeding in the hopes that the virus will be under control by then.

In order to retain your place at the Institute, please confirm by April 15<sup>th</sup> that you plan to attend. As part of your confirmation, you must send a registration fee of \$200. In the event that we cannot hold the Institute in Waterville as planned, or if travel is prohibited or strongly discouraged in/from your region, we will of course refund this fee. To pay online, please follow this link: <https://colbyevents.regfox.com/summerinstitute2020>

Feel free to reach out if you have any questions or concerns.

Best wishes for the coming months,

The Environmental Humanities Subcommittee of the  
Center for the Arts and Humanities

--

Ayla Fudala  
Environmental Humanities Program Coordinator  
Center for the Arts and Humanities  
Colby College

## Sandmeyer, Bob

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**From:** Ayla Fudala <arfudala@colby.edu>  
**Sent:** Wednesday, May 6, 2020 9:37 AM  
**To:** Sandmeyer, Bob  
**Subject:** Colby Summer Institute Postponement

**CAUTION: External Sender**

Dear Dr. Sandmeyer,

I hope that this email finds you and your loved ones safe and well. Congratulations again on your acceptance to the Colby Summer Institute in Environmental Humanities. We feel honored that you chose to join us in Maine this August.

Unfortunately, due to the rapid spread of COVID-19, we have decided to postpone the 2020 Summer Institute. Given the continuing uncertainty, we feel that it would be unsafe to invite you all to travel from across the world to join us in Maine this August. The good news is that we have commitments from all three seminar leaders that we can reschedule the Summer Institute for **Sunday, August 1st to Saturday August 7th 2021**. We plan for the Institute to be the same in every respect, with seminars, lectures, workshops, and a trip to Allen Island.

We deeply regret that we have had to make the decision to postpone the Summer Institute. As disappointing as it is, however, we believe that it is the safest choice for everyone. We would appreciate it if you would let us know if you are still interested in attending the Institute in August, 2021. As accepted applicants, your spot is guaranteed if you choose to join us. If you are unable to come next year, we understand, and thank you for taking the time to apply.

Whether or not you plan to come next year, we would be happy to refund your \$200 registration fee. If you have already paid the registration fee, and would still like to attend the Summer Institute next year, you can choose to leave the registration fee with us rather than paying again next year. If you would like a refund, please let us know before May 15th.

Thank you again for your application to the Summer Institute. We hope to see you in August 2021!

Best wishes,

The Colby Summer Institute in Environmental Humanities Organizing Committee  
Kerill O'Neill  
Keith Peterson  
Christopher Walker  
Ayla Fudala

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Ayla Fudala  
Environmental Humanities Program Coordinator  
Center for the Arts and Humanities  
Colby College



# Colby

## Summer Institute in Environmental Humanities

Schedule  
August 2021



## Sunday, August 1<sup>st</sup>

- 1:00 pm: Registration opens, Alfond Commons lobby  
6:00 pm: Meet and Greet with drinks, appetizers, and pizza, Chace Forum

## Monday, August 2<sup>nd</sup>

- 9:00 am: Registration, Alfond Commons lobby  
10:00 am: Stacy Alaimo Seminar: "Science Studies and the Blue Humanities," Chace Forum  
12:00 pm: Lunch break  
1:30 pm: Breakout Workshops, Chace Forum, 205, and 405  
3:00 pm: Break  
4:00 pm: Bishnupriya Ghosh Lecture: *The Blood Files: Epidemic, Medium, Milieu*, Chace Forum  
6:00 pm: Reception, SSW Alumni Center  
7:00 pm: Opening Dinner, SSW Alumni Center

## Tuesday, August 3<sup>rd</sup>

- 10:00 am: Bishnupriya Ghosh Seminar: "Microbial Life and the Media Question," Chace Forum  
12:00 pm: Lunch break  
1:30 pm: Breakout Workshops, Chace Forum, 205, and 405  
3:00 pm: Break  
4:00 pm: Imre Szeman Lecture: *Solar Life*, Chace Forum  
7:00 pm: Krushil Watene Spotlight Lecture: *Kaitiakitanga: Māori Philosophy and Intergenerational Justice*, Chace Forum

## Wednesday, August 4<sup>th</sup>

- 8:00 am: Meet in Alfond Commons lobby  
8:15 am: Bus to Port Clyde departs  
10:00 am: Boat to Allen Island departs  
10:30 am: Allen Island excursion, lunch provided  
2:45 pm: Meet at boat dock  
3:00 pm: Boat to Port Clyde departs  
3:30 pm: Bus to Alfond Commons departs  
8:00 pm: Open Mic Night with drinks and appetizers, Downtown Arts Collaborative

*Optional Evening Activity: visit the "Taste of Waterville" Festival at the Head of Falls*

## Thursday, August 5<sup>th</sup>

- 10:00 am: Imre Szeman Seminar: "Extractivism: On the Cultures of Resource Extraction,"  
Chace Forum
- 12:00 pm: Lunch break
- 1:30 pm: Breakout Workshops, Chace Forum, 205, and 405
- 4:00 pm: Stacy Alaimo Lecture: *Out of our Depths: Science, Aesthetics, and Global Visions of the Deep Sea*, Chace Forum
- 7:00 pm: Film Screening, *Gunda* (2020), Railroad Square Cinema

## Friday, August 6<sup>th</sup>

- 10:00 am: Creative Writing Workshops, Alford Commons
- 12:00 pm: Lunch break
- 2:30 pm: Guided Walk through Colby Arboretum
- 4:00 pm: Guided Tour, Colby Museum of Art
- 5:30 pm: Outdoor Reception, Johnson Pond
- 6:30 pm: Lobster Bake, Johnson Pond

## Saturday, August 7<sup>th</sup>

- 8:00 am: Breakfast, Chace Forum
- 9:00 am: Concluding Discussion, Chace Forum
- 10:00 am: Institute concludes
- 11:00 am: Check Out

Our sincere thanks to the **Andrew W. Mellon Foundation**, whose generous grant made possible the Colby Summer Institute in the Environmental Humanities, and to the **Up East Foundation**, whose partnership with Colby College enabled on site learning at Allen Island.





« All Events

This event has passed.

## **AAPT Workshop**

**February 16, 2019**

This workshop is an excellent opportunity to develop teaching skills, as well as get familiar with some of the best literature in teaching and learning scholarship.

It will be facilitated by the following pedagogically minded philosophers:

- Stephen Bloch-Schulman, Elon University
- Betsy Decyk, Cal State Long Beach
- Melissa Jacquart, University of Cincinnati

For more information on these teaching and learning events, please visit the AAPT's website.

+ [GOOGLE CALENDAR](#)    + [ADD TO ICALENDAR](#)

### **Details**

**Date:**

February 16, 2019

(2019-02-16)

**Event Categories:**

### **Organizer**

Chris Blake-Turner

**Email:**

chrisbt@live.unc.edu



## **Seminars & Workshops on Teaching and Learning in Philosophy**

One of the AAPT's initiatives is to foster excellence in the teaching of philosophy by offering faculty development workshops and seminars on focused on teaching and learning in philosophy.

### **One-Day Workshops**

Modeled on our Summer Seminar described below, the AAPT is now running one-day workshops on teaching and learning. Past workshops have been held at the Pacific APA, Carnegie Mellon University, San Francisco State University, California State University at Long Beach, Loyola University in Chicago, the University of Wisconsin, and the University of Western Ontario.

Like the summer seminar, participants will read some of the best literature regarding how learning happens, how to design maximally effective courses, and how to improve classroom practice. The goal is not only to provide tips, although we will provide some along the way. Rather, the seminar is designed to enhance participants' ability to make effective pedagogical choices. The interactive sessions provide opportunities for participants to reflect with colleagues on how to individualize evidence-based best teaching practices to one's own idiosyncratic teaching contexts. Participants will learn how to identify and select challenging and transformative learning objectives and how to design and assess sequences of learning activities to make the achievement of those goals highly likely. The friendships and collegial relationships begun here can last a lifetime.

### **Comments from Past Participants:**

"The seminar shifted and honed the way I think about and practice teaching in substantial ways"

"Inspiring, fascinating, and incredibly helpful"

"A must for anyone who cares about students"

"An intensive boot-camp for learner-centered education"

"Not at all like the typical (mostly useless) 'teaching orientation' that most graduate students get"

"A surreal experience in which one is surrounded by many philosophers who place teaching before research"

## Sandmeyer, Bob

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**From:** Stephen Bloch-Schulman <ssschulman@elon.edu>  
**Sent:** Friday, January 11, 2019 12:55 PM  
**To:** Sandmeyer, Bob  
**Subject:** Re: Application - AAPT Workshop on Teaching and Learning in Philosophy  
**Attachments:** Dweck-Yeager-MindsetsThatPromoteResilience (KH reading).pdf; Graff The Problem Problem.pdf; Shulman-Counting-and-recounting.pdf; Dotson - Concrete Flowers-1.pdf; Jacquart\_2018\_Backward\_Course\_Design\_Handout.pdf

Dear Bob,

Congratulations!

You have been accepted into the American Association of Philosophy Teacher's Workshop on Teaching and Learning, at UNC Chapel Hill, February 16th.

In

this email, we will try to give you all the information you need to be prepared for the workshop, including the reading list (readings are attached to this email), a bit about the structure of the day, how the readings and structure relate, and logistics.

This makes for a long email, but we are hoping that giving you everything you need in one email be maximally useful.

We

will start with a short overview of the workshop and its guiding philosophy, in part, based on backward design (see the Jacquart handout for an introduction to backward design if you don't already know about it). We then move into three longer sessions, one on goal-setting (led by Betsy Decyk), one on pedagogy, i.e., the activities to help students meet those goals (led by Melissa Jacquart), and one on assessment, i.e., how students and faculty can know to what extent students met the goals and how to improve to better meet them in the future (led by me, Stephen Bloch-Schulman). We then have a bit of time for teaching tips. And then we wrap up the day (well... we wrap up the formal workshop. Hopefully you will join us for dinner... more on that below).

The

readings we would like you to read to prepare for the workshop are:

Melissa

Jacquart, "Backward Course Design Model Handout"

Gerald

Graff, "The Problem Problem and Other Oddities of Academic Discourse"

Kristie

Dotson, "Concrete Flowers: Contemplating the Profession of Philosophy"

Lee

Shulman, "Counting and Recounting: Assessment and the Quest for Accountability"

David

Yeager and Carol Dweck, "Mindsets that Promote Resilience: When Students Believe that Personal Characteristics Can Develop"

All

are attached to this email.

We

*see these readings as useful in “jumpstarting” your thinking and our workshop discussions. Therefore, you do not need to remember all the arguments, examples and other details of each paper. We are hoping you will read with the big picture in your sights.*

A

word from Betsy about the readings she will be using for the goal-setting portion of the day:

Please

*use the Jacquart, Graff, Dotson, and Yeager and Dweck readings to think about the following:*

1.

*Formulating goals (Backward Design Model Handout - Jacquart)*

a.

*How do I want to see my students change and grow because of this course?*

b.

*What “stepping stone goals” are needed to get there (linking goals and pedagogy)*

c.

*How can I frame the goals to allow for assessment and revision (linking goals and assessment)*

2.

*Reflecting on goals (which may lead to revision or the choosing of different goals)*

a.

*Are there assumptions hidden in my chosen goals that I need to consider? (Graff;*

*Dotson)*

b.

*What challenges (Graff) or impediments (Dotson) to learning do these goals pose for my students? How can I become more aware of these?*

c.

*How can I create a robust learning environment where everyone can grow and thrive? (Dotson; Yeager and Dweck)?*

A

word from Melissa about the readings she will be using for the pedagogy portion of the day:

I'll

*also be drawing on the Graff and Dotson. Pay particular attention to the student experiences and reflections, and reflect on the following: Are these experiences or attitudes similar or different from your own? How do we recognize when our perceptions and expectations may be different than those of the students in our philosophy classes? How could shifts in framing, content, and practice help?*

I'm

*also asking you to read about at least one of Elon's Signature Pedagogies from their department website, and/or one Engagedphilosophy interview (but feel free to read more!). I'm asking you to do this just as a way to introduce some different kinds of pedagogies, and they will be a great jumping off point during the workshop as we talk about what we do in our classrooms to help students meet our goals.*

And

a word from me about the readings we will use during the assessment portion of the day:

*The*

*Shulman article, as you will quickly see, was written for a different audience and for different purposes than we will be using it for for our workshop. But the principles and ways of thinking, habits of mind and especially of heart that he uses to think about assessment, which can often lack these virtues, serves, I believe, as a model for how we can bring the human and humane to assessment practices.*

### Lodging

If

you need lodging, the [Hampton Inn](#) is in a good location and reasonably priced. If you'd prefer to be put up with a UNC grad student, please get in touch with Chris Blake-Turner, whose details are below.

### Transport

If

you need rides to or from the airport (RDU), or train or bus station, please get in touch with Chris Blake-Turner, who'll be able to help you get picked up and dropped off.

### Logistics

The

workshop will be in room 213 of Caldwell Hall, which is at [240 East Cameron Avenue](#).

There is free parking available in the adjacent Caldwell Lot, and on Emerson Dr (you can see where both of these are by clicking the link to Google maps in the previous sentence).

The

workshop will start at 8.30am. Breakfast (coffee and pastries) will be provided. There'll also be lunch provided when we break for that later on in the day. After we finish at 5pm there'll be a pay-as-you-go dinner to which all are welcome. The location is

TBC, but it will be close to Caldwell Hall.

### Accessibility

We

want the workshop and the materials to be fully accessible. Unfortunately, the room where we're planning to meet is only accessible by going up a flight of stairs. (This is true of all the rooms in the Philosophy Department building at UNC, something the members of the department are not happy about but that is hard to change.) The advantage of the room is that it's a good seminar space, but we can change the location if needed. In general, please let either Chris or Stephen know if it would be helpful for you to have any accommodations to make the workshop accessible to you.



## Questions

If

you have any questions about logistics, please get in touch with Chris Blake-Turner at:  
[chrisblaketurner@gmail.com](mailto:chrisblaketurner@gmail.com)  
or 720-339-5176.

If

you have questions about the workshop materials or activities, I would be happy to answer them.

Thank

you,

Stephen,

on behalf of the AAPT facilitator team and Chris Blake-Turner, the host/liaison

--

***Stephen Bloch-Schulman***

*Chair and Associate Professor of Philosophy*

*Elon University*

*Office (336) 278-5697*

*[www.elon.edu](http://www.elon.edu)*

*Mailing Address:*

*Campus Box 2340, Elon, NC 27244*



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**From:** Stephen Bloch-Schulman

**Sent:** Wednesday, January 2, 2019 4:51:28 PM

**To:** Sandmeyer, Bob

**Subject:** Re: Application - AAPT Workshop on Teaching and Learning in Philosophy

Bob,

Very glad for your interest.

I will be getting back to everyone next week.

More soon,

Stephen

## Sandmeyer – 6. Activity – Faculty and Professional Mentoring

	Page
1. UK PGSA Online Education – Summer/Fall 2020 .....	3
2. AASHE Sustainability Mentor .....	28

### Overview of Mentoring Materials:

In addition to mentoring undergraduate students (see the section "Mentoring and Advising Individual Students" in this dossier), it an important part of my job to **mentor our graduate students** here in the Department of Philosophy. By mentoring, I mean something not entirely co-extensive with the work I do on graduate committees, in my graduate seminars, in extra-academic book groups, or on the profession. Rather, my job as graduate faculty in the Department of Philosophy, particularly as STS faculty (i.e., where my portfolio centers on teaching and service over research) is to help our graduate students become the best faculty they can. Indeed, our graduate students do a lot of teaching in this department, often a 2-2 load. Typically, my mentoring work focuses on those students who are assisting my classes or teaching subjects where I have expertise. When **the pandemic** hit, though, my first concern was the impact this would have on our teacher-students. So, **I initiated an informal mentoring program** to help these students transition to online education, learn the best pedagogy for the online environment and the hybrid classroom, important strategies, efficacious tools, and special techniques for effective use of Canvas, i.e., the UK LMS system – and just talk about what was going on. Though this was not formally structured (as the environment and the stresses induced by the pandemic did not allow for this), my efforts were, nevertheless, substantial. They had an enormous impact on our first- and second-year cohorts, particularly. The first set of documents included in this packet provide some indication how this mentoring program worked.

The Association for the Advancement of Sustainability in Higher Education (AASHE) oversees a well-regard mentoring program. Given my years working in the sustainability field, I applied to be a mentor. My application was approved, and during 2019-20 I undertook to **mentor a young sustainability professional work** in Oklahoma. We met once a month, at least, for a full academic year. First, we established a set of objectives for the year. These revolved primarily around his desire to begin graduate in sustainability studies but also in developing connections relevant to his work as sustainability officer at the University of Central Oklahoma. I facilitated a meeting between him and my colleague, Ernie Yanarella, to discuss both urban sustainability initiatives and graduate programs known for this. Additionally, we created a comprehensive list of schools relevant to his interests, which detailed the application requirements for each and deadlines. As the year concluded I reviewed some of his personal reflection documents necessary for the application process.



## Sandmeyer, Bob

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**From:** Sandmeyer, Bob  
**Sent:** Tuesday, March 17, 2020 12:30 PM  
**To:** pgsa@lsv.uky.edu  
**Subject:** Need online pedagogical assistance? I can help

Hi Y'all,

This message is directed *especially* to any and all of you who are teaching stand-alone classes this spring. But the offer is *available to anybody* and is open all semester long.

Freaking out about course design? Can't figure something out on CANVAS? Need online pedagogical assistance, or have CANVAS questions you can't figure out? I can help. Please don't hesitate. My email is: [bob.sandmeyer@uky.edu](mailto:bob.sandmeyer@uky.edu).

<https://teachanywhere.uky.edu/>  
<https://www.uky.edu/~rsand1/Canvas.html>

Bob  
[Be like the squirrel, girl](#)

Bob

Bob Sandmeyer, Ph.D.

Assistant Professor of Philosophy  
Environmental & Sustainability Studies Faculty  
University of Kentucky  
1429 Patterson Office Tower  
Lexington, KY 40506-0027 USA  
ph. 859.257-7749; fax. 859.257.3286  
email: [bob.sandmeyer@uky.edu](mailto:bob.sandmeyer@uky.edu)

Office hours: M&W 9:30-9:50am & 11:00-11:50am, or by appointment.

## Sandmeyer, Bob

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**From:** Drew <andrew@gmail.com>  
**Sent:** Monday, June 22, 2020 1:14 PM  
**To:** Sandmeyer, Bob  
**Subject:** Fwd: Quality Design Checklist - SUMMER COURSE REVIEW  
**Attachments:** QDC Letter to Reviewers A\_S.docx; QDC Letter for Instructors.docx; Course Checklist Summer 2020.pdf

**CAUTION: External Sender**

Hi Bob,

I just went through the checklist for my PHI-120-210 online summer course, and I have a few concerns. I don't recall seeing this checklist before, so there are a few boxes I don't think I can check off:

### Course Introduction

1. At the beginning of the session, I sent everyone an announcement email introducing myself and asking them to read the syllabus, but I didn't tell them "where to find various course components" (syllabus, course schedule, instructor contact information) because they were all contained within the syllabus itself.
2. Does "academic assistance" include the Disability Resource Center? Because I included all the standard boilerplate (inc. the DRC) but it doesn't appear to reference additional academic resources.
3. I didn't provide any instructions on how to use Canvas, because I thought the Home page weekly modules were self-explanatory.

### Grading & Assessment

2. I didn't explicitly "state the plan for providing feedback" - I just graded their work according to my grading scale the (work)day after each assignment was due.

### Course Delivery

4. I didn't provide any activities facilitating "student-to-student" interaction, except for a Q&A where they could ask me questions and respond to one another (which they occasionally have).

### Accessibility

2. On the diagrams which I provided, I didn't have alt-text descriptions.

Did I miss something between semesters? I don't remember ever seeing these requirements or I would have addressed them. Sorry for any problems this may cause!

Drew

----- Forwarded message -----

From: **Meg Wallace** <[megbwallace@gmail.com](mailto:megbwallace@gmail.com)>

Date: Mon, Jun 22, 2020 at 12:39 PM

Subject: Quality Design Checklist - SUMMER COURSE REVIEW

To: Drew <[@g.uky.edu](mailto:@g.uky.edu)>, Lauren <[@g.uky.edu](mailto:@g.uky.edu)>, Kristian K.

< [@uky.edu](mailto:@uky.edu)>, Daniel B < [@uky.edu](mailto:@uky.edu)>, Kayla G < [@uky.edu](mailto:@uky.edu)>,  
Christopher <[christopher@uky.edu](mailto:christopher@uky.edu)>, Jarrad < [@uky.edu](mailto:@uky.edu)>

Hi all,

We've been asked to go through a "quality design checklist" for our online summer courses this summer (some details of this request are pasted below). My impression is that this checklist was put in place to make sure that all of the courses that were very quickly put online this summer are up to the usual standards of UK courses that have been officially approved for distance learning. All of our offerings this summer have already done this, since they have all been recently created and gone through the official approval process in curriculog. So this *should* be pretty straightforward in all of our sections. I'm hoping it's just a matter of having a faculty member quickly tick off the boxes in the checklist. (And, yes, I realize the first summer session is already over. Hopefully the delay won't matter, and it might be good practice if we have to do something like this again for the fall.)

120 section 210 (Drew) - Bob Sandmeyer  
305 section 210 (Lauren) and 211 (Kristian) - Julia Bursten  
334 section 210 (D Cole) and 211 (Kayla) - Lindsey Chambers  
315 section 210 Chris and 211 (Jarrad) - Meg Wallace

Will each of you please run through the checklist (downloadable [here](#), linked on the "QDC Letter for Instructors", and also attached as "Course Checklist Summer 2020"), and make sure that your own sections comply (or *did*, first summer session). Then please (i) email the faculty member assigned to your course, (ii) let them know whether your course satisfies the checklist, and (iii) invite them to your canvas shell. Your assigned faculty member will then double check everything and fill out the microsoft form checklist.

I apologize if this is more oversight than normally required for TA-led courses, but the broader purpose of the increased oversight is intended for classes that are not usually taught online. I'm hoping that for our department this is just a formality and the whole process is pretty quick and painless. Let me know if you have any questions.

thanks,  
Meg

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With the spring semester in the rear-view window, I want to pause to thank you for your leadership in what is certainly one of the most challenging periods in the University's history. Now, as we quickly pivot to summer school, we are tasked with ensuring that we continue to develop successful courses with attention to effective delivery in both alternate and online formats. To that end, Teaching, Learning, and Academic Innovation (TLAI) is as committed as ever to supporting our UK teaching community.

As you know from our Associate Dean meetings, Provost Blackwell has asked that all remote and online summer courses be reviewed. We have been working to ensure that your faculty have the tools and support that they need to provide quality remote and online courses. Many of your faculty and graduate students participated in our virtual symposium last week, "A Week of Teaching." All the sessions from the symposium have been [recorded and posted online](#). Please remind summer school instructors of those resources as well as our [daily office hours conducted by Zoom](#).

For the purpose of reviewing the courses, we have developed a [Quality Design Checklist](#) and accompanying resources to assist faculty with all aspects of course design and delivery. Built into this review process is the assumption of flexibility. We have outlined a process based on conversations with a subset of Associate Deans. If you need to alter this process for your college, we trust your wisdom in doing so in a way that is still rigorous and fair.

- Step 1: The college determines the process for matching reviewers with each course section. (Keep in mind that we have a small cohort of volunteer faculty reviewers to call upon if need be.)
- Step 2: The college shares the reviewer letter with reviewers and the instructor letter with instructors. (Both are attached to this message.)
- Step 3: The reviewer contacts the instructor and requests to join the course section.
- Step 4: [The reviewers complete all assigned reviews using the Microsoft Form link for your college, linked here.](#) by the second week of the course, and we will share feedback with instructors.
- Step 5: After the reviewers have given feedback, the college shares with TLAi a summary narrative that can include significant findings or trends, recommendations, resources needed, and revisions that have been made in response to feedback.
- Once the summer term starts, we will follow up with you to confirm the full list of summer 2020 courses in your colleges.

While this task may initially seem daunting, it gives us an opportunity for discovery and innovation. I designed an online history course ten years ago, and, quite frankly, I knew very little about teaching online at the time. With any luck, I have gained a significant amount of pedagogical and technical knowledge since then. We all have room to learn and to reconsider our teaching strategies, course designs, and modes of delivery to make a truly enriching learning environment for our students.

In the event that you may not have sufficient faculty or staff available to conduct the reviews, we have a small group of faculty and staff volunteers—all of whom are experienced online teachers—who you may call on to serve as reviewers for courses. If you'd like to draw from this list, do let us know the prefix, number, and section for courses you'd need assistance reviewing, and we'll connect you with help.

Thank you for embarking on this pursuit as we endeavor to uphold the University's teaching mission and hold true to our values as educators.

With gratitude and respect,

Kathi

Kathi Kern, Ph.D.

## Sandmeyer, Bob

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**From:** Sandmeyer, Bob  
**Sent:** Monday, July 27, 2020 5:09 PM  
**To:** Marquis, Andrew H.  
**Subject:** RE: -- PHI 120 Syllabus Draft  
**Attachments:** Syllabus Template\_F2F\_20200417 - .docx; PHI 120 Syllabus -- -- Fall 2020 DRAFT.pdf

Hey Andy,

Thanks for sending the syllabus. Please find attached two documents: (i) the syllabus with comments, and (ii) a UK Senate syllabus template for f2f classes. The latter is helpful because it contains some boilerplate language you may want to include in your syllabus, e.g., the language about accommodations. I've highlighted areas in the template you could consider including.

Syllabus looks good. I'd like to take this class; it is an enticing document.

Summary of my comments:

1. Look over Quantitative Foundations learning outcomes and reconsider your outcomes.
2. Consider revising your attendance policy to be more flexible.
3. Design an efficient, stable plan for the semester – with built in flexibility – and stick to it.
4. Consider rethinking your plan for the midterm. Keep it simple: one exam on one day.
5. Wait to hear about room assignments to make decisions regarding flex pattern.

### PHI120 Learning Outcomes and UK Core Quantitative Foundations

PHI120 fulfills the UK Core Quantitative Foundations requirement. There are specific learning outcomes associated with this core course; these can be found at:

<https://www.uky.edu/ukcore/sites/www.uky.edu.ukcore/files/Quantitative.pdf>. As I can see it, it's not clear how the course you've designed fulfills the first of these requirements. I asked Meg Wallace about this, because I, myself, am unsure how we're dealing with this as a department. Let me quote her: "I think that as long as Andy can explain how his class satisfies it, that will be fine - at least, that is how I've been advising students. He should be able to point to how and where his class satisfies all the QF requirements. I'd be against him altering the content unless he's really far afield from the intent of 120." So, I don't think you need to change your syllabus. But do read the Quantitative Foundations outcomes template to familiarize yourself with the outcomes there. And I would recommend tweaking the learning outcomes in your syllabus to more clearly match those listed in the UK Core document; that is to say, do what Meg suggests.

### My Comments in Syllabus

These are all minor and just suggestions. One thing to think about is attendance, though. I'd recommend making your attendance policy a bit more flexible. For instance, there very likely may be students in your class who will never physically attend class due to COVID concerns, either for themselves or for family members. How are you going to confirm "attendance"? Personally, I don't have a good answer to this question. My own policy will be to have no attendance policy (unstated). But this has its own serious drawbacks. I'd be happy to think through ideas you may have.

### Your queries



### Prioritizing logic content over critical thinking

First, I'm assuming we'll go totally online. Not sure, of course, but it's a good bet. So, plan accordingly. (I'm planning that we won't have in-person classes when we start; so my classes have both an online component that will never fade away.)

I think the best way to think about this isn't so much in terms of what to do in case of COVID changes, but rather what is the best way to handle informal vs. formal generally. As I can see it, you have about a week devoted to informal (concentrated in week Nov 9-13). (1) Don't change the schedule based on what might occur. Construct a schedule for the most logical presentation of the content. (2) As I understand your question, the implication would be that if a COVID change occurs, you would introduce material not included in this syllabus. I don't recommend that. Come up with a plan that you think is best, and stick to that as well as you can. The students will appreciate the stability.

While I'm on this subject, I think your schedule is ambitious. You do have that week of buffer, which is excellent. But perhaps you could integrate more buffer into the schedule. Or at least plan for revisions. In short, I'm saying, don't respond to any changes that might occur by adding or substituting content. Rather, be prepared – at a moment's notice – to move online and perhaps to slow things down as a consequence. You may need to slow things down simply because of the alternating schedule.

### Attendance – alternating schedule

Hahahaha. Do I have a better idea?

Okay, on a more serious note, your syllabus implies an assumption, i.e., that 1/3 of class will be able to meet in your room at any one time. This seems reasonable. As a consequence, you will alternate attendance, group 1, 2, 3 respectively. You might consider alternating the composition of these groups from time to time. Just so that the people in group 3 do always meet on Fridays, for instance.

But I am at a loss for what to do myself. I think your plan is good. It's worth noting that we can't plan for this until we know our new room assignments, which were supposed to come out today. But, alas, nothing so far. Perhaps you'll get a new room that will allow 50% of your class to meet. That could change things significantly. So, let's wait till we hear the new assignments and revisit this question.

### Content before/during exam week

Good, this sort of follows up what I was just saying, i.e., about integrating buffers into the schedule. Rather than thinking about "light content" I recommend repetition of skills. Use this time to solidify understanding and practice. Of all PHI courses, PHI120 is the most like a skills class, e.g., an instrument class. Practice, practice, practice make perfect. The more time you give students to practice the skills, the better they'll come to understand the theory. That's been my experience.

I'm not sure why your midterm is open for a whole week. If the exam is "take-home" so to speak, why not use MW to review/practice, and then open the exam for a day? That is, use class time Friday to administer the test. The way you've set it up, the week's work during exam seems lost – at least to me.

### **Last comment/question**

You don't need to respond to this directly, but think about it. Reading your syllabus, I don't really understand how participation will be graded exactly – especially given the different modalities you'll be forced to employ during the semester. Also, I don't understand what a "formative" assessment is. I'd recommend jettisoning that language for something more intuitive. How are these different than quizzes, for instance? I mean, I see that quizzes are in some way based on formative assessments, but how I don't understand. (Are these "practice exercises" which only count for completeness, while the quizzes are on the same subject but count for accuracy?)

Hope this helps and isn't too wordy. I'm available to you. Whatever you need.

Best,  
Bob

---

**From:** Andrew H. <Andy @uky.edu>  
**Sent:** Sunday, July 26, 2020 8:30 PM  
**To:** Sandmeyer, Bob <bob.sandmeyer@uky.edu>  
**Subject:** -- PHI 120 Syllabus Draft

Bob,

Happy Sunday. Please, find attached a PDF of my PHI 120 syllabus draft. I'm not thrilled with the content schedule; I'm going to look for ways to thin it out just a bit somehow, maybe slot things in a little differently.

A few decisions I'd especially value feedback on:

- Prioritizing the logic content over the critical thinking content. I also wonder about, if we're pushed online mid-semester, trading in some critical thinking content (e.g., informal fallacies, stuff on rhetoric or propaganda) for some of the logic stuff that comes in the latter half of the semester.
- The straightforward alternating attendance schedule: break the class into three groups, and assign one group to come on Mondays, another on Wednesdays, and the third on Fridays. I originally planned to do a rotating schedule, primarily so that one group of students is not stuck coming on Fridays, when, if last semester is any indication, attendance suffers somewhat. That plan has its weaknesses, though (e.g., it's more complicated, students go longer between in-person days, etc.). Might you have any thoughts as to how to best handle an alternating attendance schedule?
- Teaching some light content during the week they will take their midterm exam. I had originally considered administering the midterm exam in-person and taking a break from introducing new content but, as of now, have decided against that. I just want all the instructional time I can get. So, I'd like to keep going with some modest content that week and keep the formative assessment/quiz routine going, too. Is that unreasonable, do you think? The midterm exam will be a fair and straightforward assessment drawing only from

content that has already been assessed formatively, so any student who remotely does their due diligence should succeed just fine on it.

Of course, anything that strikes you as worth giving feedback on is something I want to hear about, but those are the things on my mind at the moment. Thank you for assisting me!

Best,  
Andy

✓ Published

 Edit



## General Pedagogy ▲▼

[Bob Sandmeyer \(He/Him/His\)](#)

All Sections

Jul 27, 2020 at 11:03am

5

Use this discussion for questions about teaching in any format. Add resources. Take notes. Be proactive.

Search entries or author

Unread



✓ Subscribed

← Reply

○



<https://uk.instructure.com/courses/1994006/users/5260664>

Jul 27, 2020



Here are my notes from the CELT meeting today (7/27): Hybrid? Flexible? Synchronous? Not? Choosing the Best Mode of Course Delivery

Here is the link to the canvas course: <https://uk.instructure.com/courses/1989073>  
(<https://uk.instructure.com/courses/1989073>)



Here is the link to Virtual Office Hours: <https://uky.zoom.us/j/97391113714>   
(<https://uky.zoom.us/j/97391113714>)

CELT Staff: <https://www.uky.edu/celt/who-we-are/staff>  (<https://www.uky.edu/celt/who-we-are/staff>)


### Course Modalities

#### ○ Fully online

- Synchronous
- Asynchronous
- Notes
  - Course Introductions

- Instructor recaps
- Use templates
  - <https://teachanywhere.uky.edu/quality-design-checklist>    
 (<https://teachanywhere.uky.edu/quality-design-checklist>)
- **Simulcast Lectures**
  - Notes
    - groups rotating in and out
    - synchronous delivery model
    - Echo360
      - <https://www.uky.edu/its/customer-support-student-it-enablement/list-echo360-rooms>    
 (<https://www.uky.edu/its/customer-support-student-it-enablement/list-echo360-rooms>)
    - enable it in Canvas
    - Set up with IT to schedule echo360 sessions
    - OWL Camera
      - 5-6 foot audio range
      - Repeat student questions
    - Simulcast with Laptop
  - **Flipped Classroom**
    - designed for active learning (e.g., discussion-oriented classes)
      - before (out of class)
        - students prepare to participate in class activities
        - pre-class – asynchronous
          - readings
          - lectures
          - podcasts
      - during (in-class)
        - students practice applying key concepts with feedback
          - there will be students who will never be able to attend in-class
        - Could create a buddy system with a colleague to manage chat / q&A, if you don't have a TA
      - after (out of class)
        - students check their understanding and extend their learning
    - Questions
      - what matters most for students to know and be able to do by the end of the course
      - what products will help
    - **Hybrid class design**
      - close relative of modified flip

- difference:
  - when groups are meeting in class (divided up for physical distancing), they're really focused on application/discussion around the content outside
  - groups outside still doing work: discussion boards, quizzes, etc.
    - staggered due dates

← Reply    (1 like)



<https://uk.instructure.com/courses/1994006/users/5260664>

Jul 27, 2020

## Here are my notes from session: Holding Virtual Class Discussions, 7/27

Week of Teaching Resources:

- <https://teachanywhere.uky.edu/getting-help>  <https://teachanywhere.uky.edu/getting-help>
- Virtual Office Hours M-F, 9am-5pm
- Canvas: Multi-Modal Course Development

All sessions are recorded and available in [teachanywhere.uky.edu/week-teaching](https://teachanywhere.uky.edu/week-teaching)

## Agenda

1. Reflection (ice breaker)
2. Being transparent
3. Setting expectations

4. Let's get pedagogical

5. Questions

## Zoom and Teams

- questions best addressed in virtual office hours

## Reflection (ice breaker)

- used menti.com to submit answer to question: In a sentence or less, share what made a virtual discussion experience unique or impactful.

## Being transparent

- recognize the experience
  - Zoom is a new experience, to students and to you
  - discussions about this "new experience" can alleviate student anxiety
- explain the roll of discussion
- reiterate learning goals
  - might have to do this before *each* discussion

## Setting expectations

- might be different from f2f environment
  - practice!
  - identifying what participation looks like in a virtual environment
    - verbal
      - how to ask questions
    - non-verbal
      - quickly chat out an answer (and calling out students to explain)
      - non-verbal options
        - Thumbs up
        - yes/no
        - Hand clapping
        - Raise hands
    - more of an opportunity for a non-verbal response
      - take time for students to play around with features in feature week of class

- use of webcams and video: should it be required?
  - a word of caution:
    - cannot assume access to a webcam
    - may be an invasion of privacy that you had not considered
  - Can encourage, but requiring it may be problematic
  - if webcam off
    - emphasize non-verbal interaction
  - Consider student voice
  - Tips for video conference
    - be on time
    - check technology in advance
    - wear appropriate clothing
    - have good light
    - look in camera
    - go to quiet place

## **What expectations do you want**

- online chat

## **Let's get pedagogical**


- strategies to assess engagement
- Practice
  - Low stakes conversations to prep students for more important discussions
- Growing rich discussion
  - strategically-worded questions focus on learning objectives
    - pre-drafting
    - avoiding rote answer or yes/no answer
    - create questions that encourage student-to-student engagement
      - discussion stems
        - g., I agree with x, but can we look at y
    - sharing questions in advance so students can prepare adequately
      - be prepared to pivot
    - scaffold discussions using lesson plan components that build student confidence
      - small group assignment where student read a juicy passage together that reminds them of reading
      - quick write
        - don't fear silence in the zoom meeting




- make room for all students to participate in different ways
  - okay to call on students
    - with right pre-work it can be a useful tool
    - do it early on and do it regularly
      - give students questions in advance for prep
    - avoid punitive approach
    - begins with low stakes questions
    - need to have an escape hatch or a "pass" feature
      - if they have a long-term plan for students who have great anxiety about participating live
    - providing back channels for student participate
  - How can I support students in various attendance formats
    - repeat questions/comments for benefit of the online audience
      - prep questions
    - put virtual attendees in breakout rooms
    - utilize text based chat platforms to allow both groups to collaborate
      - Microsoft teams
      - google hangouts
    - have a TA volunteers to moderate
  - Final thoughts

## Questions

- How do we assess discussion for participation?
  - one popular way: incorporating reflection on discussion/participation
    - what they did well, what didn't work
  - have a conversation with students regarding what should be assessed
    - why do you think we're doing this
    - what do you think is fair to be assessed
      - caution against using number of entries a criteria
    - make student bring and ask their own questions
  - Integrating discussion with synchronous communications
    - Jill Abney, see "Making the Most of Canvas Discussion Boards for Engagement and Inclusion"
    - have discussion board to prep; use the live event for active discussion
  - how can we help students feel comfortable?
    - humanize yourself
    - create a rhythm that students can expect during the meetings


- opening session with an informal check-in
  - use break out sessions with large classes
- embracing our own vulnerability; acknowledging student vulnerability
- Rubrics: are there sample rubrics
  - best to discussion during virtual office hours
  - [https://docs.google.com/document/d/1FwxFX3s\\_XO2CTqeWMsWICWLsP-nyV5v2wyJBZb1Aekc/edit](https://docs.google.com/document/d/1FwxFX3s_XO2CTqeWMsWICWLsP-nyV5v2wyJBZb1Aekc/edit) 
  - [\(https://docs.google.com/document/d/1FwxFX3s\\_XO2CTqeWMsWICWLsP-nyV5v2wyJBZb1Aekc/edit\)](https://docs.google.com/document/d/1FwxFX3s_XO2CTqeWMsWICWLsP-nyV5v2wyJBZb1Aekc/edit)
- TAs – new teachers: how can one get comfortable doing this
  - opportunities / setting up space to practice using the technology
  - supervising faculty humanize themselves
    - okay to fail: share stories
    - reflection and improvement
  - Large classes – hard to connect when cameras are off
    - policy of flexibility: okay to allow students not to use webcam
      - must have a means to for student engagement: polls, chat, etc.
    - being transparent about pedagogical reasons why cameras are encouraged
  - Flexibility & grading:
    - recording the discussion is helpful for students who could not attend

← Reply  (1 like)



<https://uk.instructure.com/courses/1994006/users/5260664>

Jul 29, 2020

The link to recordings of all sessions is here: <https://teachanywhere.uky.edu/week-teaching> 

**NOTES: Making the Most of Canvas Discussion Boards for Engagement and Inclusion**

(only ½ hour)

1. How discussion boards support student engagement and inclusiveness.
2. Strategies for planning and designing disc. boards
3. Make space for your questions.

## Inclusive and Engaging Possibilities

- creates additional space for student participation
- allows more thought time
- reduces intimidation
- serves as a lasting, class-constructed resources

## Strategies for planning

- blend with other instructional components
- use different post modalities for different learning goals (audio, video, images, etc.)
- encourage conversation between students
  - prompt design, groups, multiple deadlines
- allow students to practice with low-stakes posts
  - use groups to generate conversation

## Tip:

two deadlines per discussion board

- individual submission
- response to peers' work
  - secondary post must include clear and leading discussion stem

## Questions

where do you define the parameters of the discussion board?

- on syllabus, brief, only positive statements (Be kind!)

I have had success getting students to contribute to discussion boards individually. But I've had difficulty getting them to read their peers work on the boards. What strategies and tactics do you recommend to get students to use (deep dive in) the discussion board resource?

← Reply 



<https://uk.instructure.com/courses/1994006/users/5260664>

Jul 29, 2020

<https://teachanywhere.uky.edu/week-teaching> (https://teachanywhere.uky.edu/week-teaching)

**"Critical compassion:" a methodology by which we examine the criteria shaping our pedagogy**

(Zoom Keeping Tips)

Building community into our class

- a learning community, students
  - perceive learning to be higher
  - more engaged
  - meet more learning outcomes

Building community in an online classroom

- communication
  - starting welcome video
- atmosphere
  - expectations
  - modelling behavior
- predictability
- involvement

How trauma and anxiety affect learning?

- most college students have not fully developed social-emotional controls
  - 66% of college students come into college having experienced trauma (pre-Covid)
- trauma and anxiety impair executive functions
  - we can set up our classes to assist students' executive functions
    - executive functions
      - action
      - focus
      - activation

- emotions
- memory
- effort
- we can expect problems with – trauma informed strategies
  - time-management
    - estimate reading times
    - chunk large assignments into smaller components
  - organization
    - provide a weekly checklist
    - provide a visual course map (laid out weekly)
  - focus/attention
    - use active learning breaks every 10 minutes
    - break up lectures and lecture videos into 10 minute segments
  - memory retention
    - practice memory recall with weekly low-stakes / no stakes quizzes
    - use visuals like graphic organizers and diagrams
  - asking for help
    - provide a low-key way to do Q&A-like in an anonymous setting (Google doc)
    - hold optional office hours at local coffee shop / online
  - How can build critical compassion into our classes
    - the pedagogy of people
      - Freire, *Pedagogy of the Oppressed*
      - where compassion can serve the learning experience
        - Kathy Davidson
          - <https://www.hastac.org/blogs/cathy-davidson/2020/05/11/single-most-essential-requirement-designing-fall-online-course> ↗
          - <https://www.hastac.org/blogs/cathy-davidson/2020/05/11/single-most-essential-requirement-designing-fall-online-course>
    - one of the most important things you can do is "acknowledge"

## Looking ahead

- which are of executive function to you think students will struggle with
- what are some ideas for strategies

can you discuss how to provide avenues for anonymous but public contributions/messages, especially for problems the students may have

- you can have a share setting in Google to where people don't have to log in (anonymously)
- Mentimeter

TLAI (CELT & UK Online) hosts virtual office hours from 9-5 Monday through Friday at <https://uky.zoom.us/j/97391113714> ↗ <https://uky.zoom.us/j/97391113714>

We LOVE to solve problems of practice!!!!

↩ Reply 👍

○



<https://uk.instructure.com/courses/1994006/users/5260664> **Bob Sandmeyer (He/Him/His)** <https://uk.instructure.com/courses/1994006/users/5260664>

Aug 18, 2020

Hey y'all, I just want to apprise you of something I found out regarding **Letters of Accommodations** versus **Flexibility Forms**. **Flexibility Forms** are relatively new. I received one from a student that lays out attendance parameters for this particular student. Flexibility Forms do not obviate the need for an official **Letter of Accommodation** from the DRC, though. As they told me, "you do need both the letter and the flexibility form, as **the letter validates the accommodations for the flexibility form** (flexibility with due dates, attendance, or both)."

Edited by [Bob Sandmeyer \(https://uk.instructure.com/courses/1994006/users/5260664\)](https://uk.instructure.com/courses/1994006/users/5260664) on Aug 18, 2020 at 1:53pm

↩ Reply 👍

## UK Admin

If you cannot access the Faculty Tab in [myuk](#), which is necessary to retrieve class rosters, then follow these instructions: [How to Complete Statement of Responsibility](#).

### General Academic Support

- [CANVAS](#)
- [CELT](#)
- [Disability Resource Center](#)
- [Faculty Media Depot](#)
- [HIVE](#)
- [learnanywhere](#)
  - [Technology Help](#), e.g., need an iPad loan
- [The Study - Peer Tutoring Program](#)
- [teachanywhere](#)
  - [Get Help](#)
- [TLAI](#)
- [Robert E. Hemenway Writing Center](#)

### Coronavirus at UK

- [UK COVID-19 Testing Results](#)
- [Quick Tips for Continuity of Learning](#) (when students quarantine or their attendance is interrupted)
- [Coronavirus: Latest Campus Messages](#)
- [UK'S Playbook for Reinvented Operations - Fall 2020](#)
- [Department FAQ](#)

### Student Support

- [Counseling Center](#)
- [Violence Intervention and Prevention Center](#)

## UK Syllabus Guidelines

- [UK Senate - Course Syllabi](#)
  - [Required Components](#)
    - [UK Course Bulletin: PHI](#)
  - [Useful but not required components](#)
    - ["UK approved mask" definition](#)
  - [Fall 2020 Academic Policies in Response to COVID-19](#)
- [Ombud](#)
  - [Syllabus Advice](#)
- [Coronavirus](#)
  - [F2F Template](#)
  - [Distance Learning Template](#)

## UK CORE

### [The UK Core](#) (website)

- [Assessment](#)

- [Assessment Plan](#)
- [Committee Composition](#)
- [Curriculum](#)
  - [Learning Outcomes](#)
- [Design Principles](#)
- [Evaluation Data](#)

## **Course Templates**

- I. [Intellectual Inquiry](#) (General Preamble)
    - a. [Inquiry in the Humanities](#)  
([Evaluation Rubric](#))
    - b. [Inquiry in the Natural/Physical/Mathematical Sciences](#)  
([Evaluation Rubric](#))
    - c. [Inquiry in the Social Sciences](#)  
([Evaluation Rubric](#))
    - d. [Inquiry in the Arts & Creativity](#)  
([Evaluation Rubric](#))
  - II. [Composition and Communication \(I and II\)](#)  
([Evaluation Rubric](#))
  - III. Quantitative Reasoning
    - a. [Quantitative Foundations](#)  
([Evaluation Rubric](#) - non-MA)  
([Evaluation Rubric](#) - MA)
    - b. [Statistical Inferential Reasoning](#)  
([Evaluation Rubric](#))
  - IV. Citizenship
    - a. [Community, Culture and Citizenship in the U.S.](#)  
([Evaluation Rubric](#))
    - b. [Global Dynamics](#)  
([Evaluation Rubric](#))
- [Course Templates Appendices](#)



# Syllabi: Required Elements

## Academic Integrity

**Students shall not plagiarize, cheat, or falsify or misuse academic records.** The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>; see especially "Rights and Responsibilities" and "Academic Integrity." A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty.

See [Academic Offenses Rules for Undergraduate and Graduate Students](#) for official University policy regarding academic offenses. In short, as per the [Ombud's definition](#), academic integrity requires creating and expressing one's own ideas in all course work including draft and final submissions; acknowledging all sources of information properly; completing assignments independently or acknowledging collaboration (when collaborations are allowed); accurately reporting one's own research results; and honesty during examinations. Further, academic integrity prohibits actions that discriminate and harass on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation.

**By participating in this class, you accept the injunction not to cheat in any way. You also agree to comport yourself with integrity and honor throughout the semester.** You further agree to have all or some of your assignments uploaded and checked by anti-plagiarism or other anti-cheating tools. Further, each student affirms that they will act with honor and integrity to fellow students, the professor, and the course grader.

## Diversity, Equity, & Inclusion as Core Values

As faculty within the University of Kentucky, we in the Department of Philosophy are committed to our core values of diversity and inclusion, mutual respect and human dignity, and a sense of community ([Governing Regulations XIV](#)). We acknowledge and respect the seen and unseen diverse identities and experiences of all members of the university community (<https://www.uky.edu/regs/gr14>). These identities include but are not limited to those based on race, ethnicity, gender identity and expressions, ideas and perspectives, religious and cultural beliefs, sexual orientation, national origin, age, ability, and socioeconomic status. We are committed to equity and justice and providing a learning and engaging community in which every member is engaged, heard, and valued.

We strive to rectify and change behavior that is inconsistent with our principles and commitment to diversity, equity, and inclusion. If students encounter such behavior in a course, they are encouraged to speak with the instructor of record and/or the [Office of Institutional Equity and Equal Opportunity](#). Students may also contact a faculty member within the department, program director, the director of undergraduate or graduate studies, the department chair, any college administrator, or the dean. All of these individuals are mandatory reporters under University policies.

## COVID-19 Policies Regarding In-Person Instruction

- For the official policy from the University about spring 2022 operational plans, see the [Spring 2022 Guide](#)
- All individuals, irrespective of vaccine status, are required to wear [UK-approved face coverings](#) in the classroom and academic buildings (e.g., faculty offices, laboratories, libraries, performance/design studios, and common study areas where students might congregate). If UK-approved face coverings are not worn over the nose and mouth, students will be asked to leave the classroom.
  - Masks and hand sanitizer can be found in the class building, if needed
- Whenever feasible, students should socially distance, leaving a six (6) foot radius from other people.
  - Students should leave enough space when entering and exiting a room. Students should not crowd doorways at the beginning or end of class.
- If a student or students refuse these policies, in-person class may be canceled by the instructor until the situation is resolved to the satisfaction of the instructor and the Administration.

### Attendance & Make-Up Work (Sandmeyer's policy)

**Do not attend class if you are feeling unwell, or if someone with whom you've been in contact is feeling unwell. Contact me before class or that same day, at the latest, if you miss class because of (suspected) illness.**

The University is officially back in-person this semester. Consequently, in-person attendance during class is required in this class. This means, you must attend in-person every day, unless the class has moved to an online modality. In the case of a changed modality, attendance confirmation will be altered accordingly but attendance everyday for the entire class period is still required. The instructor will take attendance at the beginning of each class to confirm class attendance. Students bear the responsibility for confirming their attendance at the beginning of class and of keeping track of their own attendance over the course of the term.

If a student misses two weeks of class (i.e., six class meetings) *unexcused*, then that student will receive a zero for the class and fail for the semester. A plea of ignorance either of this rule or of one's own attendance status is no excuse.

Per university policy SR 5.2.5.2.3.1, if a student has excused absences for the dates and times associated with more than one-fifth of the required interactions for a course (i.e., nine days), the student shall have the right to receive a "W." In these cases of extreme absence, the instructor will ask the student to withdraw from this course.

**Excused Absences:** *Senate Rules 5.2.5.2.1* defines the following as acceptable reasons for excused absences: (a) significant illness, (b) death of a family member, (c) trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit "reasonable cause for nonattendance" by the instructor of record. Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing (by email) of anticipated absences due to their observance of such holidays. If a student is required to be absent due to military duties, the Director of the Veterans Resource Center will verify the orders with the appropriate military authority, and on behalf of the military student, notify each Instructor of Record via Department Letterhead as to the known extent of the absence. In all cases, students should notify the professor of absences prior to class, whenever possible, and may be asked to verify their absences in order for them to be considered excused.

Excused absences for in-person participation include quarantine and other recommended/required absences by a medical, public-health, or government officials.

**Make-Up Work:** Students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence *within one week following the period of the excused absence* (except where prior notification is required); and for making up the missed work. According to *SR 5.2.5.2.2*, if a student adds a class after the first day of classes and misses graded work, the instructor will provide the student with an opportunity to

make up any graded work without penalty. No late submissions will be allowed for students after one week of return to classes for excused absences, unless approved in writing by the instructor.

**Late Work:** Acceptance of late assignments due to excused absences are governed by the rules above. For late assignments due to unexcused absence(s), explanation of the reason for the late submission must be made in writing (by email) within one week of the original deadline of the assignment. The instructor will make a determination to accept or reject late submissions on a case-by-case basis. No late submissions due to unexcused absence(s) will be permitted after one week from the original deadline of the assignment.

## Accommodations

In accordance with federal law, if you have a documented disability that requires academic accommodations, please inform your instructor as soon as possible during scheduled office hours. In order to receive accommodations in a course, you must provide your instructor with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the [Multidisciplinary Science Building](#), Suite 407. You can reach them via phone at (859) 257-2754, via email ([drc@uky.edu](mailto:drc@uky.edu)) or visit the DRC website ([uky.edu/DisabilityResourceCenter](http://uky.edu/DisabilityResourceCenter)). DRC accommodations are not retroactive and should therefore be established with the DRC as early in the semester as is feasible.

Email the professor a copy of your letter of accommodation as close to the beginning of the semester as possible.

## Prep Week

Per *Senate Rules 5.2.5.6*, the last week of instruction of a regular semester is termed "Prep Week." No exams or quizzes will be administered this week, as these are not permitted by University policy. However, class participation and attendance grades are permitted during Prep Week.

## University Resources Available

I also highly recommend looking at the UK Senate page detailing [Resources Available to Students](#). Given the stresses of the ongoing COVID-19 pandemic, I would like to bring your attention to one these resources, specifically.

- **The UK Counseling Center (UKCC)** provides a range of confidential psychological services to students enrolled in 6 credit hours or more, psychoeducational outreach programming (including QPR suicide prevention), and consultation to members of the UK community (students, faculty, staff, administrators, parents, concerned others). Please visit the [UKCC's website](http://uky.edu/counselingcenter) ([uky.edu/counselingcenter](http://uky.edu/counselingcenter)) for more detailed information or call (859) 257-8701.

## Class Recordings

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See the University of Kentucky Senate page on [Classroom Recordings](#). The University of Kentucky [Code of Student Conduct](#) defines Invasion of Privacy as using electronic or other devices to make a photographic, audio, or video record of any person without their prior knowledge or consent when such a recording is likely to cause injury or distress. Video and audio recordings by students are not permitted during the class unless the student has received prior permission from the instructor. Any sharing, distribution, and or uploading of these recordings outside of the parameters of the class is prohibited. Students with specific recording accommodations approved by the [Disability Resource Center \(DRC\)](#) should present their official documentation to the instructor.

### **Course Copyright**

All original instructor-provided content for this course, which may include handouts, assignments, and lectures, is the intellectual property of the instructor. Students enrolled in the course this academic term may use the original instructor-provided content for their learning and completion of course requirements this term, but such content must not be reproduced or sold. Students enrolled in the course this academic term are hereby granted permission to use original instructor-provided content for reasonable educational and professional purposes extending beyond this course and term, such as studying for a comprehensive or qualifying examination in a degree program, preparing for a professional or certification examination, or to assist in fulfilling responsibilities at a job or internship; other uses of original instructor-provided content require written permission from the instructor(s) in advance.

### **Final Remark**

This syllabus is a contract between the professor and student. Participation in the class indicates the student understands and accepts the terms of this syllabus, i.e., the expectations and requirements laid out herein.

## Sandmeyer, Bob

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**From:** Daita Serghi, PhD <education@ashe.org>  
**Sent:** Thursday, October 11, 2018 12:54 PM  
**To:** Sandmeyer, Bob; Ehemphill  
**Subject:** Congratulations! AASHE's Mentorship Program Notification

Dear Eric and Bob,

Thank you for applying to participate in [AASHE's Mentorship Program](#). I'm pleased to announce that, based on the information you submitted, we have matched you with each other!

To help you get to know each other, here are your titles and affiliations along with the brief bio or statement that you provided during the application process:

### Mentee Information

Full name: Eric Hemphill

Title: Manager- Sustainability and Alternative Transportation

Affiliation: University of Central Oklahoma

2-sentence bio/statement: Eric works to increase sustainable behaviors and programs at UCO. He is primarily interested in environmental psychology, and teaching about sustainable food systems. He has a bachelor's degree in English and Creative Writing, and a Master's in Higher Education

### Mentor Information

Full name: Bob Sandmeyer

Title: Assistant Professor of Philosophy

Affiliation: University of Kentucky

2-sentence bio/statement: Sandmeyer is an Assistant Professor of Philosophy at the University of Kentucky. Though his research specialization began with the history of the phenomenological movement, and especially the work of Edmund Husserl, he has developed a driving research and teaching focus on the problem of life and the history and philosophy of ecology. An active member of the UK Environmental & Sustainability Studies program, he teaches on Leopold's land ethic, Wendell Berry's concept of a local economy and its significance to his students, and the coherency and limits of the concept of sustainability.

Please note that we matched mentees with mentors to the best of our ability based on the information provided about each applicant's experience and interests. In some cases, we were not able to provide a perfect match (i.e., one that seemed to meet all of desires expressed by both the mentee and mentor). In these cases, we made matches that we believe still offer strong potential for a productive and mutually beneficial relationship.

### Next steps

- To kick off the mentorship process, mentees are expected to follow up with their mentor to schedule an initial meeting sometime in the next 3 weeks. This could be by phone, video chat or, if feasible, in person. The goal of the initial meeting is for the mentee and mentor to start getting to know one another and to develop a set of shared goals for the relationship. Ideally, these goals will include one or more tangible products or outcomes, but this is ultimately up to the mentee and mentor. To help us ensure that everything is on track, we ask that mentees share a brief description of these goals and any expected outcomes to AASHE by November 2 via [this simple form](#).
- Mentees are expected to connect with their mentor approximately once a month through June 2019. It may be helpful to establish a schedule for these calls in your initial meeting so you can get them on a shared calendar.

We will be sending out reminders, guidance and other support over the course of the year, but please don't hesitate to get in touch if you have questions, concerns or suggestions in the meantime. This is our second year supporting this program so we very much welcome comments from participants.

Wishing you a great Fall,

Daita

P.S. We will soon be posting basic information about the mentee/mentor pairs on the AASHE website. Please let us know if your title or affiliation changes so we can update the webpage accordingly.



The Association for the Advancement  
of Sustainability in Higher Education

## Mentor and Mentee Pairings

In This Section

## Meet the 2018-2019 Mentorship Program Pairings!

### Peer Partnerships

New this year are Peer Partnerships! These partnerships were formed to address the needs and wishes of our members to expand their work and network, where a traditional mentor/mentee pairing wasn't possible.

Peer	Paired with...	Peer
Caitlin Hodges, Associate Program Manager, University of Notre Dame		Trey McDonald, Climate & Energy Manager, University of San Diego
Alex Howard, Engagement Coordinator, University of Calgary		Jackie Slocombe, Graduate Assistant, Auraria Sustainable Campus Program
Ayodeji Oluwalana, Recycling and Special Events Coordinator, Iowa State University		Milena Walwer, Graduate Assistant in Hanley Sustainability Institute, University of Dayton
Leah Ceperley, Sustainability Planning and Evaluation Manager, University of Dayton		Mindy Granley, Sustainability Director, University of Minnesota Duluth
Michelle Cong, Sustainability Coordinator, Fanshawe College		Mary Whitney, Director, University Sustainability, Chatham University
Kate D'Angelo, Class Dean, Office of Academic Services, Babson College		W. M. Eric Lee, Associate Professor of Accounting, University of Northern Iowa
John Deuel, Recycling Manager, Oregon State University- Materials Management		Ryan McCaughey, Manager of Landscape and Solid Waste, Penn State University
Stacia Dreyer, Asst. Research Professor, Arizona State University		Roya Azizi, Faculty, CSUDH
Katy Everett, Assistant Professor of Environmental Science, Eureka College		Richard Niesenbaum, Professor and Director of Sustainability Studies, Muhlenberg College
Brian Filiatraut, Director of Sustainability, Poly Prep Country Day School		Chris Kline, Sustainability Director, Culver Academies
<b>Eric Hemphill</b> , Manager- Sustainability and Alternative Transportation, University of Central Oklahoma		<b>Bob Sandmeyer</b> , Assistant Professor of Philosophy, University of Kentucky
Jamie Everett, Sustainability Operations Coordinator, Texas A&M University		Corey Hawkey, Assistant Director, University Sustainability Practices, Arizona State University
Ryan Ihrke, Director of Sustainability, Green Mountain College		Tom Abram, Assistant Director for Campus Sustainability, San Diego State University
Saman Khan, Western Michigan University		Geoffrey Habron, Professor of Sustainability Science, Furman University
Angie Kim, Sustainability Coordinator, SUNY- Purchase College		Michael Lizotte, University Sustainability Officer, UNC Charlotte
Connor Kippe, Business & Projects Mgr., University of Michigan Campus Farm & Sustainable Food Program		Tyson Monagle, Marketing Manager & Regional Sustainability Steward, Aramark at UC Irvine

Alison Sanchirico, Sustainability Coordinator, University of San Diego

Meg Lowe, Sustainability Coordinator, Syracuse University

Marinos Voukis, Manager and PhD Candidate, Cyprus School of Molecular Medicine

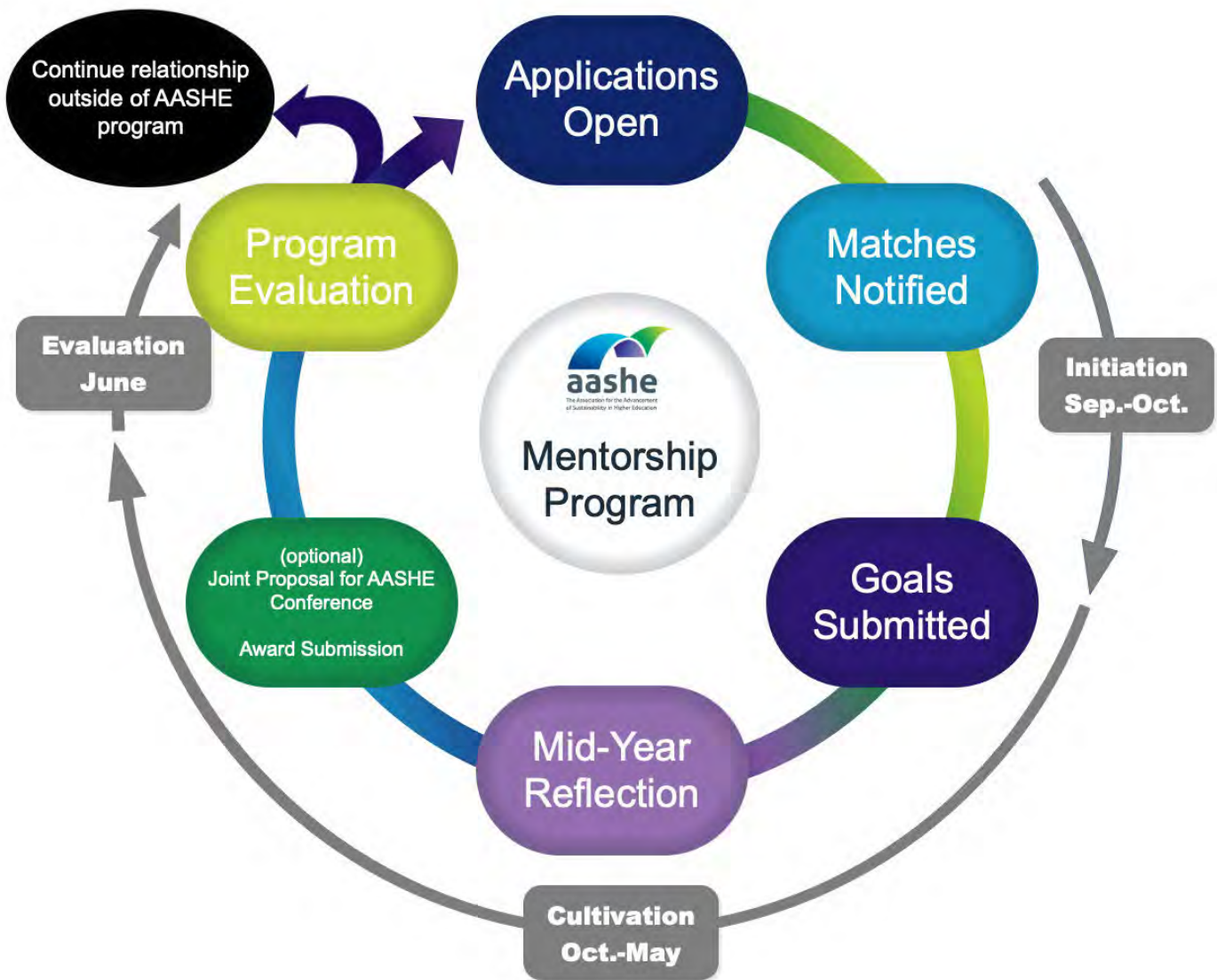
Kori Armstrong, Graduate Student, University of Southern Mississippi

### Mentorship Partnerships

Mentees	Paired with...	Mentors
Kaitlin Aaby, Sustainability Fellow, St. Mary's College of Maryland		Suzanne Savanick Hansen, Sustainability Manager, Macalester College
Anna Balas, Student Intern, Sustainable Duke		Kristin Parineh, Sustainability and Utility Manager, Stanford University
Paul Barton, Sustainability Coordinator, Shoreline Community College		Kristen Lee, Sustainability Programs Manager, University of California Santa Cruz
Emily Bilcik, We Mean Green Fund Project Coordinator, University of North Texas		John Viau, Sustainability Coordinator, Northwest Missouri State University
Kelly Boulton, sustainability coordinator, Allegheny College		Victoria Ho, Sustainability Coordinator, OCAD University
Margaret Bounds, Assistant Director of Sustainability, Connecticut College		Tom Twist, Sustainability Manager, Bates College
Amy Butler, Director of Sustainability, Michigan State University		Colleen McCormick, Director of Sustainability, University of California, Merced
Susan Caplow, Assistant Professor of Environmental Studies, University of Montevallo		Peter Schulze, Professor and Center for Environmental Studies Director, Austin College
Jennifer Kleindienst, Sustainability Director, Wesleyan University		Keisha Payson, Assistant Director of Sustainability, Bowdoin College
Jackie Klimek, Sustainability Coordinator, Concordia College – Moorhead, MN		Natalie Hayes, Assistant Director of Sustainability, Bentley University
Brenna Leary, Sustainability and Engaged Scholarship Fellow, Swarthmore College		Lisa Bjerke, Program Manager for Change Management, GreenerU
Derek Martin, Sustainability Coordinator, Susquehanna University		Kelly Boulton, sustainability coordinator, Allegheny College
Katie Martin, Graduate Research Assistant, Georgia Institute of Technology		Adam Zwickle, Assistant Professor, Michigan State University
Lysandra Medal, PhD Student, University of Washington		Arash Zarmehr, University of Central Florida
Fortino Morales III, Director, Office of Sustainability, UC Riverside		Kelly Wellman, Sustainability Director, Texas A&M University
Cesar Nanni, Sustainability Coordinator, Universidad de Monterrey		Nicole Montgomery, Coordinator, Reporting, Monitoring & Systems Review, University of British Columbia
Lauren Ng, Student, Soka University of America		Maira Hafer, Building Sustainability Performance Manager, Stanford University
Amber Nicholson, Sustainability Director, Bellevue College		Eric O'Brien, Director of Sustainability, University of Northern Iowa
Lisa Nicolais, Program Coordinator, Princeton University Office of Sustainability		Jamie Everett, Sustainability Operations Coordinator, Texas A&M University
Leslie Raucher, Sustainability Coordinator, Barnard College		Liz Tomaszewski, Assoc Dir of Sustainability, Worcester Polytechnic Institute
Monica Rowand, Sustainability Coordinator, University of Louisiana		Cindy Shea, Sustainability Director, UNC Asheville



## Program Timeline





## Sandmeyer, Bob

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**From:** Eric Hemphill <ehemphill@uco.edu>  
**Sent:** Wednesday, January 9, 2019 11:17 AM  
**To:** Sandmeyer, Bob; Yanarella, Ernest  
**Subject:** Re: Sustainability Mentor: Eric Hemphill

Good morning Bob and Ernie.

Thanks for the introduction, Bob. I apologize for the delay in responding, as I was taking a (much needed, I think) email break over the holiday.

Ernie—Thank you very much for your willingness to discuss your work at the Center for Sustainable Cities and elsewhere. I would love to speak via phone (or email if that's easier for you) about urban sustainability, advanced degree opportunities and where you see sustainability heading, particularly within urban areas. I am especially interested in urban universities as both cornerstones and instigators of sustainable thought and action within metropolitan areas.

I look forward to hearing from you.

My thanks, again, to you both. I hope the new year is off to a great start for each of you.

-Eric-

### **Eric Hemphill, M. Ed. | Sustainability and Alternative Transportation**

University of Central Oklahoma | Nigh University Center 212  
100 N. University Drive, Box 322 Edmond, OK 73034  
[ehemphill@uco.edu](mailto:ehemphill@uco.edu) | 405.974.3526 |  
[www.uco.edu/green](http://www.uco.edu/green)

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**From:** "Sandmeyer, Bob" <bob.sandmeyer@uky.edu>  
**Date:** Tuesday, December 18, 2018 at 2:43 PM  
**To:** "Yanarella, Ernest" <ejyana@uky.edu>  
**Cc:** Eric Hemphill <ehemphill@uco.edu>  
**Subject:** Sustainability Mentor: Eric Hemphill

Hi Ernie,

I'm following up our conversation the other day about the person with whom I working through the AASHE mentorship program, Eric Hemphill (ehemphill@uco.edu). Eric is the Manager of Sustainability at the University of Central Oklahoma in Edmond, OK. He is the one I spoke to you about who is interested in Urban Sustainability. He is interested to hear about your work and also recommendations you might have about studying sustainability in an advanced degree.

You graciously asked that I give you his contact information so that you could speak to him directly about your work and about the field. I'm including him on this email. So this is my informal introduction to him and him to you.

<http://www.aashe.org/get-involved/mentorship-program/>

Mentees benefit by:

- Getting access to independent and objective perspectives
- Successfully implementing a project
- Developing new skills and expertise
- Gaining confidence in dealing with challenges and issues
- Receiving support during times of change and transition

**Mentee: Eric Hemphill**

Eric Hemphill, Manager- Sustainability and Alternative Transportation, University of Central Oklahoma

**Email from Eric 10/15**

I'm excited to get to know you. I took a few philosophy courses in my undergrad, and am still kicking myself that I didn't follow through and complete the minor requisites. I was introduced to Wendell Berry a few years ago. I use [this essay](#) in the Intro to Sustainability Studies course I teach. I've never heard anyone more articulately compare the environmental movement to other concurrent movements (civic rights, anti-war, etc.), and use it to explain how we are all simultaneously part of the problem and solution in terms of environmentalism.

As for me, **I am the Manager of Sustainability at the University of Central Oklahoma in Edmond, OK.** I have been at UCO for 6 years, and am originally from Kansas. I am **very interested in social movements for sustainability, and the efficacy of individual habit change vs large governmental and infrastructure changes.**

Anyway, I'd love to get together via phone soon. This week is Fall Break around here, so it may be difficult, but next week should be more free. Let me know what times you may have available.

Thanks again! I look forward to hearing from you.

-Eric-

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**Email from me 10/29**

What goals, provisionally stated, would you like to discuss and set forth?

- You mentioned Berry and your interest in social movements and individual choice. I have an abiding interest in Food System study. I'll be teaching Food Ethics in the spring in which this will be a big subject.

A little by the way of introduction. I'm an Assistant Professor of Philosophy here at the University of Kentucky. I've been here a long time, but I only started the tenure-track clock recently. I am also Program Faculty in our B.A. Environmental and Sustainability Studies program (College of Arts and Sciences). I've been a member of our Faculty Senate. And I'm currently a member of the Faculty Sustainability Council, an interdisciplinary committee who is tasked to build up sustainability pedagogy and research at UK.

My cell phone number is 859-684-0548. My Skype username is just bob.sandmeyer.

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**Email from Eric 11/1**

Food Systems was definitely my first foray into sustainability as a discipline. I'd love to talk **food ethics**. We just finished out food unit in my intro class and it's always my favorite. In terms of goals, I don't have much set in stone as of now, but perhaps when we talk on the phone it will become a little more clear. **I am currently in a kind of waiting period for the next step, whatever that may be, and am casually looking at PhD programs.** Maybe we can start there?

-----  
Phone Conversation: 11/14

## Goals

1. Research Ph.D. programs
  - a. Undergraduate degree: Literature & Creative Writings
  - b. Ph.D. area
    - i. Education programs – sustainability focus
      1. CSU
    - ii. History or Geography
  - c. Ultimate Goal
    - i. Academic teaching position
  - d. Suggested outcomes
    - i. Develop of list of schools to apply to for 2021-22
    - ii. Produce documents necessary for the applications
2. Grow the network of those working in sustainability
  - a. Outside home institution primarily
    - i. Feels isolated
  - b. Learn different paths
    - i. Path one took to working in sustainability
    - ii. Path one can pursue professionally
3. Bounce teaching ideas and teaching tips
  - a. Teaches [HIST 2413 Introduction to Sustainability Studies](#)
    - i. Part of the minor requirement
  - b. Interest in food ethics, Berry

University of Central OK (Edmond, OK)

- One of two institutions in the state with a sustainability program (or coordinator)
    - Univ central OK
    - Oklahoma State Univ
- 

12/12 – Wednesday

## Academic Programs

- Areas
  - Education
  - Sustainability proper

## PhD Stuff

UBC

[Educ. Leadership and Policy](#)  
[Resources, Environment, and Sustainability](#)  
[Educational Studies](#)

Pros: outside U.S. perspective. Significant financial help. Vancouver seems cool

Cons: moving.

Deadline: Dec. 1 for Educ. Jan. 15 for Sust.

GRE: NO

Letters of Rec: 3

ASU

[Sustainability](#)

Pros: great program, support system in AZ

Cons: moving. Marketability?

Deadline: Dec. 15

GRE: YES

Letters of Rec: 3

UCSB

### Education

Pros: California, Evan

Cons: \$\$\$

Deadline: Dec. 1

GRE: YES

Letters of Rec:

CSU

### Higher Ed Leadership

Pros: Colo, online option

Cons: online

Deadline: March 1

GRE: NO

Letters of Rec:

KU

### Social and Cultural Studies in Education

Pros: Super adaptable, cognate area, can start in spring

Cons: move to KS,

Deadline: July 1 for fall, Nov 1 for Spring

GRE: YES

Letters of Rec: 3

Portland State

### Ph.D. in Urban Studies

Pros: interdisciplinary, focused on cities and sustainability

Cons: moving, cost, scholarships?

## Sandmeyer – 7. Institutional Advising – ENS Director of Undergraduate Studies

	Page
1. 4-year curriculum map: double major ENS & Philosophy .....	3
2. Annual SLO Assessment Report: ENS.....	5

### Overview of Advising Materials:

Apart from the advising of individual students (see the "**Mentoring and Advising of Individual Students**" section in this dossier), during AY 2017-18 I was Director of Undergraduate Studies for the Environmental Studies (ENS) program. At that time ENS had about 60-70 majors. My duties included but were not limited to: assisting students to plan out their ENS coursework to degree, finding and approving substitute coursework required for major – if needed; identifying and approving study abroad itineraries for inclusion in ENS, certifying degrees, creating new degree maps for double-majors, and overseeing the annual Student Learning Outcome Assessment.

The two documents included here indicate some important milestones accomplished during that time:

- ENS was relatively new when I became DUS; it was just 4 years old. Those first 4 years were marked by instability and lack of progress developing basic infrastructure required by the students. When **designing the ENS degree program**, for instance, we very consciously decided to create an interdisciplinary program of study which could accommodate students' desire to double-major. However, by the time I was named DUS, there still did not exist any **curricular maps for double-majors** to use. Consequently, I oversaw the creation of such maps for all the double-majors among our students, which was a significant number at that time. I created the curriculum-map for ENS-Philosophy double majors, and this document is included here.
- At the end of each year, all major programs are required to complete a degree evaluation for submission to the College of Arts and Sciences. This is the so-called **Annual Student Learning Assessment Report**. The year I submitted the SLO document was a very important year in our history, as this marked the year where first-year ENS majors graduated our program. As noted already, the first 4 years of the program's existence was rocky. The Director of the program had recently left and a new Director installed. Introductory major requirements had been taught inconsistently, and higher-level ENS requirements had either not been offered regularly or were staffed at last minute. Program assessments did not exist, or if they did these were incomplete. Consequently, the SLO report I completed was one of the most comprehensive and impactful submitted to date. **Recommendations** regarding the writing requirements contributed to a significant redesign of the degree requirements. The assignment of staff for the capstone class was stabilized. And program assessment has become more consistent. My SLO assessment, submitted spring 2018, is included here.



## 4-YEAR CURRICULAR MAP

### Double Major

- Bachelor of Arts in **Environmental and Sustainability Studies**
- Bachelor of Arts in **Philosophy**

Year 1	
‡UK Core CC1 ✕Foreign Language 101 <b>PHI 260</b> : History of Philosophy: From Greek Beginnings to the Middle Ages (HUM) UK Core QFO UK Core ACR Total Credits: 15	‡UK Core CC2 ✕Foreign Language 102 <b>PHI 270</b> : History of Philosophy: From the Renaissance to the Present Era (HUM) UK Core SSC UK Core SIR Total Credits: 15
Year 2	
<b>ENS 201</b> ✕Foreign Language 201 <b>PHI 320</b> UK Core CCC A&S NS & Lab Total Credits: 16	<b>ENS 202</b> <b>PHI 330</b> : Ethics <u>OR</u> <b>PHI 335</b> : The Individual and Society (CCC) ✕Foreign Language 202 UK Core NPM A&S NS Total Credits: 15
Year 3	
<b>ENS 300</b> <b>PHI 336</b> (A&S Humanities) <b>PHI 350</b> Metaphysics <u>OR</u> <b>PHI 351</b> Epistemology (GCCR) 300+ Area 1 (A&S SS) 300+ Area 2 Total Credits: 15	A&S NS UK Core GDY <b>PHI 500+</b> Group A <b>PHI 500+</b> Group B 300+ Area 1 Total Credits: 15
Year 4	
<b>PHI 500+</b> Group C <b>PHI 500+</b> <b>ENG 425</b> 300+ Area 1 300+ Area 3 Total Credits: 15	<b>ENS 400</b> <b>PHI 500+</b> 300+ Area 1 300+ Area 1 300+ Area 2 Total Credits: 15

- ‡ Incoming Students are Strongly Encouraged to take WRD 112 to fulfill CC1 and CC2 requirements if they have any of the following: an ACT English score of 32 or Higher, and SAT Verbal score of 720 or Higher, or an AP English Composition score of 4 or 5. If the Student has been accepted into the University Honors Program, the Student is required to take WRD 112, to fulfill CC1 and CC2.
- \* To be discussed with your academic advisor.
- ✕ Students who have taken at least 2 years of a language in high school can complete the A&S Foreign Language Requirement with 3 college semesters of a different language. Students choosing this option should replace the 4<sup>th</sup> semester of language with electives. Also note that if you take a foreign language placement exam, you may be exempt from 1 or more of the

- beginning semesters of that language. In this case, replace the by-passed language courses with electives. Any language sequence may be used to satisfy the foreign language requirements.
- ◇ 6 hours of 'free' electives – that do not count toward any other requirement – must be taken. Additional electives may be required to reach the required minimum of 120 hours. Consider pursuing a 2<sup>nd</sup> major or minor.



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**TASKSTREAM TEMPLATE:  
ANNUAL SLO ASSESSMENT REPORT**  
*Office of University Assessment  
University of Kentucky*

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\* Please note the University is moving to a new reporting system as of April 2017. Only one student learning outcome and method type can be submitted per report. Please consider this as you complete your annual reports.

**ASSESSMENT ACTIVITIES**

**I. Student Learning Outcome (SLO)**

State the Student Learning Outcome (SLO). It should be clear, measurable, and directly related to student learning. It should be related to students' performance of knowledge, skills, and abilities, such as papers, projects, or presentations. It should not be related to operational objectives, such as graduation/retention rates or GPAs.

In general, we assess the demonstration of specific knowledge for economic, environmental, and social aspects of sustainability. This year we are assessing our GCCR class, most particularly the writing element of this requirement. In fulfillment of this requirement, the ENS Senior Capstone class required two papers of 8-10 pages each. The first was a conceptual clarification paper; the second an assessment of sustainability metrics. The artifact this year is the first of these formal written assignments, which totals at least 2,225 words and which has been revised at once via instructor review.

The **paper assignment** is **appended** to this report, as is the explanation of or **FAQ** about the GCCR process.

**II. Method Type: (select only one)**

**Direct Student Artifact**

Direct Exam  
Direct Portfolio  
Direct Other

Indirect Survey  
Indirect Focus Group  
Indirect Interviews  
Indirect Other

**III. Rationale for use of assessment tool and how tool aligns to the Student Learning Outcome**

Provide a clear description of the assessment tool/activity/method that was used for this assessment cycle.

The program is primarily using direct methods, i.e., an exam/paper and assessment rubric. We used the AACU "written communications value" rubric. This rubric clearly outlines measurable assessment of 5 distinct areas.

The SLO assessment for this cycle specifically measures written communication as expresses in this first of the two Capstone assignments, i.e., the conceptual clarification paper. Consequently, we are measuring thesis presentation, conceptual clarity, argumentation and logical consistency, use and document of evidential sourcing, and grammatical competency.

Given the SLO area. i.e., the GCCR program course, the AACU written communications value rubric best matches the assessment parameters this cycle.

No other tools were used, but the tool employed is widely used and well-credentialed. We did employ four different reviewers in order to decrease the incidence of bias.

#### **IV. Target/Benchmark/Goal**

Provide the benchmark/target/goal for the assessed student learning outcome. Be specific and explain how the benchmark/target/goal was determined.

There are five areas of concern. The benchmark for each is as follows.

- (i) Context and purpose of writing: The context of writing is the situation surrounding a text: who is reading it? who is writing it? The purpose for writing is the writer's intended effect on an audience.
- (ii) Content development: Content development concerns the ways in which the text explores and represents its topic in relation to its audience and purpose.
- (iii) Genre and disciplinary conventions: Concerns the formal and informal rules that constitute what is seen generally as appropriate within the interdisciplinary field of environmental and sustainability studies.
- (iv) Sources and evidence: Texts from their coursework that our students draw on as they work for a variety of purposes -- to extend, argue with, develop, define, or shape their ideas. Evidential source material is used to extend, in purposeful ways, writers' ideas in a text.
- (v) Control of syntax and mechanics: Use of language that is clear, grammatically correct, and stylistically engaging.

The **rubric** and scoring guide is **appended** to this report.

#### **V. Data Collection (includes time/semester and place, sampling process, population description, and data review process)**

Provide a complete explanation of each data collection process and protocol so the reviewer fully understands the data collection methodology.

The artifact we used is one of two paper assignments. Students submitted a first draft version for instructor review. Each student met with the instructor to discuss ways to improve the paper.

This artifact is the second final draft version of the paper submitted for a grade. The paper assignment is included among the documents submitted with this artifact. The DUS collected together all the papers (in electronic format) and removed all identifying marks in the documents before transferring to ENS faculty for SLO review.



Taskstream will now ask you to attach documents to support the above responses.

## **ASSESSMENT RESULTS**

### **VI. Summary of Results**

Please present your assessment results below in a *summary* format only. We encourage charts and graphs however they will need to be submitted as an attachment below.

See the **Excel document attached**, especially the "Summary Results" page.

As noted, we used the AACU "Written Communication Value Rubric." This rubric has four outcome categories: benchmark (1), Low Milestone (2), High Milestone (3), and Capstone (4). We discovered students hit an average of 2.83 in all areas, i.e., just below "High Milestone."

In individual areas assessed the students hit on average:

- (1) Context of and Purpose for Writing – 2.94 – ca High Milestone;
- (2) Content Development – 2.91 – ca. High Milestone;
- (3) Genre and Disciplinary Conventions – 2.75 – Median to High Milestone;
- (4) Sources and Evidence – 2.88 – Median to High Milestone;
- (5) Control of Syntax and Mechanics – 2.65 – Median Milestone.

### **VII. Interpretation and Reflection of Results**

Provide a complete description on the interpretation of results below. Reflect on your assessment process and results.

Four reviewers in total participated in the interpretation of results: Director of Program, Betsy Beymer-Farris, Director of Undergraduate Studies, Bob Sandmeyer, and two ENS Program Faculty, Alan Fryar (EES) and Tony Stallins (GEO). Each reviewer received approximately an equal number of essays to review. Reviewers used an Excel spreadsheet (attached) to record and tabulate scores.

A report of the results will be shared to faculty and stakeholders in the program at an upcoming faculty meeting.

(a) The artifacts assessed were produced in the ENS Senior Capstone course. Consequently, the aim of this exercise was to hit or come near to CAPSTONE level results on average. Given that the artifacts showed on average an achievement below HIGH MILESTONE, we are UNSATISFIED with the results.

(b) While the ENS program has an adequate reporting record for previous SLO assessments at the entry- and mid-level coursework, we lack data for previous Capstone level work. Two reasons can be identified for this. First, the Capstone has not regularly been taught. Second, given the irregularity of the course and the relative youth of this program, the Capstone class has experienced depressed representation in the SLO assessment cycle for ENS.

(c) The ENS Capstone course is meant to reinforce and apply core concepts of the program. That is to say, the Senior Capstone is intended to give students the opportunity synthesize and apply work from entry- and mid-level coursework. However, it became apparent during the teaching of the course, itself, that deficiencies existed among a plurality of students regarding basic conceptual understanding of sustainability and core writing competencies. These deficiencies are reflected in results of the artifacts themselves. Therefore the program has identified reform in the preliminary and mid-level coursework which provide a basis that allows for synthesis and application of expertise at the capstone level. Very many of these deficiencies have been addressed since the change in leadership in the ENS program, but these changes did not affect the capstone cohort this term for obvious reasons.

### **VIII. Actions Intended for the Improvement of Student Learning**

Provide a discussion of your intended improvement actions that focus specifically on student learning.

Intended improvement actions will engage the initial assessment recommendations from Fall 2016 and from this review, i.e., identifying a group of specific SUSTAINABILITY concepts to track in all ENS prefix classes. This could include factual information amenable to analysis by a pre-test at the beginning of ENS 201 or 202 and a post-test following ENS 400, clear and attainable writing outcomes to be met at specific program levels, and coordination of fundamental learning objectives at the entry level, mid-level, and capstone level coursework

A review of all core classwork, including those prefix courses outside of ENS, is required to ensure that (a) core conceptual content is being taught in a developmentally appropriate manner, and (b) core competencies are perfected as the students move through the program. The DUS and Program Director will work with program faculty to establish a clear developmental structure to the core program coursework specifically regarding the core conceptual content and effective writing competencies. Where ENS 201/202 shall provide introductory material, and ENS 300 and PHI 336 should provide reinforcing conceptual articulation.

In all ENS core coursework, but especially the core writing coursework required for all students, the program will engage in a review to ensure adequate technical writing skills are developed and practiced throughout. Consequently, artifacts will be developed and selected to assess the

appropriate development and reinforced application of the concepts central to and writing competencies necessary to the successful practice of sustainability and environmental studies.

### IX. Target/Benchmark/Goal Achievement

Did you meet your anticipated target/benchmark/goal: (select only one)

Exceeded

Met

Not Met



Taskstream will now ask you to attach documents to support the above responses.

### X. Additional Insights or Reflection [This section is not scored]

Are there any insights you would share regarding your assessment efforts?

As noted in our previous review, ENS has undergone a recent change in leadership. Changes that affect the deficiencies indicated in this assessment have already been enacted, e.g., a more coherent teaching plan of the idea and practice of sustainability at the introductory level. Next year, the program will undergo a serious and exhaustive review of all Area and core coursework, most especially in the domain of writing. A concerted effort by these faculty to put into effect developmental program structure as outlined above and systems and assessment strategies to evaluate our students' development of expertise is a top priority.

If you have additional notes regarding your assessment efforts that should be considered in future reflections of this work, please include them below.

The director of the program and the DUS both agree that a wider variety of assessment should be conducted in future years. There should be an assessment of outcomes at every level of the program: entry, mid-level, and capstone.

Is there any other work being done in the program that may not be directly related to the learning outcome that you would like to share? If so, please provide that information below.

For the last two years, the artifacts used for assessment have come from the coursework of one professor in the department. The DUS will provide assistance and advice as to how to create effective assessment artifacts for future reporting for the benefit of all faculty.