Teaching Portfolio

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Teaching Statement

Philosophy is challenging. This is true of the field in general but my familiarity with it derives particularly from my experience as a student and teacher of decision theory and related subfields, including logic, formal epistemology, and social choice theory. The characteristic features of our discipline in general and these subfields in particular (e.g. elaborate arguments, involved examples, subtle distinctions, technical terms, formal models, etc.) can render their study daunting for undergraduate and graduate students alike. Moreover, while most of us have some idea that the topics of concern to philosophy (like justice, well-being, truth, probability, etc.) are important, the dense scholarly presentation of these matters in our discipline can sometimes obscure this significance, leaving the study of academic philosophy not only intimidating but inadequately motivated.

The teachers that have impacted me most have been ones that broke down these barriers and instilled a real sense that mastery of some aspect of philosophy was both attainable and worthwhile. In my own teaching, I strive to emulate these models by centering my pedagogy on the twin instructional aims of (i) stirring my students' interest in the course material and (ii) facilitating their comprehension of that material. In any course, my first goal is to convince my students that the course is worth their attention, that the topics we discuss are of some value and relevance to their own life, belief system, way of thinking, etc. Once my students are convinced that they want to learn the relevant course material, my goal becomes to convince them that they can learn it by coaching them through unfamiliar intellectual terrain.

To these ends, I always strive to design my courses according to a *narrative struc*ture. By weaving weekly classes together into a unified, semester-long story, individual lessons are rendered better motivated and more memorable for students. For example, in my critical thinking course, Reasoning in an Uncertain World, I concentrate on one central question: how do we effectively reason about important questions and make good decisions when confronted (as we usually are) with extensive uncertainty about the world? From start to finish, the course is then structured around telling a coherent story about the extent to which elementary probabilistic reasoning might supply a useful tool for managing our uncertainties and (where possible) resolving them. Initial lessons bring out the significance of the question by highlighting the limits of deductive inference, while subsequent lessons review the pitfalls of our unreflective psychological tendencies vis-à-vis inductive reasoning in order to motivate the need for a rigorous theory. The rest of the course covers the prospects for probability theory to fill such a role and help us navigate uncertain inferences in both everyday and academic contexts. Throughout the semester, I emphasize this narrative and our current place in it so as to assist students in mentally organizing the various components of the course, enabling them to grasp the significance of each topic we discuss.

A further technique I have found indispensable in realizing these ends is *active learning*. One cannot gain a real appreciation of formal philosophy without dirtying one's hands with it. While traditional problem sets are one activity I employ in this regard, they are far from the only effective tool in active learning's toolkit. In my

critical thinking and inductive logic courses, for example, students participate in a semester-long forecasting tournament, which invites them to try their hand at offering and updating probabilistic forecasts for various significant global events whose truth will be decided before the course's end. The activity gives students a chance to apply key ideas from the course (e.g. avoiding Dutch books, paying attention to historical base rates, computing their accuracy with the Brier score, etc.) in a practical and even fun way. Moreover, in my experience, even simple in-class exercises designed to bring home a relevant idea can significantly advance student engagement and comprehension. For example, in introducing the concept of conditional probability in my course *Rationality and Decisions*, I have my students play a number of live rounds of the *Monty Hall* game (with a Subway gift card replacing the new car), and have found that students are uniformly interested and excited by the problem.

One final aspect of teaching conduct that merits mention, as a prerequisite for motivating course material and facilitating its comprehension, is classroom ethics. Nothing is more important to me as a teacher than that my classroom be a welcoming and compassionate place where every voice is heard and every idea or question brought up is given thoughtful consideration. Realizing that philosophy is challenging and that class participation can be intimidating, I encourage students more hesitant to participate, and I try to affirm every comment spoken or question asked (within the boundaries of basic decency) as a valid contribution to the class discussion. Additionally, I make myself available to students outside of the classroom via ample and frequently emphasized office hours so that any confusions the students may have felt uncomfortable expressing during class can be cleared up. If I want my students of every background and disposition to love the material I teach as much as I do and to gain the confidence to believe they can be proficient in it, then fostering a course environment that makes them feel respected and secure is absolutely essential.

Given the significant problem of the underrepresentation of women and minorities in philosophy classes and departments, I also make efforts in lecture and in course handouts to employ gender inclusive language and to avoid examples that might subtly reinforce stereotypes or tend to put down any segment of the class. Recognizing the socioeconomic diversity of my students, I further strive not to impose undue financial burdens upon my students and, without sacrificing the quality of their education, aim to select textbooks and educational resources that are low cost and accessible. Moreover, I seek to provide students with disabilities or those that may face extra challenges an equal opportunity to succeed in my courses. I find it is important to be proactive in providing general accommodations to students so that disabled or disadvantaged students are neither singled out nor made to jump over undue hurdles to obtain the resources they need. In general, I aim to be sensitive to the unseen challenges and difficulties my students may be facing with the hope of unfettering their learning experience from those challenges to the greatest extent possible.

Thus far, my academic journey has been greatly enriched by the experience of teaching, and the range of classes I have taught has served as an excellent foil to my research endeavors. In the future, I hope to teach an even wider array of classes, and I am confident that I will only ever find the opportunity to do so more rewarding.

List of Courses Taught

Gerard J. Rothfus

Primary Instructor: UNC, Chapel Hill

Fall 2023: Practical Ethics

This course surveys (some of) the rich field of contemporary practical ethics, with an emphasis on examining controversies surrounding the making and taking of life. Students will wrestle with classic philosophical questions like when and why is killing wrong?, what positive duties do we have to save the lives of others?, what do parents owe their offspring?, etc., and then consider how different answers to these questions bear upon topics as significant and contested as the ethics of abortion, capital punishment, anonymous gamete donation, and the use of animal subjects in medical research.

Fall 2023/2022: Logic and Decision Theory

This course introduces students to formal techniques for making and evaluating decisions. Along the way, we will explore various models for framing and analyzing both individual and social decision problems using resources drawn from a diverse array of fields including symbolic logic, probability theory, game theory, and voting theory. While our focus will be primarily normative and centered upon characterizing rational decision making, we will also consider the descriptive plausibility of the models we consider as applied to typical human agents. The course aims both to enhance students' understanding of decision theory as an academic field and to equip them with tools for use in their own practical decision making.

Spring 2023: Philosophy, Politics, and Economics Capstone

This course serves as the capstone of the PPE sequence and aims to apply ideas and tools taken from all three branches of PPE to investigate various matters of contemporary and perennial interest. The course will be structured as a Great Ideas in PPE seminar, focused on exploring three central topics: Justice (philosophy), Markets (economics), and Democracy (political science). Topics to be covered include major theories of justice, moral limits on markets, and the paradoxes of voting.

Spring 2023/Fall 2022: Introduction to Bioethics

This course surveys (some of) the rich field of contemporary bioethics, with an emphasis on examining controversies in modern medicine surrounding the making and taking of human life. Students will wrestle with classic philosophical questions like when and why is killing wrong?, what are the extent and limits of bodily autonomy?, what duties do parents owe their offspring?, etc., and then consider how different answers to these questions bear upon topics as significant and contested as the ethics of abortion, euthanasia, assisted reproductive technologies, and use of animal subjects in medical research.

Primary Instructor: University of Konstanz, Germany

Spring 2022: Collective Choice and Social Welfare

This course invites students to explore the basics of social choice theory and formal approaches to the measurement of social welfare with an emphasis on these fields' significance for moral and political philosophy. The course is structured as a guided tour of Amartya Sen's classic text, *Collective Choice and Social Welfare*, from which the course takes its title. Select topics covered include Arrow's Impossibility Theorem, Sen's Liberal Paradox, interpersonal comparisons of utility, Rawls' theory of distributive justice, and Harsanyi's utilitarianism.

Winter 2021/2: Formal Epistemology

This course surveys (some of) the rich field of formal epistemology, with an emphasis on exploring different ways of mathematically modelling uncertainty and its rational management. Topics covered include formal representations of uncertainty (esp. probability theory and its variants), rules for updating beliefs, and the relationship between full and partial belief.

Summer 2021: Introduction to Inductive Logic

This course served as an introduction to the basics of inductive logic. Topics covered include Hume's Problem of Induction and probability theory, with special attention being paid to Bayesian approaches to inductive inference.

Spring 2020: Introduction to Inductive Logic

This course serves as an introduction to the basics of inductive logic. Topics covered include Hume's Problem of Induction and probability theory, with special attention being paid to Bayesian approaches to inductive inference.

Summer 2019: Introduction to Symbolic Logic

This course served as an introduction to the basics of formal logic. Topics covered include translation of natural language statements into both propositional and first-order logic, syntactic and semantic proofs in these (classical) systems, and their respective soundness and completeness theorems.

Primary Instructor: California State University, Long Beach

Fall 2019: Rationality and Decisions

This course served as an introduction to formal theories of rational choice. Topics covered include measurement scales, expected utility theory, and basic probability theory incl. Bayesian inference.

Teaching Assistant: University of California, Irvine

Winter 2019: Voting and Political Manipulation

Primary Instructor: Marek Kaminski (Political Science)

Fall 2018: Naturalized Epistemology

Primary Instructors: Jeffrey Barrett and Kyle Stanford (LPS)

Winter 2015 and 2017: Philosophy of Biology

Primary Instructors: Brian Skyrms (LPS) and Francisco Ayala (Biology)

Fall 2016: Behavioral Economics

Primary Instructor: Igor Kopylov (Economics)

Spring 2016, 2017, 2018, and Winter 2018, 2020: Probability and Statistics

Primary Instructors: Various

Fall 2015: Business Decisions

Primary Instructor: Carter Butts (Sociology)

Spring 2015: The Good Life: Happiness and Well-Being

Primary Instructors: Jim Weatherall and Cailin O'Connor (LPS)

Summary of Teaching Evaluations

Gerard J. Rothfus

Below is a summary of student course evaluation statistics from all undergraduate classes I have taught as primary instructor. All numbers listed are mean scores. My complete evaluations for undergraduate courses I have taught as primary instructor, as well as for graduate seminars, are available on my website: www.gerardrothfus.com.

Primary Instructor, UNC	Scale: 1 (worst) to 3 (neutral) to 5 (best)			
	PPE Capstone (Spring 2023)	Bioethics (Spring 2023)	Bioethics (Fall 2022)	Logic/ Decision Theory (Fall 2022)
Treated students with respect	4.63	4.72	4.82	4.63
Encouraged students to participate	4.05	4.53	4.33	4,33
Challenged students to think deeply	4.42	4.56	4.59	4.29
Course design	4.21	3.92	3.91	3.78
Enhanced knowledge of philosophy	4.68	4.51	4.55	4.00
Overall evaluation	4.37	4.09	3.94	3.79
Respondents (enrollment)	19(23)	36(39)	33(39)	24(34)

Primary Instructor, UCI	Scale: 1 (worst) to 4 (average) to 7 (best)
	Intro to Inductive Logic
	(UCI, Spring 2020)
Communicates clearly	6.02
Prepared and organized	6.10
Graded fairly	6.42
Shows enthusiasm for the course	6.24
Willing to meet with students	6.37
Overall evaluation	6.15
Respondents (enrollment)	60(187)

Primary Instructor, CSULB	Scale: $1 \pmod{6}$ (best)
	Rationality and Decisions
	(Fall 2019)
Class time used efficiently	5.54
Concepts presented well	5.75
Assignments contributed to learning	5.67
Respectful to students	6
Effective at teaching subject matter	5.5
Communicates well	5.58
Graded promptly	5.46
Grading criteria well-defined	5.58
Available during office hours	5.58
Respondents (enrollment)	12 (20)

Primary Instructor, UCI	Scale: 1 (worst) to 9 (best)
	Intro to Symbolic Logic
	(Summer 2019 $)$
Shows enthusiasm for the course	9.00
Accessible and responsive	8.71
Creates an open and fair learning environment	8.86
Explanation of concepts was clear	7.29
Overall evaluation	8.14
Respondents (enrollment)	14 (16)

Select Evaluation Comments from Students

0.1 Philosophy, Politics, and Economics Capstone (UNC, Spring 2023)

- "He had a very clear plan and direction for the class throughout the entire semester. Everything was predictable and easy to follow."
- "He is an amazing lecturer and discussion facilitator."
- "Professor Rothfus was flexible with students throughout the semester. If I ever had a conflict that interfered with the class or an assignment, he was very lenient. He also fostered an inclusive environment during class discussions. Assignments and deadlines were very clear and Professor Rothfus was very communicative if questions ever arose."

0.2 Introduction to Bioethics (UNC, Spring 2023)

• "Gerard was a really wonderful instructor. I appreciated his willingness to meet students where they were (in terms of philosophy background, many of us were beginners), and he always made

himself available if we had questions. In class, he always walked through the readings at a reasonable pace. I appreciated his flexibility, candor, and sense of humor as well. It was evident that he had a lot of knowledge on the topics, and he always came well prepared to class, which made learning much smoother."

- "Prof Rothfus was a wonderful and considerate professor that really eased my nerves regarding the novel content of bioethics. He was extremely welcoming, available for extra credit and explain more complex content in digestible way without being condescending."
- "Professor Rothfus provided very interesting papers and topics for us to discuss. Each paper built off each other, so after each paper I felt like I came to a new understanding or just completely flipped my view on the topic. Specifically, after each paper the logic outlines helped me understand each text much better than just reading it, as I had to find the words to describe what exactly each author was trying to say. In class, there was plenty of discussion in which each member could say how they interpreted each paper, which I thought was neat and allowed me to understand some parts that I had missed during my first read."

0.3 Introduction to Bioethics (UNC, Fall 2022)

- "He is very knowledgeable about the subject matter and does a good job explaining it to others. He is flexible and willing to accommodate students' individual needs, which I appreciated."
- "He always had very open discussions in class. Whenever we went over the readings he asked people to clarify what was in the reading to get the class involved in the conversation. I found this very engaging, even if I wasn't answering that many questions."
- "Professor Rothfus was very knowledgable and passionate about what he was teaching. He was very helpful and encouraging at office hours and was very flexible and understanding."

0.4 Logic and Decision Theory (UNC, Fall 2022)

- "All the components of the course, like lectures and homework assignments, helped me learn in this course. There were additional resources that were helpful as well, such as videos posted on Sakai, review sessions for each exam, and office hours."
- "Professor Rothfus was routinely available outside of class hours (even outside of office hours) to provide assistance and further explanation. This outside help was crucial to my success in this course and was greatly appreciated."
- "Dr. Rothfus helped the class go through decision theory very thoroughly. He explained all of the concepts in the course, as well as telling us which ideas were more contested amongst the various decision theorists. He encouraged us to state which ideas we found more compelling than others, but also made sure we would understand why all of the various modes of thinking were believed by some people."
- "He was very engaging and passionate about the content and would always stop during lessons to make sure we were understanding the material."

0.5 Introduction to Inductive Logic (UCI, Spring 2020)

- "The Professor is an amazing teacher he really has this great gift for making his lectures clear and understandable. He's also very organized."
- "Great transition to online learning. Lots of enthusiasm for the subject and made it interesting. Really makes you think"
- "The professor is very passionate and well informed about the course. It's clear he truly cares about his students and wants them to understand the material rather than memorize it. He is very helpful when I have any questions and always glad to help. Although I found the exams challenging, they really made sure that I actually understood the material."

0.6 Rationality and Decisions (CSULB, Fall 2019)

- "Prof. Rothfus took a lot of his own time aside from office hours to help teach the course so the students had complete understanding of the material. One of the best professors in my college experience."
- "The professor contributed most to my learning... Everything was well-prepared."

0.7 Introduction to Symbolic Logic (UCI, Summer 2019)

- "Gerard is a new teacher, and so seems to be trying to nd his footing when it comes to teaching. In this regard, Gerard is doing amazingly. He certainly doesn't seem like a rst time teacher, and is always very helpful and open to explaining material further."
- "He is very good at explaining the parts that confuse students in class. Also, he is very willing to work together with students in class. He makes the in-class environment very open and active."
- "He is always willing to work with you, and take the time to explain concepts in dierent ways. He's able simplify complex problems that students can get."

Reasoning in an Uncertain World: An Introduction to Critical Thinking

Spring, 20??

Instructor: Gerard Rothfus Classroom: Online Day/Time: M, W, F; 9-9:50am Office Hours: M, W, F; 11-11:50am or by appointment Email: gjrothfu@unc.edu

Description

This course introduces students to the basics of logic and critical thinking. In order to develop their skills in representing and analyzing arguments, students will first be introduced to the basics of deductive logic. We will then look at inductive arguments and various pitfalls humans often fall into when reasoning inductively. This will lead us to seek out ways we might avoid such pitfalls and to investigate probability theory as a model for how to reason inductively. Classical philosophical problems (e.g. the Problem of Induction, the interpretation of probability, various probabilistic puzzles) will be explored along the way while students are equipped with tools they can use to improve their own critical thinking and probabilistic reasoning in everyday contexts.

Learning Objectives

This course will equip students to:

- Represent and analyze arguments via propositional logic and probability theory.
- Identify cognitive biases that commonly afflict human inductive reasoning.
- Correct for these biases by applying Bayes' Rule and other principles of probability to assess the quality of arguments.

Course Materials

There is no required textbook for this course. All readings and exercises needed to succeed in this course will be made available online via CANVAS. However, I will be drawing some of these readings and exercises from several textbook sources. Any of these texts may prove helpful resources for students interested in diving deeper into the course material. These sources are (listed in order of relevance for this course):

- Choice and Chance: An Introduction to Inductive Logic (4th edition) by Brian Skyrms, 2000, Wadsworth. [This text will be made available on CANVAS.]
- A Course in Behavioral Economics (2nd edition) by Erik Angner, 2016, Palgrave. [Part 2]
- An Introduction to Probability and Inductive Logic by Ian Hacking, 2001, Cambridge University Press.
- Superforecasting: The Art and Science of Prediction by Philip Tetlock and Dan Gardner, 2015, Broadway Books. [This is a popular level text that covers probabilistic prediction at an informal level.]

Course Structure

This course will be taught entirely online. Each week at lecture time, I will release two or three pre-recorded, short videos to the CANVAS site, each covering a different topic. I will also release a simple but mandatory participation poll accompanying each lecture video. Filling out these polls by the end of the week (Saturday at 11:59pm) is the way to earn participation points in the course. You should watch the lecture videos before attempting the questions and you may return to re-watch the lecture videos as needed.

I will also hold office hours over Zoom at various times during the week. You are encouraged to attend any of these office hours that you like! During these, I will go over the past week's homework assignment and may (anonymously) review students' submitted answers. You are also encouraged to come for the purpose of asking any questions you may have about the course! Please feel truly free to reach out to me at any time.

Homework and Exams

Homework will be due at the beginning of every week (Monday at 11:59pm) and should be submitted via Gradescope. Late homework will not be accepted, though your two lowest homework grades will be dropped. There will also be

three exams: two midterms and a final. The final will be cumulative. All exams will be made available on the CANVAS site at 9am on exam day and will replace that day's lecture. You will have all day to complete the midterm exams and upload them back onto Gradescope (so they will be due by 11:59pm that day). You will have a bit longer to complete the final. (See schedule below.) Late exams will be penalized 5 points for every hour late. Feel free to use any notes or books during both the exams and homeworks. You may also discuss problems together, though every student must write/type out their own exam/homework. Your lowest midterm exam grade will be raised to its average with your final exam if your final exam grade is higher. If you need to miss a test for a serious reason, you will need to provide documentation (e.g. a medical note) in order to take a make-up exam on a different day.

Forecasting Project

Inductive reasoning involves estimating the likelihood of uncertain events on the basis of one's current knowledge. One theme of this course will be that there are better and worse ways to go about doing this. To give ourselves some practice employing sound methods of inductive reasoning (and to illustrate how hard doing so can be), our final project for the course will involve holding a forecasting tournament. The details of this project can be found in a separate document uploaded to CANVAS.

In short, you will be asked to assign a probability to 25 future events whose truth will become public knowledge sometime between Week 5 and Week 9 of this quarter. Your initial probabilities will be due by the end of Week 2 and you should feel free to do as little or as much research as you wish before assigning your probabilities. You will be then given an opportunity to revise these probabilities and submit knew ones just before Week 5. At the end of the quarter, the accuracy of your final probabilistic predictions will be measured by the Brier score (explained in the full project description) and your performance will be compared to both the class average and to the accuracy of your initial estimates. A 1-2 page summary of your reasoning in forming your forecasts will be due at the end of finals week. You will be graded on completing the assignment and on the quality of your write up, not on the accuracy of your predictions. However, you will receive extra credit both for outperforming the class average and for being on the best performing team.

Grading

- Exam One: 15%
- Exam Two: 15%
- Final Exam: 25%
- For ecasting Project: 15%
- Homework: 20%
- Participation: 10%

Grade Scale

A: 90-100 B: 80-89 C: 70-79 D: 60-69 F: < 60

Academic Integrity

Academic dishonesty will not be tolerated. The UCI Academic Integrity Policy will be followed in this course, and it is the responsibility of the student to adhere to these policies: https://aisc.uci.edu/students/academic-integrity/index.php. Students who have any questions or uncertainty about this policy are responsible for meeting with the instructor to discuss the policy.

Disabilities

Please notify me in advance of the need for accommodation of a University verified disability. I will gladly provide the required accommodations. If you have any questions or concerns about disability accommodations, please don't hesitate to speak with me; I am happy to help out.

Course Outline

Week:	Topic:	Reading:	
	The Basics of Logic Lecture 1.1 		
March 30	IntroductionWhat is Logic?		
	 Lecture 1.2 – Propositional Logic – Truth Tables 	Ch. 1, 2 (<i>Hacking</i>), Ch. 1, 2 (<i>Skyrms</i>)	
	• Lecture 1.3		
	Inductive and Epistemic ProbabilityTwo Problems for Inductive Logic		
	The Problem of Induction		
April 6	• Lecture 2.1		
	Hume's Traditional Problem of InductionThe Inductive Justification		
	• Lecture 2.2	Ch. 20	
	 The Pragmatic Justification The Nomological-Explanatory Soultion 	(Hacking), Ch. 3, 4 (Skyrms)	
	• Lecture 2.3		
	 The New Problem of Induction/the Grue Paradox 		
April 13	Initial Probabilities for Forecasting Project Due at 11:59pm		

Week:	Topic:	Reading:
April 13	 The Psychology of Inductive Reasoning Lecture 3.1 A Psychological Solution? The Gambler's Fallacy Lecture 3.2 The Conjunction and Disjunction Fallacies Base-rate Neglect Lecture 3.3 Confirmation Bias Availability and Overconfidence 	Ch. 3 (Hacking), Ch. 5 (Angner)
April 20	 Forecasting Lecture 4.1 Forecasting Intro Lecture 4.2 Measuring Accuracy: The Brier Score Foxes and Hedgehogs Lecture 4.3 Fermi Problems Outside and Inside Views 	Online reading from Tetlock
April 25	Final Probabilities for Forecasting Project Due at 11:59pm	

Week:	Topic:	Reading:
April 27	 The Probability Calculus Lecture 5.1 The Probability Axioms Lecture 5.2 Some Probability Rules Probability Card Examples Exam 1 Due at 11:59pm on May 4 	Ch. 4-6 (<i>Hacking</i>), Ch. 6 (<i>Skyrms</i>)
May 4	 Bayes' Theorem and Conditional Probability Lecture 6.1 Conditional Probability Lecture 6.2 Conditional Probability Card Examples Conditional Probability Coin Examples Lecture 6.3 Bayes' Theorem The Monty Hall Problem 	Ch. 7, 15 (<i>Hacking</i>), Ch. 6 (<i>Skyrms</i>)
May 11	 Probability Dynamics and Kinds of Probabil- ity Lecture 7.1 Conditionalization Jeffrey Conditionalization Lecture 7.2 Relative Frequency Lecture 7.3 Chance and the Principal Principle 	Ch. 18, 19 (<i>Hacking</i>) Ch. 7 (<i>Skyrms</i>)

Week:	Topic:	Reading:
May 18	 Justifying Bayesianism Lecture 8.1 Convergence I Lecture 8.2 Convergence II Exam 2 Due at 11:59pm on May 25 	Ch. 7, 8 (<i>Skyrms</i>)
May 25	Justifying Bayesianism • Lecture 9.1 – Dutch Book Arguments • Lecture 9.2 – Accuracy Arguments	Ch. 7, 8 (<i>Skyrms</i>)
June 1	 Review Lecture 10.1 Probability as Inductive Logic Lecture 10.2 Live Review Final Exam Due at 11:59 pm on June 8 	Review
June 11	Summary Report for Forecasting Project Due at 11:59pm	

PHIL 165.003: Bioethics

Spring 2023

Course Information

Credit Hours	3
Pre-Requisites	None
Target Audience	Open to all undergraduates
Meeting Pattern	M/W/F, 1:25-2:15pm
Instructional Format	In Person
Classroom	PE 2080
Final Exam	Friday, May 5, 4:00pm

Instructor Information

Name	Gerard Rothfus
Office Location	11 Caldwell Hall
Office Hours	T/Th, 9-10:30am, or by appointment
Email	gjrothfu@unc.edu

Course Description

This course surveys (some of) the rich field of contemporary bioethics, with an emphasis on examining controversies in modern medicine surrounding the making and taking of human life. Students will wrestle with classic philosophical questions like when and why is killing wrong?, what are the extent and limits of bodily autonomy?, what duties do parents owe their offspring?, etc., and then consider how different answers to these questions bear upon topics as significant and contested as the ethics of abortion, euthanasia, assisted reproductive technologies, and animal rights.

Brief Learning Objectives

This course will equip students to think critically and thoughtfully about the nature and demands of human morality as they pertain to questions involving

the making and taking of human life. Students will finish the course with a broad appreciation of the motivation and structure of the central moral perspectives prominent in contemporary bioethics. They will also gain a good sense of the relevance of these perspectives to prominent controversies in modern medicine (e.g. regarding abortion, euthanasia, etc.) as well as the dialectical state of academic debate on these topics. Finally, students who complete the course will have advanced in the skill of writing clear, lucid, and charitable argumentative papers.

Broader Course Goals and Learning Objectives

All our philosophy courses aim at the acquisition and nurturing of basic philosophic skills. One of the main goals of our philosophy curriculum is to instill and enable the development of skills that are distinct to philosophy, but which are foundational to all forms of knowledge. These basic philosophical skills involve being able to:

- Think critically
- Deploy philosophical concepts and terminology correctly, in either a historical or contemporary setting
- Represent clearly and accurately the views or argument of particular philosophers, in either a historical or contemporary setting
- Identify the premises and conclusion(s) of a philosophical argument and assess both its validity and soundness
- Apply a philosophical theory or argument to a new topic, and being able to draw and defend reasonable conclusions about that topic
- Develop an argument for a particular solution to a philosophical problem in either a historical or contemporary setting
- Write clearly, precisely, and persuasively in defense of a philosophical thesis
- Participate in respectful, critical, and reflexive dialogues about difficult philosophical positions
- Read, interpret, and evaluate the strengths and weaknesses of different philosophical texts and the philosophical positions presented them

In addition, PHIL165 satisfies our value theory requirement in the philosophy major and minor, and as such aims at developing the following learning outcomes:

• being familiar with some of the leading normative theories in philosophy, such as utilitarianism, deontology, and virtue ethics

- being able to identify and explain the various contexts in which philosophical questions of justification arise
- being able to assess ethical values in terms of the philosophical and nonphilosophical reasons offered
- being able to recognize different ethical perspectives and the distinctive approaches these perspectives bring to questions of value
- being able to evaluate ethical justifications for different ways of organizing civic and political communities
- being able to analyze and evaluate the differences between personal ethical decisions and those bearing on the public and civic domains

Specifically, through this course students will gain:

- 1. A working understanding of core bioethics methods. Included in this understanding will be appreciation for the strengths, weaknesses, similarities and differences between these perspectives.
- 2. An appreciation for the underlying ethical concepts and issues relevant to many different research and clinical endeavors and practices such as notions of moral status, rights, and social justice.
- 3. Argument building skills in addressing specific practical moral problems in bioethics and analytic capacity in approaching bioethics texts.
- 4. Critical leadership skills including the development of peer feedback and session design.
- 5. Facility in identifying the ethically salient impact of social, historical, and cultural factors in health and health care with a particular focus on the ways in which power, differences, and inequalities have shaped biomedicine.
- 6. Ability to recognize the relationship between inequality and social, economic, and political power and to evaluate the dynamics of these kinds of inequality in medical contexts.

Making Connections Gen Ed

This course satisfies the Philosophical and/or Moral Reasoning (PH) component of the Making Connections Gen Ed Curriculum.

This requirement is described by the university as:

One course in Philosophical and/or Moral Reasoning is required. The course must address philosophical questions—that is, fundamental questions about central areas or aspects of human experience or endeavor. The course must also teach methods of reasoning, analysis, and interpretation appropriate to such inquiry.

- 1. Philosophical questions often concern important topics such as knowledge, truth, reality, meaning, consciousness, identity, freedom, beauty, happiness, religion, social and political norms, obligation, justice, virtue, the good, and other topics when explored with philosophical complexity. The course need not focus on a single topic, since development of philosophical knowledge and skill is often well served by comparison, or by considering philosophical topics in combination. In courses that treat the social dimensions of philosophical reasoning, however, a significant portion (at least one-fifth) of the course should address questions of morality and values.
- 2. Philosophical inquiry may be undertaken in conjunction with sociological, anthropological, scientific, political, historical, literary, and other kinds of analysis. Courses fulfilling the philosophical requirement will focus on understanding and critically assessing the truth, adequacy, defensibility, or value of the ideas being explored. Such courses ask students to be open to discovery, to allow their own convictions to be refined, and to understand the range and specificity of philosophical thinking.
- 3. Courses that treat philosophers primarily as historical figures or as the authors of texts generally do not fulfill the Philosophical and/or Moral Reasoning requirement but rather may meet the criteria for the Historical Analysis (HS) or Literary Arts (LA) Approaches.

IDEAs in Action Gen Ed

This course is part of the IDEAs in Action General Education curriculum, satisfying the focus capacity, **Ethical and Civic Values**.

In courses satisfying this capacity, students learn how different perspectives can influence our idea of what is ethical and how to think critically about how we make and justify private and public decisions and evaluate the actions of public leaders.

Learning Outcomes

- 1. Explain the contexts in which questions of justification arise.
- 2. Assess ethical values in terms of reasons offered
- 3. Recognize different ethical perspectives and the distinctive approaches these perspectives bring to questions of value, evaluating ethical justifications for different ways of organizing civic and political communities.

4. Analyze the differences between personal ethical decisions and those bearing on the public and civic spheres.

Questions for Students

- 1. How can people think fruitfully, individually and together, about how they should live their lives?
- 2. What is required to judge a standard or value as worthy of support?
- 3. How should we distinguish between prejudices and reasonable grounds for value judgments?
- 4. What considerations stories, reasons, testimony, documents, data, etc. can justify our values and commitments, whether personal or social?

Recurring Capacities

- 1. Writing, totaling at least 10 pages in length or the intellectual equivalent.
- 2. Presenting material to the class, smaller groups, or the public through oral presentations, webpages, or other means.
- 3. Collaborating in pairs or groups to learn, design, solve, create, build, or research.
- 4. These elements referred to as "recurring capacities" will help you repeatedly practice crucial skills for future study, life, and career success.

Collaboration and Participation

Since this course satisfies a Focus Capacity of the IDEAs in Action Curriculum, it is expected that the course include both **collaborative** and **presentational** components. These requirements will be met via various course assignments including a collaborative peer review exercise in which students will present substantive feedback on one another's written work in small groups.

Course Materials

There is no required text for the course as all readings will be made available online via the course website.

Course Structure

The course will be organized around three weekly lecture/discussion periods, where various topics in bioethics will be explored and discussed in person. You are strongly urged to do the suggested readings before each lecture in order to be better prepared to engage, ask questions, make suggestions in discussion, etc.

I will also hold office hours on Tuesdays and Thursdays from 9-10:30am. Feel free to come to office hours and ask any questions you may have about the course! If you are unable to make this time any week and would like to discuss the course, you are very much encouraged to set up an appointment for another time. In these office hours, I am happy to go over past readings or discuss questions about upcoming assignments, new material, writing strategies, etc. Whether in or out of office hours, please feel free to reach out to me any time!

Expected Time Dedicated to the Class

On average, students should expect to spend about 12 hours per week on seminar discussions and course assignments.

Course Assignments and Grading

Your grade will be determined according to the table below. (Note: All assignment due dates are recorded in the Course Outline.)

Midterm Paper	15%
Final Paper	25%
Peer Review Exercise (Collaboartion/Presentation Exercise)	10%
Final Exam	25%
Argument Outlines	15%
Participation	10%

Midterm Paper

Your short midterm paper will require you to write a philosophical response to one of the authors we read during the first part of the course. You will select one of the readings and write a **4 to 5 page** response to the reading that summarizes and explains a view held or an argument made by the author and then either (a) criticizes the author's view or argument (by, respectively, presenting an argument challenging the author's view or raising and defending an objection to their argument) or (b) defends the author's view or argument (by, respectively, presenting a new argument for the view or supplying new support for the argument's premises). I will make use of this general rubric in grading both the midterm and final papers: http://www.jimpryor.net/teaching/guidelines/grades.html

Final Paper

Your final paper will require you to write a philosophical essay arguing for or against a significant position in contemporary bioethics. There will be three stages to producing this paper: (i) writing an outline, (ii) writing a draft, and (iii) writing the final product. Each of these stages will contribute to your final paper grade in the following proportions: 10% for the outline, 20% for the rough draft, and 70% for the final version. The final paper must be **6 to 8 pages** long and will be assessed according to the general rubric linked above. We will discuss good philosophical writing practices and tips for handling the final paper as the course goes on. I will supply a list of possible topics to write on, though you may feel free to suggest your own as well!

Peer Review Exercise

After completing the rough draft stage of the final paper, we will engage in a peer review exercise. Students will be randomly partitioned into groups of 3 or 4 and will exchange paper drafts with their group members. Your task is to offer charitable and constructive feedback to each of your group members with the aim of helping them improve their final paper. After having had the opportunity to read your peers' papers, we will set aside one class period in which you will verbally present your feedback to your peers, accompanied by roughly **1 page** of thoughtful written comments on each reviewed paper. We will go over further details of this process as the assignment draws nearer.

Final Exam

Our final exam will be held on **May 5 at 4pm**. It will consist of short essay questions asking you to summarize and explain the arguments of the various authors discussed in the course. Grading be will be based upon how clearly, accurately, and charitably you can recall the relevant arguments. You will not be required to develop any original arguments or insights on the final exam. (That's for the papers!)

Argument Outlines

Starting with (when our properly bioethical readings begin), before every class period, you will be required to submit a short (no more than 1 page and usually less) outline of the central argument presented in the course reading for the day. This must be sent to my email by midnight the night before class to receive credit. Your outline must be presented in numbered format, with the author's central conclusion and premises clearly indicated. Supporting arguments for the author's premises and subpremises should be included and

indented beneath the premises they support. For example, if author S argues that Cleopatra killed Xerxes on the grounds that only Cleopatra and Helen could have done so and it couldn't have been Helen because she was seen in Crete at the time, you might outline the argument as:

- 1. Either Cleopatra or Helen killed Xerxes.
- 2. Helen did not kill Xerxes.
 - Helen was in Crete at the time of the killing.
 - Helen was seen by a witness in Crete.
 - The killer of Xerxes could not have been in Crete at the time.
- 3. Thus, Cleopatra killed Xerxes.

The goal is to lay bare the overall logical structure of the arguments we encounter throughout the course. Grading will be based on completion, thoroughness, charity, and accuracy in summarizing the authors' arguments. Your three lowest outline scores will be dropped. We will discuss this aspect of the course more in class, but feel free to reach out to me with any questions about argument outlines!

Participation

Participation credit can be earned by (i) attending lectures, (ii) thoughtfully participating in class discussions, and (iii) attending office hours. Students are expected to attend lectures, though two classes may be missed without penalty to a student's participation score. Students are encouraged to participate actively in course discussions by asking questions, raising objections, or presenting their own ideas. It is very natural to feel apprehensive or intimidated about speaking during class. (I often felt this way in my philosophy classes!) If you have any concerns about classroom participation, please feel free to come talk with me about it during office hours, both because this is an additional way to earn participation credit outside the classroom and because maybe we can find ways to make classroom discussion seem less formidable.

Every voice is welcome in our classroom and students should feel free to raise any questions or thoughts they may have regarding course material during our class discussions. However, every student is expected to respect the bounds of kindness and respect for their peers during these discussions. (Avoid interrupting, rude language, insults, etc.) Conducting oneself with honesty and compassion is essential to good participation in the discussion and debate of controversial moral topics.

Grade Scale

A: 94-100	A-: 90-93	B+: 87-89	B: 83-86	B-: 80-82
C+: 77-79	C: 73-76	C-: 70-72	D+: 67-69	D: 60-66
F: <60				

If you have any questions about your grade at any point in the course, please don't hesitate to ask!

Late Policy

Late papers (including drafts and outlines) will be downgraded by ten points for every 24 hours past their due dates. (This excludes papers that are late due to university-approved or otherwise serious reasons brought to my attention in a timely manner.)

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- 3. Significant health condition and/or personal/family emergency as approved by the Office of the Dean of Students, Gender Violence Service Coordinators, and/or the Equal Opportunity and Compliance Office (EOC).

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Grade Appeal Process

If you feel you have been awarded an incorrect grade, please discuss with me. If we cannot resolve the issue, you may talk to our departmental director of undergraduate studies or appeal the grade through a formal university process based on arithmetic/clerical error, arbitrariness, discrimination, harassment, or personal malice. To learn more, go to the Academic Advising Program website

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Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: https://ars.unc.edu or email ars@unc.edu.

Counseling and Psychological Services

UNC-Chapel Hill is strongly committed to addressing the mental health needs of a diverse student body. The Heels Care Network website is a place to access the many mental resources at Carolina. CAPS is the primary mental health provider for students, offering timely access to consultation and connection to clinically appropriate services. Go to their website https://caps.unc.edu/ or visit their facilities on the third floor of the Campus Health building for an initial evaluation to learn more. Students can also call CAPS 24/7 at 919-966-3658 for immediate assistance.

Title IX Resources

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at https://eoc.unc.edu/report-an-incident/. Please contact the University's Title IX Coordinator (Elizabeth Hall, titleixcoordinator@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Course Outline

Note: all assignments are due by the start of class on the days listed.

Week:	Topic:
Jan 9	Introduction ISyllabus review, What is bioethics?
Jan 11	 Introduction II Philosophical method and writing, Logic "Finding, Clarifying, and Evaluating Arguments" by E.J. Coffman
Jan 13	Introduction III • Outlining arguments (cont.)
Jan 16	MLK Day: No Class
Jan 18	 Moral Theory I Value theory "What Makes a Person's Life Go Best?" by Derek Parfit
Jan 20	Class Canceled
Jan 23	Moral Theory II • Consequentialism • "Consequentialism" by Walter Sinnott-Armstrong
Jan 25	 Moral Theory III Deontology "Deontological Ethics" by Michael Moore
Jan 27	 Moral Theory IV Virtue Ethics "Virtue Ethics" by Rosalind Hursthouse and Glen Pettigrove
Jan 30	 Moral Theory VI Moral methodology and reflective equilibrium A Theory of Justice (selections) by John Rawls "Introduction" from Philosophical Papers by David Lewis

Week:	Topic:
Feb 1	Euthanasia I
	• Introduction to the euthanasia and assisted suicide debates
	• "Attitudes and Practices of Euthanasia and Physician-Assisted Suicide in the United States, Canada, and Europe" by Em- manuel et al.
Feb 3	Euthanasia II
	• Is there a moral difference between active and passive euthanasia?
	• "Active and Passive Euthanasia" by James Rachels
	Euthanasia III
Feb 6	• Is there a moral difference between active and passive euthanasia?
	• "Is Killing No Worse than Letting Die?" by William Nesbitt
	Euthanasia IV
Feb 8	• Is euthanasia morally licit? An affirmative case
	• "Euthanasia" by Philippa Foot
	Euthanasia V
Feb 10	• Is euthanasia morally licit? A negative case
	• "A Philosophical Case Against Euthanasia" by John Finnis
Feb 13	Well-Being Day: No Class
Feb 15	Euthanasia VI
	• Is there a right to die? An affirmative case
	• "The Right to Choose Death?" by Frances Kamm
Feb 17	Euthanasia VII
	• Is there a right to die? A negative case
	• "A Right of Self-Termination?" by David Velleman
Feb 20	Euthanasia VIII
	• Summary of the euthanasia debate

Week:	Topic:
Feb 22	 Abortion I Does the right to bodily autonomy justify abortion? An affirmative case "A Defense of Abortion" by Judith Jarvis Thomson
Feb 24	 Abortion II Does the right to bodily autonomy justify abortion? A negative case "Fetuses, Orphans, and a Famous Violinist: On the Ethics and Politics of Abortion" by Gina Schouten
Feb 27	No Class
Mar 1	 Abortion III Does the human fetus have a right to life? A negative case "On the Moral and Legal Status of Abortion" by Mary Anne Warren
Mar 3	 Abortion IV Does the human fetus have a right to life? An affirmative case "Why Abortion Is Immoral" by Don Marquis
Mar 6	 Abortion V Does the human fetus have a right to life? Another negative case "Abortion and Infanticide" by Michael Tooley Midterm Paper Due!!
Mar 8	 Abortion VI Does the human fetus have a right to life? Another affirmative case "I Was Once a Fetus: That Is Why Abortion is Wrong" by Alexander Pruss
Mar 10	Abortion VII • Summary of the abortion debate

Week:	Topic:
Mar 13	Spring Break: No Class
Mar 15	Spring Break: No Class
Mar 17	Spring Break: No Class
Mar 20	 Procreation I Should children be genetically selected/engineered? An affirmative case "Procreative Beneficence: Why We Should Select the Best Children" by Julian Savulescu
Mar 22	Class Canceled • Final Paper Topic Selection Due!!
	Procreation II
Mar 24	• Should children be genetically selected/engineered? A negative case
	• "The Case Against Perfection" by Michael Sandel
	Procreation III
Mar 27	• The non-identity problem or the 'paradox of future individuals'
11121	• "Five Plausible Premises and One Implausible Conclusion" by David Boonin
	Procreation IV
	• The non-identity problem or the 'paradox of future individuals'
Mar 29	• "When intuition is not enough. Why the Principle of Procre- ative Beneficence must work much harder to justify its eugenic vision" by Rebecca Bennett
Mar 31	Procreation V
	• Do children have a right to be raised by their biological parents? An affirmative case
	• "Family History" by David Velleman
	• Final Paper Outline Due!!
Apr 3	Procreation VI
	• Do children have a right to be raised by their biological parents? A negative case
	• "Family, Ancestry and Self: What is the Moral Significance of Biological Ties?" by Sally Haslanger

Week:	Topic:
	Procreation VII
Apr 5	• Is gamete donation morally permissible? An affirmative case
	• "Gamete Donation and Parental Responsibility" by Tim Bayne
Apr 7	Holiday: No Class
Apr 10	Procreation VIII
	• Is gamete donation morally permissible? A negative case
	• "Rethinking the Moral Permissibility of Gamete Donation" by Melissa Moschella
	Animal Ethics I
	• Is speciesism immoral? An affirmative case
Apr 12	• "Speciesism and Moral Status" by Peter Singer
	• Final Paper Rough Draft Due!!
	Animal Ethics II
Apr 14	• Is speciesism immoral? A negative case
	• "What's Wrong with Speciesism?" by Shelly Kagan
	Peer Review Exercise
Apr 17	Peer Review Reports Due!!
Apr 19	Animal Ethics III
	• Do non-human animals have rights? A positive case
	• "The Case for Animal Rights" by Tom Regan
Apr 21	Animal Ethics IV
	• Do non-human animals have rights? A negative case
	• "Animals" by David Oderberg
Apr 24	Animal Ethics V
	• Is animal experimentation in medicine justified? A negative case
	• "The Commonsense Case against Animal Experimentation" by Mylan Engel

Week:	Topic:
Apr 26	 Animal Ethics VI Is animal experimentation in medicine justified? An affirmative case " Defending Animal Research: An International Perspective" by Baruch Brody
Apr 28	Course Review • Final Paper Due!!
May 5	Final Exam, 4pm
PHIL/POLI/ECON 698.003 PPE Capstone

Spring 2023

Course Information

Credit Hours	3
Pre-Requisites	PHIL/POLI/ECON 384
Target Audience	Graduating senior PPE minors
Meeting Pattern	M/W, 3:35-4:50pm
Instructional Format	In Person
Classroom	DE 303A
Final Exam	Tuesday, May 2, 4:00pm

Instructor Information

Name	Gerard Rothfus
Office Location	11 Caldwell Hall
Office Hours	T/Th, 10:30am-12pm, or by appointment
Email	gjrothfu@unc.edu

Course Description

This course serves as the capstone of the PPE sequence and aims to apply ideas and tools taken from all three branches of PPE to investigate various matters of contemporary and perennial interest. The course will be structured as a Great Ideas in PPE seminar, focused on exploring three central topics: Justice (philosophy), Markets (economics), and Democracy (political science). Topics to be covered include major theories of justice, moral limits on markets, and the paradoxes of voting. Assessment will take into account participation, homeworks, and a final PPE Capstone project/presentation.

Course Materials

There are two required texts for the course, both available at the UNC students stores and online:

- The Ethics of Capitalism: An Introduction by Daniel Halliday and John Thrasher, 2020, OUP
- Liberalism Against Populism: A Confrontation Between the Theory of Democracy and the Theory of Social Choice by William Riker, 1982, Waveland.

Learning Objectives

This course will equip students to:

- Grasp an array of historically prominent philosophical approaches to understanding justice.
- Understand major ethical debates regarding the virtues and vices of capitalism and socialism as economic systems.
- Appreciate both the moral merits and limits of markets.
- Recognize the virtues and vices of a wide array of commonly used voting methods.
- Understand the content and significance of the central results of axiomatic voting theory, especially Arrow's Impossibility Theorem.
- Reflect thoughtfully about both the meaning of widely shared democratic ideals and how to best realize them in our electoral procedures.

Broader Course Goals and Learning Objectives

All our philosophy courses aim at the acquisition and nurturing of basic philosophic skills. One of the main goals of our philosophy curriculum is to instill and enable the development of skills that are distinct to philosophy, but which are foundational to all forms of knowledge. These basic philosophical skills involve being able to:

- Think critically
- Deploy philosophical concepts and terminology correctly, in either a historical or contemporary setting
- Represent clearly and accurately the views or argument of particular philosophers, in either a historical or contemporary setting

- Identify the premises and conclusion(s) of a philosophical argument and assess both its validity and soundness
- Apply a philosophical theory or argument to a new topic, and being able to draw and defend reasonable conclusions about that topic
- Develop an argument for a particular solution to a philosophical problem in either a historical or contemporary setting
- Write clearly, precisely, and persuasively in defense of a philosophical thesis
- Participate in respectful, critical, and reflexive dialogues about difficult philosophical positions
- Read, interpret, and evaluate the strengths and weaknesses of different philosophical texts and the philosophical positions presented them

IDEAs in Action Gen Ed

This course is part of the IDEAs in Action General Education curriculum, satisfying the focus capacity, **Ethical and Civic Values**.

In courses satisfying this capacity, students learn how different perspectives can influence our idea of what is ethical and how to think critically about how we make and justify private and public decisions and evaluate the actions of public leaders.

Learning Outcomes

- 1. Explain the contexts in which questions of justification arise.
- 2. Assess ethical values in terms of reasons offered
- 3. Recognize different ethical perspectives and the distinctive approaches these perspectives bring to questions of value, evaluating ethical justifications for different ways of organizing civic and political communities.
- 4. Analyze the differences between personal ethical decisions and those bearing on the public and civic spheres.

Questions for Students

- 1. How can people think fruitfully, individually and together, about how they should live their lives?
- 2. What is required to judge a standard or value as worthy of support?

- 3. How should we distinguish between prejudices and reasonable grounds for value judgments?
- 4. What considerations stories, reasons, testimony, documents, data, etc. can justify our values and commitments, whether personal or social?

Recurring Capacities

- 1. Writing, totaling at least 10 pages in length or the intellectual equivalent.
- 2. Presenting material to the class, smaller groups, or the public through oral presentations, webpages, or other means.
- 3. Collaborating in pairs or groups to learn, design, solve, create, build, or research.
- 4. These elements referred to as "recurring capacities" will help you repeatedly practice crucial skills for future study, life, and career success.

Course Structure

The course will be organized around two weekly seminar-style discussion periods, where various topics in PPE will be explored and discussed in person. You are expected to finish the course readings before each lecture in order to be better prepared to engage, ask questions, make suggestions in discussion, etc. **Note:** This is **not** a lecture-style course and class participation is key to success. Periodically, I may release short, pre-recorded videos to the class site (as well as YouTube), summarizing different ideas covered in the course. You may view these videos to help with understanding particular readings or just to get a better grip on key ideas in the course.

I will also hold office hours on Tuesdays and Thursdays from 10:30am to 12pm. Feel free to come to these office hours and ask any questions you may have about the course! If you are unable to make these times any week and would like to discuss the course, you are very much encouraged to set up an appointment for another time. In these office hours, I am happy to go over past readings or discuss questions about upcoming assignments, new material, homework strategies, etc. Whether in or out of office hours, please feel free to reach out to me any time!

Expected Time Dedicated to the Class

On average, students should expect to spend about 12 hours per week on seminar discussions and course assignments.

Course Assignments

Your grade will be determined according to the table below. (Note: All assignment due dates are recorded in the Course Outline.)

Homework	25%		
Final Paper	30%		
Peer Review Exercise (Collaboartion/Presentation Exercise)			
Final Presentation			
Participation	15%		

Homework

Homework will be due every Monday and Wednesday before class at 3pm. Late homework will not be accepted without an appropriate excuse, but your three lowest homework scores will be dropped. We will discuss this aspect of the course more in class, but feel free to reach out to me with any questions about the homeworks!

Final Paper

Your final paper will require you to write a philosophical essay arguing for or against a significant position in contemporary PPE. There will be three stages to producing this paper: (i) writing an outline, (ii) writing a draft, and (iii) writing the final product. Each of these stages will contribute to your final paper grade in the following proportions: 10% for the outline, 20% for the rough draft, and 70% for the final version. The final paper must be **10 to 12 pages** long and will be assessed according to this general rubric: http://www.jimpryor.net/teaching/guidelines/grades.html. Late papers will be penalized 10% for every day past the deadline. We will discuss good philosophical writing practices and tips for handling the final paper as the course goes on.

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Final Presentation

The last two class periods together with the final exam period will be devoted to final presentations. Students will each give a 15 minute power point presentation conveying the argument of their final research paper to their peers. Presentations will be graded on both delivery and content. As the semester advances, we will discuss tips for delivering an effective PPE talk.

Participation

Participation credit can be earned by (i) attending lectures, (ii) thoughtfully participating in class discussions, and (iii) attending office hours. Students are expected to attend lectures, though two classes may be missed without penalty to a student's participation score. Students are expected to participate actively in course discussions by asking questions, raising objections, or presenting their own ideas. It is very natural to feel apprehensive or intimidated about speaking during class. (I often felt this way in my philosophy classes!) If you have any concerns about classroom participation, please feel free to come talk with me about it during office hours, both because this is an additional way to earn participation credit outside the classroom and because maybe we can find ways to make classroom discussion seem less formidable.

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Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: https://ars.unc.edu or email ars@unc.edu.

Counseling and Psychological Services

UNC-Chapel Hill is strongly committed to addressing the mental health needs of a diverse student body. The Heels Care Network website is a place to access the many mental resources at Carolina. CAPS is the primary mental health provider for students, offering timely access to consultation and connection to clinically appropriate services. Go to their website https://caps.unc.edu/ or visit their facilities on the third floor of the Campus Health building for an initial evaluation to learn more. Students can also call CAPS 24/7 at 919-966-3658 for immediate assistance.

Title IX Resources

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at https://eoc.unc.edu/report-an-incident/. Please contact the University's Title IX Coordinator (Elizabeth Hall, titleixcoordinator@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Course Outline

Week:	Topic:
Jan 9	Introduction
	Justice I: Utilitarianism
	• Ch. 2, <i>Justice</i> by Michael Sandel (available via Sakai).
Jan 11	• Optional: Ch. 5, <i>Utilitarianism</i> by John Stuart Mill (available via Sakai).
	• Homework 1 Due
Jan 16	No Class: MLK Day
	Justice II: Rawls
	• Ch. 6, <i>Justice</i> by Michael Sandel (available via Sakai).
Jan 18	• Optional: "Justice as Fairness" by John Rawls (available via Sakai).
	• Homework 2 Due
	Justice III: Aristotle
	• Ch. 8, <i>Justice</i> by Michael Sandel (available via Sakai).
Jan 23	• Optional: Bk 5, <i>Nicomachean Ethics</i> by Aristotle (available via Sakai).
	• Homework 3 Due
	Markets I: Introduction
Jan 25	• Ch. 1, <i>The Ethics of Capitalism</i> by Halliday and Thrasher.
	• Homework 4 Due
	Markets II: Political Economy
Jan 30	• Ch. 2, <i>The Ethics of Capitalism</i> by Halliday and Thrasher.
	• Homework 5 Due
	Markets III: Feudalism
Feb 1	• Ch. 3, <i>The Ethics of Capitalism</i> by Halliday and Thrasher.
	• Homework 6 Due
	Markets IV: Order and Failure
Feb 6	• Ch. 4, <i>The Ethics of Capitalism</i> by Halliday and Thrasher.
	• Homework 7 Due

Week:	Topic:
Feb 8	 Markets V: Socialism Ch. 5, <i>The Ethics of Capitalism</i> by Halliday and Thrasher. Homework 8 Due
Feb 13	No Class: Well-Being Day
Feb 15	Markets VI: Jobs • Ch. 6, The Ethics of Capitalism by Halliday and Thrasher. • Homework 9 Due
Feb 20	 Markets VII: Welfare Ch. 7, <i>The Ethics of Capitalism</i> by Halliday and Thrasher. Homework 10 Due
Feb 22	 Markets VIII: Trade Ch. 8, The Ethics of Capitalism by Halliday and Thrasher.
Feb 27	 Markets IX: Positional Goods Ch. 9, <i>The Ethics of Capitalism</i> by Halliday and Thrasher. Homework 11 Due
Mar 1	 Markets X: Work Ch. 10, <i>The Ethics of Capitalism</i> by Halliday and Thrasher. Homework 12 Due
Mar 6	 Markets XI: Environment Ch. 11, <i>The Ethics of Capitalism</i> by Halliday and Thrasher. Homework 13 Due
Mar 8	 Markets XII: Commodification Ch. 12, <i>The Ethics of Capitalism</i> by Halliday and Thrasher. Homework 14 Due Final Paper Topic Due @ 3:35pm
Mar 13	No Class: Spring Break
Mar 15	No Class: Spring Break

Week:	Topic:
	Democracy I: Liberalism vs Populism
Mar 20	• Ch. 1, <i>Liberalism Against Populism</i> by Riker.
	• Homework 15 Due
	Democracy II: Some Voting Puzzles
Mar 22	• Ch. 2, <i>Liberalism Against Populism</i> by Riker.
	• Homework 16 Due
	Democracy III: Simple Majority Decision
Mar 27	• Ch. 3, <i>Liberalism Against Populism</i> by Riker.
	• Homework 17 Due
	Democracy IV: Voting Methods I
Mar 29	• Ch. 4, p. 66-95, <i>Liberalism Against Populism</i> by Riker.
	• Homework 18 Due
	Democracy V: Voting Methods II
Apr 3	• Ch. 4, p. 95-137, <i>Liberalism Against Populism</i> by Riker.
	Final Paper Outline Due @ 3:35pm
	Democracy VI: Arrow's Theorem
Apr 5	• Ch. 5, <i>Liberalism Against Populism</i> by Riker.
	• Homework 19 Due
	Democracy VII: Strategic Voting
Apr 10	• Ch. 6, <i>Liberalism Against Populism</i> by Riker.
	Final Paper Rough Draft Due @ 3:35pm
	Democracy VIII: Agenda Control
Apr 12	• Ch. 7, <i>Liberalism Against Populism</i> by Riker.
	• Homework 20 Due
1	

Week:	Topic:
Apr 17	 Democracy IX: Political Disequilibrium Ch. 8, Liberalism Against Populism by Riker. Peer Review Reports Due @ 3:35pm
Apr 19	 Democracy X: Liberalism vs Populism Revisited Ch. 10, Liberalism Against Populism by Riker. Homework 21 Due
Apr 24	In Class Presentations Final Paper Due @ 3:35pm
Apr 26	In Class Presentations
May 2	Final Exam: 4PM

Teaching Evaluations: Primary Instructor

Undergraduate Courses:

- 1. Philosophy, Politics, and Economics Capstone (UNC, Spring 2023)
- 2. Introduction to Bioethics (UNC, Spring 2023)
- 3. Introduction to Bioethics (UNC, Fall 2022)
- 4. Logic and Decision Theory (UNC, Fall 2022)
- 5. Introduction to Inductive Logic (UCI, Spring 2020)
- 6. Rationality and Decisions (CSULB, Fall 2019)
- 7. Introduction to Symbolic Logic (UCI, Summer 2019)

Graduate Seminars:

1. Introduction to Inductive Logic (Konstanz, Spring 2021)

Student Evaluation of Teaching, Spring 2023 Gerard Rothfus, PHIL/POLI/ECON 698-003(PHIL/POLI/ECON 698-003 PHIL/POLI/ECON CAPSTONE) Mode: IP (In Person)

Raters	Students
Responded	19
Invited	23
Response Ratio	82.6%

					Strongly				Strongly
	Mean	Median	SD	Ν	Disagree	Disagree	Neutral	Agree	Agree
1. Overall, I learned a great deal from this course.	4.47	5.00	0.96	19	5.3%	0.0%	0.0%	31.6%	63.2%
2. The instructor treated all students with respect.	4.63	5.00	0.96	19	5.3%	0.0%	0.0%	15.8%	78.9%
3. The instructor encouraged students to participate in this class.	4.05	5.00	1.27	19	5.3%	10.5%	10.5%	21.1%	52.6%
4. The instructor saw cultural and personal differences as assets.	4.42	5.00	1.07	19	5.3%	0.0%	10.5%	15.8%	68.4%
5. I could really be myself in this course.	4.32	5.00	1.16	19	5.3%	5.3%	5.3%	21.1%	63.2%
6. In this course I had multiple opportunities to express my viewpoints and questions.	4.47	5.00	1.02	19	5.3%	0.0%	5.3%	21.1%	68.4%
7. The course challenged me to think deeply about the subject matter.	4.42	5.00	1.02	19	5.3%	0.0%	5.3%	26.3%	63.2%
8. The design of this course (e.g., its format, selected materials, assignments, exercises, quizzes, etc.) helped me better understand the subject matter.	4.21	5.00	1.03	19	0.0%	10.5%	10.5%	26.3%	52.6%
9. Overall, this course was excellent.	4.37	5.00	1.01	19	0.0%	10.5%	5.3%	21.1%	63.2%

11. The instructor held class meetings consistent with the official schedule published for this course.						
Ν	Yes	Νο				
19	100.0%	0.0%				

Department Specific

	Mean	Median	SD	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. My knowledge of the field of philosophy has significantly improved as a result of taking this course.	4.68	5.00	0.48	19	0.0%	0.0%	0.0%	31.6%	68.4%
2. My writing skills have improved significantly as a result of taking this course.	4.47	5.00	0.70	19	0.0%	0.0%	10.5%	31.6%	57.9%
3. My critical reasoning skills have improved significantly as a result of taking this course.	4.53	5.00	0.70	19	0.0%	0.0%	10.5%	26.3%	63.2%
4. In general, the topics that philosophers discuss are valuable and worthy of discussion.	4.68	5.00	0.48	19	0.0%	0.0%	0.0%	31.6%	68.4%
5. Members of all races, ethnicities, and gender identities were respected by the instructor in this course.	4.63	5.00	0.50	19	0.0%	0.0%	0.0%	36.8%	63.2%

Open-Ended Responses

1. In what ways did your instructor make learning possible for you during the Spring 2023 semester?

Comments
He had a very clear plan and direction for the class throughout the entire semester. Everything was predictable and easy to follow.
He is an amazing lecturer and discussion facilitator. UNC would be making a huge mistake not having him return next year.
We walked through and read two textbooks as a class that explained the topics to us.
Allowing in-class discussions
Comprehensive discussions about readings that really intuitively explained things that, at times, were quite complex.
Professor Rothfus was flexible with students throughout the semester. If I ever had a conflict that interfered with the class or an assignment, he was very lenient. He also fostered an inclusive environment during class discussions. Assignments and deadlines were very clear and Professor Rothfus was very communicative if questions ever arose.
Professor Rothfus created an open forum discussion in his classroom that really helped with learning this semester. We were able to explore and break down the readings for class together and discuss them in depth ways.
Came to class prepared each session, engaged in discussion with us, assigned homeworks consistently, and chose (for the most part) books that were readable.
Enagaged with concrete ideas and complex theory
Made clear points and facilitated positive discussion. He was always very accessible and willing to help if you ever needed it!
Set clear expectations and revised the syllabus very little. Material followed a logical progression and course made sense.
He always asked for volunteers to share their own perspectives on the subject material
He was always open to meeting with you, was very responsive to emails and was constantly asking students questions to try to encourage conversation!
We held open discussions for each lecture.
Professor Rothfus encouraged us to speak on the material we read before class & allowed for us to expand on our perspectives & tried challenging our thinking by giving different perspectives or further explanation of the subject material.
Through assigning homework that makes you critically think about the readings.
Rothfus was very helpful whenever questions may have arose. He would go over material again if needed or give feedback where students found it necessary.

2. Which aspects of this course should be kept for future times this course is taught?

Comments I love the format of the final and being able to pick your own topic, write the paper, and present all of your findings to your class The first book we read was very interesting Casual class conversations and discussion The readings were great and the paper structure was good The professor I liked how we started working on our final papers fairly early on in the semester so that we weren't stressed out towards the end of the semester. This course was heavily reading and discussion-based, which I thought was effective in fostering learning. I'd say every aspect of this course was enjoyable and good! I liked the Holliday and Thrasher book, I enjoyed the small class size, I also appreciated the class discussion/seminar format. Definitely the textbook Ethics of Capitalism - it was a great read and easy to understand. The first textbook should definitely be used again. Also, the assignment structure was very doable and kept you accountable for the material without overwhelming you. Readings were excellent and concepts are extremely important. open discussion Definitely the first book on capitalism it was very easy to understand and I learned a lot from it The discussions I really enjoyed the class discussions and the two books we read! The homework and the poll everywheres. The first book covered throughout this course was my favorite. The grade and assignment layout was also very nice.



2232 PHIL/POLI/ECON 698-003(PHIL/POLI/ECON 698-003 PHIL/POLI/ECON CAPSTONE) IDEAs in Action Summary Report Spring 2023

Project Title: Student Evaluations of Teaching

Course Audience: **23** Responses Received: **19** Response Ratio: **82.6%**

Report Comments

The IDEAs in Action general education curriculum empowers students to design their own educational journey, while providing them with a foundation that prepares them for the intellectual growth associated with a Carolina education and in their future roles as leaders, creative problem-solvers, lifelong learners and engaged citizens. Additional information can be found on the IDEAs in Action website.

Focus Capacity courses introduce and reinforce a broad set of capacities for identifying, discovering, evaluating, and taking action upon ideas, knowledge, evidence, and argument. Each of these courses will provide students with opportunities for writing, collaboration with peers, and presenting material in a variety of setting and methods.

Items related to the new IDEAs in Action general education curriculum will be reported to individual instructors 1-2 weeks after the last final grades are due for the semester. They receive a report containing the breakdown of quantitative response data as well as free-response answers transmitted separately from the standard report received for the Student Evaluations of Teaching (SET). These reports are also shared with general education area leads, The Office of Undergraduate Education, leadership in the College of Arts and Sciences, and The Office of Institutional Research and Assessment for the purpose of assessing the curriculum. Because items related to the general education curriculum are not intended to evaluate instructors' teaching, these reports are not considered protected HR documents. Reports for courses with fewer than four enrolled students are released to Department Chairs for review. The Chair then has discretion to release the reports to the instructor and other administrators.

Note: Course evaluation response options included: (SD) "Strongly Disagree", (D) "Disagree", (N) "Neither Disagree/Agree", (A) "Agree", (SA) "Strongly Agree"

Creation Date: Tuesday, May 16, 2023

Focus Capacities

Design your course of study! Choose from hundreds of courses to fulfill your nine focus capacities and find the courses that challenge and inspire you. By studying different topics from a variety of perspectives and learning to identify problems, weigh evidence, make reasoned judgments, and take action, you will be equipped to make a meaningful contribution in the classroom, your career, and your community. You will leave Carolina with an expanded toolkit of critical skills that you can put to good use wherever life takes you. **Recurring Capacities:**

In every course you will have an opportunity to write, to collaborate with peers, and to present material in a variety of settings and methods. Why? Learning requires repeated practice over time in different contexts. Encountering these recurring capacities in different courses strengthens your development of these essential capacities for future study, life, and career success.

If you would like to learn more about the IDEAs in Action Curriculum, you can find information:

in the University Catalog

on the IDEAs in Action website

on the Office of Undergraduate Curricula's website.

	Mean	Median	SD	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. In this course I produced significant writing or intellectual work (e.g., problem sets, papers that total at least 10 pages, research studies).	4.79	5.00	0.42	19	0.0%	0.0%	0.0%	21.1%	78.9%
2. This course allowed me to practice reviewing and providing effective feedback on the work and ideas of peers.	4.74	5.00	0.56	19	0.0%	0.0%	5.3%	15.8%	78.9%
3. This course allowed me to practice presenting material to class, smaller groups, or the public through oral presentations, webpages, or other means.	4.74	5.00	0.56	19	0.0%	0.0%	5.3%	15.8%	78.9%
4. This course increased my ability to give effective presentations (e.g., oral, written, digital).	4.58	5.00	0.69	19	0.0%	0.0%	10.5%	21.1%	68.4%
5. In this course I revised my own work based on feedback from others.	4.74	5.00	0.45	19	0.0%	0.0%	0.0%	26.3%	73.7%
6. This course allowed me to collaborate in pairs or groups to learn, design, solve, create, build, or research.	4.47	5.00	0.70	19	0.0%	0.0%	10.5%	31.6%	57.9%

Ethical and Civic Values (FC-VALUES)

What does it mean to be a part of a community? How do our decisions, and those decisions of our leaders, affect those around us and society at large, not only now but in the future? Learn how different perspectives can influence our idea of what is ethical and how to think critically about how we make and justify private and public decisions and evaluate the actions of public leaders.

If you would like to learn more about the IDEAs in Action Curriculum, you can find information:

in the University Catalog

on the IDEAs in Action website

on the Office of Undergraduate Curricula's website.

	Mean	Median	SD	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. As a result of this course, I learned how to explain the contexts in which questions of justification arise.	4.63	5.00	0.60	19	0.0%	0.0%	5.3%	26.3%	68.4%
2. As a result of this course, I increased my ability to assess ethical values in terms of reasons offered.	4.74	5.00	0.45	19	0.0%	0.0%	0.0%	26.3%	73.7%
3. I can recognize different ethical perspectives and the distinctive approaches these perspectives bring to questions of value.	4.68	5.00	0.58	19	0.0%	0.0%	5.3%	21.1%	73.7%
4. I had the opportunity to evaluate ethical justifications for different ways of organizing civic and political communities.	4.68	5.00	0.48	19	0.0%	0.0%	0.0%	31.6%	68.4%
5. I practiced analyzing the differences between personal ethical decisions and those bearing on the public and civic spheres.	4.68	5.00	0.48	19	0.0%	0.0%	0.0%	31.6%	68.4%

Student Evaluation of Teaching, Spring 2023 Gerard Rothfus, PHIL 165-002 BIOETHICS Mode: IP (In Person)

Raters	Students
Responded	36
Invited	39
Response Ratio	92.3%

					Strongly				Strongly
	Mean	Median	SD	Ν	Disagree	Disagree	Neutral	Agree	Agree
1. Overall, I learned a great deal from this course.	4.31	4.00	0.82	36	0.0%	5.6%	5.6%	41.7%	47.2%
2. The instructor treated all students with respect.	4.72	5.00	0.45	36	0.0%	0.0%	0.0%	27.8%	72.2%
3. The instructor encouraged students to participate in this class.	4.53	5.00	0.61	36	0.0%	0.0%	5.6%	36.1%	58.3%
4. The instructor saw cultural and personal differences as assets.	4.31	4.50	0.79	36	0.0%	0.0%	19.4%	30.6%	50.0%
5. I could really be myself in this course.	4.28	4.00	0.78	36	0.0%	0.0%	19.4%	33.3%	47.2%
6. In this course I had multiple opportunities to express my viewpoints and questions.	4.53	5.00	0.81	36	0.0%	5.6%	2.8%	25.0%	66.7%
7. The course challenged me to think deeply about the subject matter.	4.56	5.00	0.61	36	0.0%	0.0%	5.6%	33.3%	61.1%
8. The design of this course (e.g., its format, selected materials, assignments, exercises, quizzes, etc.) helped me better understand the subject matter.	3.92	4.00	1.25	36	5.6%	8.3%	22.2%	16.7%	47.2%
9. Overall, this course was excellent.	4.09	4.00	0.98	35	0.0%	8.6%	17.1%	31.4%	42.9%

11. The instructor held class meetings consistent with the official schedule published for this course.										
Ν	Yes	Νο								
36	97.2%	2.8%								

Department Specific

	Mean	Median	SD	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. My knowledge of the field of philosophy has significantly improved as a result of taking this course.	4.51	5.00	0.70	35	0.0%	2.9%	2.9%	34.3%	60.0%
2. My writing skills have improved significantly as a result of taking this course.	4.09	4.00	0.89	35	0.0%	5.7%	17.1%	40.0%	37.1%
3. My critical reasoning skills have improved significantly as a result of taking this course.	4.34	5.00	0.80	35	0.0%	2.9%	11.4%	34.3%	51.4%
4. In general, the topics that philosophers discuss are valuable and worthy of discussion.	4.35	5.00	0.92	34	2.9%	2.9%	2.9%	38.2%	52.9%
5. Members of all races, ethnicities, and gender identities were respected by the instructor in this course.	4.60	5.00	0.55	35	0.0%	0.0%	2.9%	34.3%	62.9%

Open-Ended Responses

1. In what ways did your instructor make learning possible for you during the Spring 2023 semester?

Comments

He made sure that he thoroughly described different philosophers arguments and let us work in groups to learn how to construct arguments.

I believe that the in-group outlines were effective, but should not have been what happened every class. It was hard to engage with such repetitive tasks. I also think other methods, other than philosophical readings could have been introduced. This could include Ted Talks, movies, and television that are more real-world examples of these issues. I also think that Gerard was very helpful during office hours.

Lots of availability outside of class

great

Gerard was a really wonderful instructor. I appreciated his willingness to meet students where they were (in terms of philosophy background, many of us were beginners), and he always made himself available if we had questions. In class, he always walked through the readings at a reasonable pace. I appreciated his flexibility, candor, and sense of humor as well. It was evident that he had a lot of knowledge on the topics, and he always came well prepared to class, which made learning much smoother.

I think the in-class discussions about the papers we read before class and outlining the arguments together really help deepen my philosophical knowledge.

He goes over every assigned reading during class to help us understand what the philosophers are trying to convey.

Always available to talk after class and encourages participation in class from all

Prof Rothfus made learning possible by structuring every class to be very engaging . I enjoyed the class discussions and they made it possible to learn not only from the course material but from one another.

Professor Rothfus provided very interesting papers and topics for us to discuss. Each paper built off each other, so after each paper I felt like I came to a new understanding or just completely flipped my view on the topic. Specifically, after each paper the logic outlines helped me understand each text much better than just reading it, as I had to find the words to describe what exactly each author was trying to say. In class, there was plenty of discussion in which each member could say how they interpreted each paper, which I thought was neat and allowed me to understand some parts that I had missed during my first read.

He held class in person and set aside a few minutes prior to class to discuss the readings and look over papers.

In order to score well on the homework you really had to engage with it.

We did a lot of out of class readings and then discussed the contents in class. There were a lot of in class debates and polls.

The wide variety of readings that we had, and the very open-ended class discussions that we had.

He was great in creating a great learning environment.

Was very understanding with any late work that may be been turned in because of any personal or technological problems. Allowed everyone to say their view on certain topics.

He was very accommodating and helpful in explaining things as they came up. Sometimes the course material could be confusing, and he did a great job making sure everyone understood.

He was very willing to engage with me outside of class and provided a lot of aid when it came to writing papers for the class.

He would go over our outlines and papers with us to help us revise and make the best possible pieces.

Prof Rothfus was a wonderful and considerate professor that really eased my nerves regarding the novel content of bioethics. He was extremely welcoming, available for extra credit and explain more complex content in digestible way without being condescending.

Gerard Rothfus was a very knowledgable and kind instructor. He helped us understand difficult philosophical debates and papers through class discussions.

Professor Rothfus was very available for contact via email and responded timely to emails with helpful responses. He was also helpful in office hours and gave good feedback and tips for the writing assignments throughout the semester.

Comments

He is absolutely caring and kind. He is very approachable and definitely being knowledgeable in the subject he taught. (but the readings are too intensive)

Gerard exposed us to a lot of readings associated with various topics in bioethics.

Professor Rothfus encouraged participation and group collaboration in every class. He encouraged any one to speak up and the material he taught was very interesting and he taught it in a very efficient way

2. Which aspects of this course should be kept for future times this course is taught?

Comments

The midterm and final papers should stay for future times the course is taught. I feel that it was the best aspect that taught me how to write for philosophy and construct my own arguments.

everything

I like how the argument outlines provided an incentive to do readings and gave some structure to the class in between the larger assessments. However, it would be helpful if we got feedback sooner on our first few argument outlines, so we could understand how to improve them. The papers were manageable in length, and I appreciated the peer– feedback for the final paper. However, it would help if there were clearer guidelines and a rubric for each of the papers. A few example papers would also help, since many of us are beginners in writing for philosophical topics.

Argument outlines. In class discussions. papers.

In-class outlines were helpful!

Argument outlines and groups for going over such.

I think the daily writing assignments are helpful in making sure everyone has read the material. Class discussions are also very helpful and allow everyone to see different perspectives.

I think the in class discussions where we make group outlines should definitely be kept, as well as some discussion about what exactly the author was trying to argue after each outline was turned in. Also, I thought each paper was great, or at least added a lot of useful insight even though I might have not enjoyed the wording, so I think most, if not all, of the papers should be kept. In particular the units on abortion, animal rights, and euthanasia I thought were the most interesting for this course.

I think the outlines we wrote for homework and for group work were redundant. More often most of the people in my group would share the same view and it would only take a max of 10 minutes to complete our outline however we'd spend almost the entire class in our groups. I think if we could have more writing samples as opposed to outlining to learn how to frame or structure an essay would be more helpful for papers like the final paper. Overall I felt ill–equipped and unprepared when it came time to write the final paper. I wasn't sure how to find papers that would provide objections and I wasn't sure how to argue against those objections.

I think office hours should be continued however last-minute cancellations should be announced as soon as possible. I understand unpredictable circumstances arise however communicating canceled classes or office hours sooner than an hour or less when the allotted time would begin would be beneficial.

I like the structure of the course. However, it is difficult to gauge how you are doing on the outlines when the grade comes back so late.

I think there are a lot of good aspects of the course. The readings were very helpful, as well as the constant discussions.

Extra credit for argument outlines when one isn't officially due and from attending events

The open class discussions

Everything is good

Keep the open discussion style of teaching and going over the arugeument outlines for each class homework.

Definitely the outlines, as it helped us to get the main arguments of papers.

I think the grading system should be kept for the future. Everything else was great!

I think the argument outlines are a good way to think deeply about the paper but grades for them were given so late after that they were not a learning opportunity, also there was no actual feedback just a number out of 10 and when i went to office hours for more specific feedback, it did not agree with the number grades originally given

Comments

places to submit the assignment were also uploaded to sakai very late that I would have to keep checking even in my other classes to be able to submit on time

The topics covered were interesting

The outlines as homework and being able to discuss not only with the professor but in groups welcomed more modes of thought/interpretation that helped me grasp the material properly,

I liked how the first couple weeks or so where dedicated to different viewpoints in philosophy. This was helpful is setting up what the rest of the semester would entail. I also liked all of the argument outlines and getting to practice in groups the next day because I feel very confident in outlining argument papers now.

I think that analysis of each paper on a class-wide basis was very helpful and should still be kept. I think making sure to introduce the arguments of each bioethical topic as we start reading the papers was also helpful to set some groundwork.

Peer-reviews on final papers.

I think that the format of the midterm and final paper is good

The way the final paper was broken down was so great, because it forces us students to actually put time and effort into it.



2232 PHIL 165-002 BIOETHICS IDEAs in Action Summary Report Spring 2023

Project Title: Student Evaluations of Teaching

Course Audience: **39** Responses Received: **36** Response Ratio: **92.3%**

Report Comments

The IDEAs in Action general education curriculum empowers students to design their own educational journey, while providing them with a foundation that prepares them for the intellectual growth associated with a Carolina education and in their future roles as leaders, creative problem-solvers, lifelong learners and engaged citizens. Additional information can be found on the IDEAs in Action website.

Focus Capacity courses introduce and reinforce a broad set of capacities for identifying, discovering, evaluating, and taking action upon ideas, knowledge, evidence, and argument. Each of these courses will provide students with opportunities for writing, collaboration with peers, and presenting material in a variety of setting and methods.

Items related to the new IDEAs in Action general education curriculum will be reported to individual instructors 1-2 weeks after the last final grades are due for the semester. They receive a report containing the breakdown of quantitative response data as well as free-response answers transmitted separately from the standard report received for the Student Evaluations of Teaching (SET). These reports are also shared with general education area leads, The Office of Undergraduate Education, leadership in the College of Arts and Sciences, and The Office of Institutional Research and Assessment for the purpose of assessing the curriculum. Because items related to the general education curriculum are not intended to evaluate instructors' teaching, these reports are not considered protected HR documents. Reports for courses with fewer than four enrolled students are released to Department Chairs for review. The Chair then has discretion to release the reports to the instructor and other administrators.

Note: Course evaluation response options included: (SD) "Strongly Disagree", (D) "Disagree", (N) "Neither Disagree/Agree", (A) "Agree", (SA) "Strongly Agree"

Focus Capacities

Design your course of study! Choose from hundreds of courses to fulfill your nine focus capacities and find the courses that challenge and inspire you. By studying different topics from a variety of perspectives and learning to identify problems, weigh evidence, make reasoned judgments, and take action, you will be equipped to make a meaningful contribution in the classroom, your career, and your community. You will leave Carolina with an expanded toolkit of critical skills that you can put to good use wherever life takes you. **Recurring Capacities:**

In every course you will have an opportunity to write, to collaborate with peers, and to present material in a variety of settings and methods. Why? Learning requires repeated practice over time in different contexts. Encountering these recurring capacities in different courses strengthens your development of these essential capacities for future study, life, and career success.

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	Mean	Median	SD	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. In this course I produced significant writing or intellectual work (e.g., problem sets, papers that total at least 10 pages, research studies).	4.44	5.00	0.77	36	0.0%	5.6%	0.0%	38.9%	55.6%
2. This course allowed me to practice reviewing and providing effective feedback on the work and ideas of peers.	4.61	5.00	0.49	36	0.0%	0.0%	0.0%	38.9%	61.1%
3. This course allowed me to practice presenting material to class, smaller groups, or the public through oral presentations, webpages, or other means.	4.39	4.50	0.73	36	0.0%	2.8%	5.6%	41.7%	50.0%
4. This course increased my ability to give effective presentations (e.g., oral, written, digital).	3.80	4.00	1.16	35	2.9%	11.4%	25.7%	22.9%	37.1%
5. In this course I revised my own work based on feedback from others.	4.44	4.00	0.56	36	0.0%	0.0%	2.8%	50.0%	47.2%
6. This course allowed me to collaborate in pairs or groups to learn, design, solve, create, build, or research.	4.58	5.00	0.55	36	0.0%	0.0%	2.8%	36.1%	61.1%

Ethical and Civic Values (FC-VALUES)

What does it mean to be a part of a community? How do our decisions, and those decisions of our leaders, affect those around us and society at large, not only now but in the future? Learn how different perspectives can influence our idea of what is ethical and how to think critically about how we make and justify private and public decisions and evaluate the actions of public leaders.

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on the Office of Undergraduate Curricula's website.

	Mean	Median	SD	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. As a result of this course, I learned how to explain the contexts in which questions of justification arise.	4.39	4.50	0.73	36	0.0%	2.8%	5.6%	41.7%	50.0%
2. As a result of this course, I increased my ability to assess ethical values in terms of reasons offered.	4.56	5.00	0.50	36	0.0%	0.0%	0.0%	44.4%	55.6%
3. I can recognize different ethical perspectives and the distinctive approaches these perspectives bring to questions of value.	4.44	4.50	0.61	36	0.0%	0.0%	5.6%	44.4%	50.0%
4. I had the opportunity to evaluate ethical justifications for different ways of organizing civic and political communities.	4.28	4.00	0.78	36	0.0%	2.8%	11.1%	41.7%	44.4%
5. I practiced analyzing the differences between personal ethical decisions and those bearing on the public and civic spheres.	4.28	4.00	0.81	36	0.0%	5.6%	5.6%	44.4%	44.4%

Student Evaluation of Teaching, Fall 2022 Gerard Rothfus, PHIL 165-003 BIOETHICS Mode: IP (In Person)

R	aters									Students
R	esponded									33
In	vited									39
R	esponse Ratio									84.6%
		Mean	Median	SD	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Overall, I learned a great deal from this course.	4.30	4.00	0.77	33	0.0%	6.1%	0.0%	51.5%	42.4%
2.	The instructor treated all students with respect.	4.82	5.00	0.39	33	0.0%	0.0%	0.0%	18.2%	81.8%
3.	The instructor encouraged students to participate in this class.	4.33	5.00	0.89	33	0.0%	6.1%	9.1%	30.3%	54.5%
4.	The instructor saw cultural and personal differences as assets.	4.18	4.00	0.77	33	0.0%	0.0%	21.2%	39.4%	39.4%
5.	I could really be myself in this course.	4.09	4.00	0.80	33	0.0%	0.0%	27.3%	36.4%	36.4%
6.	In this course I had multiple opportunities to express my viewpoints and questions.	4.52	5.00	0.62	33	0.0%	0.0%	6.1%	36.4%	57.6%
7.	The course challenged me to think deeply about the subject matter.	4.59	5.00	0.56	32	0.0%	0.0%	3.1%	34.4%	62.5%
8.	The design of this course (e.g., its format, selected materials, assignments, exercises, quizzes, etc.) helped me better understand the subject matter.	3.91	4.00	1.13	33	3.0%	15.2%	3.0%	45.5%	33.3%
9.	Overall, this course was excellent.	3.94	4.00	0.97	33	0.0%	9.1%	21.2%	36.4%	33.3%
11	1. The instructor held class meetings consistent with the official schedule published for this course.									
	N Yes						No			
	33 100.0%						0.0%			

Department Specific

		Mean	Median	SD	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	My knowledge of the field of philosophy has significantly improved as a result of taking this course.	4.55	5.00	0.56	33	0.0%	0.0%	3.0%	39.4%	57.6%
2.	My writing skills have improved significantly as a result of taking this course.	4.06	4.00	0.83	33	0.0%	6.1%	12.1%	51.5%	30.3%
3.	My critical reasoning skills have improved significantly as a result of taking this course.	4.27	4.00	0.80	33	0.0%	6.1%	3.0%	48.5%	42.4%
4.	In general, the topics that philosophers discuss are valuable and worthy of discussion.	4.61	5.00	0.56	31	0.0%	0.0%	3.2%	32.3%	64.5%
5.	Members of all races, ethnicities, and gender identities were respected by the instructor in this course.	4.61	5.00	0.50	31	0.0%	0.0%	0.0%	38.7%	61.3%

Open-Ended Responses

1. In what ways did your instructor make learning possible for you during the Fall 2022 semester?

Comments

I found it difficult to truly learn from Professor Rothfus. Although very kind, grades and feedback were extremely limited or took a long time to get back, making it difficult to improve on things. Expectations were often not clearly set for assignments and the course structure made it difficult to actually interact with the material. I wish class discussions were based more around the readings and not focused on creating outlines for the readings.

One particular acquired skill from this class was the ability to outline arguments of philosophers. We spent a class day where we were instructed on how to do this. But also, every class day involved this skill of argument outlining, so I really felt that by the end of this course I can confidently outline and evaluate a philosopher's argument.

Professor Rothfus has been a very nice professor open to all ideas presented towards him, whether it be about the material or the course in general. He didn't grade unfair or extremely harsh which was nice because most of us had not taken a philosophy class before or knew exactly how to write a perfect philosophy paper.

The instructor held regular office hours where I could go to talk through difficult concepts or my own philosophical viewpoints.

Gave us access to several philosophical viewpoints on several different topics and explained them in class extensively.

Professor Rothfus made learning possible by assigning readings and argument outlines. Then during class we would go over it together to make sure we understand the premises and conclusions.

He was understanding of the individual circumstances students may be going through.

Gave us weekly assignments to test our interpretation of the reading materials

He provided reviews of the readings in class and explained topics in depth.

He worked with the class to go over our assignments and allowed us to compare and contrast our outlines with his. This made my learning more effective.

The argument outlines we completed in class everyday allowed us to discuss and analyze the various arguments made by philosophers about each topic. This was helpful to make sure we were on the right track!

Had consistent office meetings

Allowed us to miss up to two classes and was very reachable by email or office hours

He paused when asking questions and encouraged us to think and discuss. He also made it necessary for us to read by making us write outlines, which I appreciated.

Gerard knows what he's teaching, I feel like he has a lot of passion for what he presents in class and I love the enthusiasm from him despite the class being at 8 am. Although he knows so much about what he's teaching, there are cons with his grading. He usually doesn't grade our argument outlines the day after we submitted them and it will take about a month until we get feedback on our assignments. I'd prefer to have them graded as fast as possible just so I would know what I need to work on to do better on the next assignment. Furthermore, he doesn't necessarily actively engage the class to talk about certain topics. We would gather in small groups and talk about our outlines with our peers and eventually talk about it with him, but we never talk about our opinions on the topic. Going into a Philosophy class, I was hoping we could talk more about our opinions on certain topics with the professor and our peers, but that wasn't really exercised.

I think that Professor Rothfus has the intentions to be a helpful professor. However, as the semester progressed the grades and communication slowed to a halt. We stopped receiving grades on our main assignment, the argument outlines. This is detrimental seeing as it is almost impossible to improve if we don't receive feedback. Assignments were either posted hours before being due or canceled at the last minute. This obviously made things extremely hard trying to decipher if we needed to designate time to do the assignment or if our work would be wasted when it can canceled.

There seemed to be an issue with missed one-on-one meetings and office hours. I understand that things happen, but it is a blatant disregard for student's time to designate time to meet with them and not show up.

He allowed us to discuss often

Professor Rothfus was very knowledgable and passionate about what he was teaching. He was very helpful and encouraging at office hours and was very flexible and

University of North Carolina at Chapel Hill, College of Arts & Sciences

Comments

understanding.

Professor Rothfus gave time in class to collaborate with our peers to compare outlines and further understand the content of each lesson.

Argument outlines were a good way to focus my reading. Reviewing the outlines in class was a great way to correct any misconceptions or confusions.

He allowed us to formulate our own opinions on the course readings, and then instructed us to consult with our peers to gain a deeper understanding of the content. This greatly improved my understanding of the texts and the subject in general.

He is very knowledgeable about the subject matter and does a good job explaining it to others. He is flexible and willing to accommodate students' individual needs, which I appreciated.

Gerard would go over the readings during class and we would create class outlines, which was immensely helpful when I was really lost

He always had very open discussions in class. Whenever we went over the readings he asked people to clarify what was in the reading to get the class involved in the conversation. I found this very engaging, even if I wasn't answering that many questions.

by walking us through argument outlines so that we could understand how he got his to look the way it did

2. Which aspects of this course should be kept for future times this course is taught?

Comments

I really enjoyed the topics we talked about and felt they were interesting. I would have liked to talk a bit more about hospital/doctor's ethics (more than euthanasia).

The readings should be kept.

I think this course should retain the particular readings we had, for I thought they were very thought-provoking and useful for informing my own vocabulary. A lot of the perspectives from these authors were things I have not considered before, and I think that reading philosophy has given me a better analytic ability.

His lectured consisted of mostly discussing the different topics within bioethics with the whole class. This wasn't bad but sometimes I wish there were different components to class periods, it was very repetitive.

The course began with a crash course in moral theory and ethics. For someone like me who had no previous experience in these subjects, this was very useful for understanding the main concepts covered in the course.

Argument outlines helped me understand viewpoints and arguments better. The midterm paper helped me articulate my counterarguments and disagreements with other viewpoints more effectively. The final paper helped me articulate my own arguments better.

I think the readings, argument outlines, and midterm paper should be kept for the future of this course.

I enjoyed the way the class was taught, I feel as if the lectures could have been better utilized though

The grading rubric in terms of the ratio of papers and exams.

The ways in which he explains the topics.

I like that the class works through each paper together and forms a class outline.

I liked the midterm and final papers — they allowed us to dive deeper into topics that interested us and add in some of our own thoughts.

Maybe have the first few classes to show how argument outlines are done.

The peer reviews for papers and working together to create argument outlines

Readings, discussions, writing philosophy papers

talking with peers and professor about certain philosophical topics

The continuous outlines that we were assigned were not a productive method of learning bioethics. I wish the class focused more on actually bioethics and real world applications rather than focusing solely on our ability to pull the main argument out of a 10–20 page paper.

Peer Editing. It was really helpful

I think this was a good course but maybe just focus less heavily on creating outlines for lengthy and at times hard to understand papers or begin with a more collaborative approach first because they require a lot of practice.

I liked how we read the arguments and outlined them before class so that the class was discussion focused.

Argument outlines

The course format should definitely be kept for future years. The four units felt very distinct, yet it was clear how the subject of Bioethics applied to each one. The assignments were all interesting and engaging.

The argument outlines for every reading were kind of annoying at first, but I began to appreciate how they changed the manner in which I read the assigned readings.

Definitely the class outlines should be kept. I especially thought that going over my outline with my peers was helpful in the sense that I could better gauge how well I understood the material and what things I was missing

The professor and the outline assignments.

argument readings by famous philosophers



2229 PHIL 165-003 IDEAs in Action Summary Report Fall 2022

Project Title: Student Evaluations of Teaching

Course Audience: **39** Responses Received: **33** Response Ratio: **84.6%**

Report Comments

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Note: Course evaluation response options included: (SD) "Strongly Disagree", (D) "Disagree", (N) "Neither Disagree/Agree", (A) "Agree", (SA) "Strongly Agree"

University of North Carolina at Chapel Hill, College of Arts & Sciences

Focus Capacities

Design your course of study! Choose from hundreds of courses to fulfill your nine focus capacities and find the courses that challenge and inspire you. By studying different topics from a variety of perspectives and learning to identify problems, weigh evidence, make reasoned judgments, and take action, you will be equipped to make a meaningful contribution in the classroom, your career, and your community. You will leave Carolina with an expanded toolkit of critical skills that you can put to good use wherever life takes you. **Recurring Capacities:**

In every course you will have an opportunity to write, to collaborate with peers, and to present material in a variety of settings and methods. Why? Learning requires repeated practice over time in different contexts. Encountering these recurring capacities in different courses strengthens your development of these essential capacities for future study, life, and career success.

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		Mean	Median	SD	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	In this course I produced significant writing or intellectual work (e.g., problem sets, papers that total at least 10 pages, research studies).	4.55	5.00	0.67	33	0.0%	3.0%	0.0%	36.4%	60.6%
2.	This course allowed me to practice reviewing and providing effective feedback on the work and ideas of peers.	4.39	4.00	0.70	33	0.0%	3.0%	3.0%	45.5%	48.5%
3.	This course allowed me to practice presenting material to class, smaller groups, or the public through oral presentations, webpages, or other means.	3.88	4.00	1.01	32	3.1%	6.3%	18.8%	43.8%	28.1%
4.	This course increased my ability to give effective presentations (e.g., oral, written, digital).	3.45	3.00	1.06	33	3.0%	15.2%	33.3%	30.3%	18.2%
5.	In this course I revised my own work based on feedback from others.	4.33	4.00	0.78	33	0.0%	3.0%	9.1%	39.4%	48.5%
6.	This course allowed me to collaborate in pairs or groups to learn, design, solve, create, build, or research.	4.42	5.00	0.71	33	0.0%	3.0%	3.0%	42.4%	51.5%

Ethical and Civic Values (FC-VALUES)

What does it mean to be a part of a community? How do our decisions, and those decisions of our leaders, affect those around us and society at large, not only now but in the future? Learn how different perspectives can influence our idea of what is ethical and how to think critically about how we make and justify private and public decisions and evaluate the actions of public leaders.

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		Mean	Median	SD	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	As a result of this course, I learned how to explain the contexts in which questions of justification arise.	4.24	4.00	0.71	33	0.0%	3.0%	6.1%	54.5%	36.4%
2.	As a result of this course, I increased my ability to assess ethical values in terms of reasons offered.	4.61	5.00	0.56	33	0.0%	0.0%	3.0%	33.3%	63.6%
3.	I can recognize different ethical perspectives and the distinctive approaches these perspectives bring to questions of value.	4.66	5.00	0.48	32	0.0%	0.0%	0.0%	34.4%	65.6%
4.	I had the opportunity to evaluate ethical justifications for different ways of organizing civic and political communities.	4.16	4.00	0.81	32	0.0%	0.0%	25.0%	34.4%	40.6%
5.	I practiced analyzing the differences between personal ethical decisions and those bearing on the public and civic spheres.	4.35	4.00	0.66	31	0.0%	0.0%	9.7%	45.2%	45.2%
Student Evaluation of Teaching, Fall 2022 Gerard Rothfus, PHIL 157-001 LOGIC AND DECISION THEOR Mode: IP (In Person)

R	aters								:	Students
R	esponded									24
In	vited									34
R	esponse Ratio									70.6%
		Mean	Median	SD	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Overall, I learned a great deal from this course.	4.04	4.00	0.95	24	4.2%	0.0%	16.7%	45.8%	33.3%
2.	The instructor treated all students with respect.	4.63	5.00	0.49	24	0.0%	0.0%	0.0%	37.5%	62.5%
3.	The instructor encouraged students to participate in this class.	4.33	4.00	0.48	24	0.0%	0.0%	0.0%	66.7%	33.3%
4.	The instructor saw cultural and personal differences as assets.	4.04	4.00	0.69	24	0.0%	0.0%	20.8%	54.2%	25.0%
5.	I could really be myself in this course.	3.92	4.00	0.78	24	0.0%	0.0%	33.3%	41.7%	25.0%
6.	In this course I had multiple opportunities to express my viewpoints and questions.	4.29	4.00	0.69	24	0.0%	0.0%	12.5%	45.8%	41.7%
7.	The course challenged me to think deeply about the subject matter.	4.29	4.00	0.69	24	0.0%	0.0%	12.5%	45.8%	41.7%
8.	The design of this course (e.g., its format, selected materials, assignments, exercises, quizzes, etc.) helped me better understand the subject matter.	3.78	4.00	1.04	23	0.0%	17.4%	13.0%	43.5%	26.1%
9.	Overall, this course was excellent.	3.79	4.00	0.98	24	4.2%	4.2%	20.8%	50.0%	20.8%
11	1. The instructor held class meetings consistent with the official schedule published for this course.									
	N Yes						No			
	23 100.0%						0.0%			

Department Specific

		Mean	Median	SD	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	My knowledge of the field of philosophy has significantly improved as a result of taking this course.	4.00	4.00	0.93	24	0.0%	12.5%	4.2%	54.2%	29.2%
2.	My writing skills have improved significantly as a result of taking this course.	3.00	3.00	1.05	19	5.3%	26.3%	42.1%	15.8%	10.5%
3.	My critical reasoning skills have improved significantly as a result of taking this course.	4.04	4.00	0.95	24	4.2%	0.0%	16.7%	45.8%	33.3%
4.	In general, the topics that philosophers discuss are valuable and worthy of discussion.	4.17	4.00	0.64	24	0.0%	0.0%	12.5%	58.3%	29.2%
5.	Members of all races, ethnicities, and gender identities were respected by the instructor in this course.	4.54	5.00	0.59	24	0.0%	0.0%	4.2%	37.5%	58.3%

Open-Ended Responses

1. In what ways did your instructor make learning possible for you during the Fall 2022 semester?

Comments

Gerard Rothfus is a very kind professor but I truly had a lot of trouble understanding the material that was being taught. I struggle grasping information without doing anything hands-on and most of our learning came from him lecturing and explaining information on the dry-erase board.

Provided examples of the theories that we were discussing in class. Some of the math/theory felt rather complex to me so I really appreciated the real world examples and when the math was provided during practice problems. I would have liked to see more examples of work posted on the site page however as there were times on HWs where I was completely lost with nothing to compare a problem to.

I really do not know how to answer this question. Although Gerard Rofthus was a good teacher all he ever did was teach, not help his students better understand the assignment.

Provided opportunities to answer questions about homework during class time which was very helpful.

Gave us plenty of time to do the homeworks.

All the components of the course, like lectures and homework assignments, helped me learn in this course. There were additional resources that were helpful as well, such as videos posted on Sakai, review sessions for each exam, and office hours.

Assignments and feedback, made answers accessible after assignments were due

Professor Rothfus was routinely available outside of class hours (even outside of office hours) to provide assistance and further explanation. This outside help was crucial to my success in this course and was greatly appreciated.

The instructor answered any questions that the students had and held review sessions prior to exams to help students with any concerns they had.

he was very open to questions and explained concepts multiple times. he also made himself very available during office hours and was very patient as he answered questions.

Dr. Rothfus helped the class go through decision theory very thoroughly. He explained all of the concepts in the course, as well as telling us which ideas were more contested amongst the various decision theorists. He encouraged us to state which ideas we found more compelling than others, but also made sure we would understand why all of the various modes of thinking were believed by some people.

He was very engaging and passionate about the content and would always stop during lessons to make sure we were understanding the material.

Explained concepts well and clearly and gave ample opportunity for extra explanation

He was extremely available outside of class hours. He often worked with students to extend deadlines and the like so that questions could be addressed and redirected.

Being available for meetings to ask questions was helpful

My issues with this course stemmed primarily from the subject matter, not necessarily the professor. Considering what he was teaching, I felt that Professor Rothfus did a decent job at engaging the class and trying to convey to us the information. He held study sessions, took questions throughout the class period, and would give us study guides for the tests. All of these things were great. But what we were learning was really not my cup of tea. It didn't make sense half the time, and the other half I just continuously thought about how useless everything we learned was. It just didn't matter, and it didn't matter. There were principles of statistics in there...somewhere, but what we learned in this class didn't end up having any real application to statistics. It, overall, just felt pointless almost the entire time. Professor Rothfus did his best, he is a nice guy and he was always pretty polite, but even he couldn't save this.

He was extremely accommodating and treated everyone with respect when answering questions or lecturing.

he was available during office hours and very supportive

Provided real life examples for problems, opened office hours, held review sessions before midterms, and stayed behind class to explain any questions.

2. Which aspects of this course should be kept for future times this course is taught?

Comments

I feel that the lecture slides were helpful and should be kept for future times.

Keep the HWs but provide more problems in class previously for later ones HW #3,#4,#5 so that students have more of a direction to start rather than just feeling lost. Also 100% keep the extra credit game theory scenarios played near the end of the semester as that was honestly very helpful in understanding the ins/outs of each of those games both logically and in real world situations.

I do not believe this course should be kept for the future. If this course is too be kept I would only allow it for philosophy majors.

I like the interactive class discussions about game theory where we got to participate with other students to actually experience the decisions games.

I liked doing the polleverywhere to make it engaging and help me understand.

Videos posted on sakai, powerpoints posted on sakai, polls in class, and review sessions for the exams.

HW and Test schedule

Overall I think the lectures were good, and the exams were fair and well-written.

The powerpoint on Sakai and review sessions should be kept for future times in this course.

all aspects from this past semester

I loved how we could participate in activities like voting for which decision we would make over polleverywhere. I wish we could have done more of that.

The structure for test and the opportunity to earn extra credit and partial credit.

Poll everywhere activities

All of it! In class lectures were strong, homework was helpful but not stressful, and exams were great reflections of the course material.

Word problems and other ways to apply concepts in class

I don't have anything about this course that I liked. Maybe that it was located in Phillips Hall, that was really convenient for me.

The review sessions.

more videos available to watch later if possible

I think all the content made sense, but I definitely think the Game Theory Section was my favorite part of the class.

This course was taught during the COVID-19 pandemic

Generated by EEE+ Evaluations Legacy Results Viewer on 10/18/21 1:10pm

Evaluation Results

Gerard Joseph Rothfus (Social Science Graduate Office, 10286235, GROTHFUS)

Social Sciences Course Evaluation

Responses: 60 / 187 (32.09%) Window: 5/24/20 12:00am - 6/7/20 11:45pm Assigned to: LPS 31 LEC A: INTRO INDUCT LOGIC (66110), PHILOS 31 LEC A: INTRO INDUCT LOGIC (30550) Term: Spring 2020

COURSE / INSTRUCTOR INFORMATION

The instructor's ability to communicate clearly in this course was:

0	0 (N/A or Unsure)	No value
1	1 (Among Worst)	No value
1	2	No value
0	3	No value
5	4 (OK or Average)	No value
9	5	No value
14	6	No value
29	7 (Among Best)	No value

The class preparation and organization was:

0	0 (N/A or Unsure)	No value
1	1 (Among Worst)	No value
0	2	No value
0	3	No value
7	4 (OK or Average)	No value
3	5	No value
16	6	No value
32	7 (Among Best)	No value

The emphasis on understanding rather than memorization was:

0	0 (N/A or Unsure)	No value
1	1 (Among Worst)	No value
1	2	No value
3	3	No value
2	4 (OK or Average)	No value
3	5	No value
14	6	No value
35	7 (Among Best)	No value

The instructor's ability to stimulate thinking and interest in the subject was:

0	0 (N/A or Unsure)	No value
1	1 (Among Worst)	No value
0	2	No value
3	3	No value
7	4 (OK or Average)	No value
5	5	No value
15	6	No value
28	7 (Among Best)	No value

The match between stated course objectives and actual outcome was:

1	0 (N/A or Unsure)	No value
0	1 (Among Worst)	No value
1	2	No value
1	3	No value
4	4 (OK or Average)	No value
6	5	No value
16	6	No value
30	7 (Among Best)	No value

The instructor's ability to express his/her knowledge and understanding of the course's concepts, theories and information was:

0	0 (N/A or Unsure)	No value
1	1 (Among Worst)	No value
0	2	No value
1	3	No value
6	4 (OK or Average)	No value
6	5	No value
17	6	No value
28	7 (Among Best)	No value

The instructor's ability to teach content that I will remember after the final was:

0	0 (N/A or Unsure)	No value
1	1 (Among Worst)	No value
0	2	No value
2	3	No value
8	4 (OK or Average)	No value
6	5	No value
11	6	No value
31	7 (Among Best)	No value

When requested, I received feedback on my work that was:

4	0 (N/A or Unsure)	No value
0	1 (Among Worst)	No value
1	2	No value
1	3	No value
3	4 (OK or Average)	No value
5	5	No value
14	6	No value
31	7 (Among Best)	No value

The fairness of the grading criteria used by the instructor was:

3	0 (N/A or Unsure)	No value
0	1 (Among Worst)	No value
0	2	No value
0	3	No value
5	4 (OK or Average)	No value
4	5	No value
9	6	No value
38	7 (Among Best)	No value

<i>Using the above criteria, overall I would rate this instructor as:</i>

1	0 (N/A or Unsure)	No value
1	1 (Among Worst)	No value
0	2	No value
0	3	No value
5	4 (OK or Average)	No value
4	5	No value
20	6	No value
28	7 (Among Best)	No value

<i>Overall, the value of this course was:</i>

1	0 (N/A or Unsure)	No value
1	1 (Among Worst)	No value
0	2	No value
0	3	No value
6	4 (OK or Average)	No value
5	5	No value
17	6	No value
28	7 (Among Best)	No value

The usefulness/effectiveness of labs or discussion sections (if any) was:

7	0 (N/A or Unsure)	No value
0	1 (Among Worst)	No value
1	2	No value
1	3	No value
10	4 (OK or Average)	No value
5	5	No value
9	6	No value
25	7 (Among Best)	No value

The usefulness/effectiveness of the course readings was:

4	0 (N/A or Unsure)	No value
1	1 (Among Worst)	No value
1	2	No value
1	3	No value
11	4 (OK or Average)	No value
7	5	No value
10	6	No value
23	7 (Among Best)	No value

The usefulness/effectiveness of teaching assistants in this course was:

2 0 (N/A or Unsure)	No value
0 1 (Among Worst)	No value
0 2	No value
1 3	No value
8 4 (OK or Average)	No value
2 5	No value
18 6	No value
28 7 (Among Best)	No value

The usefulness of this course in developing skills for use in my career or future life was:

2	0 (N/A or Unsure)	No value
2	1 (Among Worst)	No value
1	2	No value
1	3	No value
8	4 (OK or Average)	No value
8	5	No value
13	6	No value
24	7 (Among Best)	No value

The instructor's enthusiasm and interest in the course and subject matter was:

1	0 (N/A or Unsure)	No value
0	1 (Among Worst)	No value
0	2	No value
0	3	No value
6	4 (OK or Average)	No value
7	5	No value
12	6	No value
33	7 (Among Best)	No value

The instructor's willingness to meet with and help students outside of the classroom was:

5	0 (N/A or Unsure)	No value
0	1 (Among Worst)	No value
0	2	No value
0	3	No value
6	4 (OK or Average)	No value
2	5	No value
12	6	No value
34	7 (Among Best)	No value

The instructor's ability to encourage discussion and debate of course topics was:

5	0 (N/A or Unsure)	No value
0	1 (Among Worst)	No value
0	2	No value
0	3	No value
7	4 (OK or Average)	No value
3	5	No value
16	6	No value
27	7 (Among Best)	No value

The course workload was:

3	1 (Light)	No value
5	2	No value
13	3	No value
17	4	No value
10	5	No value
3	6	No value
2	7 (Heavy)	No value

GENERAL INFORMATION

What is your major school?

- 30Social SciencesNo value24OtherNo value4Una foliated / Una declarated
- 4 Unaffiliated/Undeclared No value

What is your class level?

- 11 Freshman No value
- 17 Sophomore No value
- 18 Junior No value
- 12 Senior No value
- 1 Graduate No value

By the end of last quarter, how many units had you completed?

0	0 to 20	No value
3	21 to 50	No value
27	51 to 100	No value
16	101 to 150	No value
13	Over 150	No value

What is your approximate GPA?

0	less than 2.0	No value
3	2.0 to 2.5	No value
9	2.51 to 3.0	No value
20	3.01 to 3.5	No value
27	3.51 to 4.0	No value

What is your MOST IMPORTANT reason for taking this course?

17	Interest in subject	No value
7	Need for major	No value
4	Relates to major	No value
21	Breadth requirement	No value
8	Need units	No value

Did your instructor encourage you to complete the evaluation?

39	Yes	No value
19	No	No value

If applicable, is attendance in your discussion/lab section mandatory?

11YesNo value48NONo value

A. What were the strongest points of the course?

•

- As a CS major, really cemented my understanding of Bayes Theorem and Conditionalization
- Conditionalization is related my specification of intelligent system in CS.
- Flexibility in watching lectures and availability of instructor and TAs to answer questions.
- Gerard explained the concepts very clearly, which was helpful for having an asynchronous class. Him and other TAs were also very available and willing to help and answer questions about the material. The assignments and exams were graded fairly.

- Great online-class organization; great accessibility, excellence teaching, and comfortable learning atmosphere made by the instructor and the TAs
- Great transition to online learning. Lots of enthusiasm for the subject and made it interesting. Really makes you think.
- I like the office hours. The professor provides zoom links on Canvas, which makes it easier to attend the office hour. And he is very nice. The office hours are super helpful.
- It teaches me how to think logically.
- Prioritizes teaching skills we can use for life over harsh grading
- Professor Rothfus was super organized and his lectures were clear and concise.
- Super kind, caring, and thoughtful professor with solid lectures and assignments/tests that I believe did a great job of properly assessing my knowledge (with tests being adequately difficult)
- The Professor is an amazing teacher he really has this great gift for making his lectures clear and understandable. He's also very organized.
- The course was very fair in it's grading and it was very clear what was going to happen every week regarding lectures, tests, and quizzes. I also liked that Prof. Rufus used jokes in his lectures to keep them engaging. The TAs were also very helpful in reaching out and making sure to actively notify us that they were providing video discussion meetings.
- The lectures were very clear considering the remote model.
- The professor is very passionate and well informed about the course. It's clear he truly cares about his students and wants them to understand the material rather than memorize it. He is very helpful when I have any questions and always glad to help. Although I found the exams challenging, they really made sure that I actually understood the material.
- The professor speaks clearly. The exams reflect what he taught in the class.
- The strongest points of the course is the explanation of the theorems and the probability. I also appreciate the weekly reminders. Very useful for someone like me who is forgetful!
- Useful!
- Very good power point and lecture.
- clear course material, content, and arrangement.
- flexible schedule, reasonable grading criteria, nice professor
- it interesting
- organized

- overall like the way he structured the lectures, I was able to understand and liked how it was recorded. Also had a lot of office hours to attend beside just his.
- taught a lot
- 34 blank answers
- B. What were the weakest points of the course?
 - •
 - I think that the professor is very good at communicating the course ideas however, it would be helpful if he could simplify the material a little more.
 - It is a online course this semester.
 - It is hard to understand some concepts in an online environment.
 - MORE PRACTICE PROBLEMS!!!
 - None
 - None!
 - Nothing I could think of
 - Some concepts were unclear. Work assigned a lot more difficult than examples in videos.
 - Sometimes the lectures were not very clear.
 - Sometimes, he did not provide enough examples to better understand the concept or homework.
 - The course wasn't weak, I'm just bad at math
 - The lectures however, were quite bland in explanation. While not as bad as directly reading off the slide or textbook, I feel as though not much was said that I could not have gotten from looking up the subject, and the some of the harder material was tackled from multiple angles.
 - The subtle differences between "Probability" and the three "types" were not impressed well.
 - being online requires good amount of "self control " all the time, sometimes it's demanding for me
 - it is great
 - n/a
 - pretty much the same as ICS 6b and Stats 67
 - some logic symbols are not completely the same as those in discrete math

- the online class create difficulties to talk to the professor
- 40 blank answers
- C. How could the course be improved?
 - •
 - .
 - Everything is good.
 - I hope to get more feedback about each of my assignment and exam, and know where I need to improve.
 - I think it would be beneficial to have more practice problems and a weekly discussion board so fellow peers can answer questions that they might have about the course.
 - I think the course could be improved by simplifying the material more because I did find it challenging and overwhelming at times. The professor is well informed and good at communicating the material but it would be helpful if he used simpler explanations that aren't so condensed with information.
 - It is the best!
 - Maybe make the exam easier.
 - Maybe more complex examples could be shown during lecture videos, rather than the most basic ones.
 - Participation polls could have a few more questions
 - Perhaps more summarizations of important concepts. For examlple, I had a really hard time learning about Jeffrey Conditionalization on my own. The lecture explained HOW to do it, but not WHEN or WHY you would do it. Usually I can google those things but I only found esoteric, hard-to parse journals, or just bad entries in general.

A succinct definition or source would have been really nice.

- The course could be improved by having similar in-class examples like the homework.
- The course seemed really effective given the short notice to change to online.
- The course was made inexplicably difficult during a time of unrest and unfair circumstances. While many students such as I, had to return to abusive homes with little to no accessibility to help, this course made it extremely difficult to adjust. Things were not taken slowly and although there were office hours, it is unfair to assume that students are in circumstances to accept the vast amount of work given to us.
- This is a perfect course because it gives you problems that make you think, lectures are enlightening, and workload allows you to take more classes (or at least me).
- While future students might hate me for this, I feel as though the lecture lengths in the second half of the course could be longer in order to fit more examples of the concepts.

- Work assigned a lot more difficult than examples in videos. More example videos. I had to look on youtube for some explanations.
- it is great
- more philosophy, maybe read wittgenstein? add more complexity and make the content at tad more intellectual. debates? essays about logic??
- n/a
- 40 blank answers

Class Climate	CSULB-Student Perceptions of Teaching (SPOT)	SCANTRON.
Gerard Rothfus		VE IV
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1. Section 1: The following questions ask you to assess your instructor's teaching practices.

	Strongly D	ately Disad	Shi Disadi	Modelin Agi	Stor Por	noly sol	201	Not ADDICADIR
1.1	Class time was used efficiently.						\square	
1.2	Concepts were presented in a manner that helped me learn.						\times	
1.3	Assignments contributed to my learning.						X	
1.4	The instructor responded respectfully to student questions and viewpoints.						\times	
1.5	The instructor was effective at teaching the subject matter in this course.						X	
1.6	This instructor communicates well.						X	
1.7	Graded assignments were returned promptly.						X	
1.8	The grading criteria for this course were clearly defined.						K	
1.9	The instructor was available during office hours.						\mathbf{X}	
2. Se	ection 2: The following questions seek constructive feed	back to	help y	our ir	nstruc	tor pl	an for	teaching this course again.
2.1	What contributed most to your learning in this course?	There	are tv	vo ad	dition	al que	estions	s on the back side of this form.

affice hours



2. Section 2: The following questions seek constructive feedback to help your instructor plan for teaching this course again. [Continue]

2.2 Did anything interfere with your learning in this course? If so, explain.



More class discussion



Class Climate		CSULB-Student Perceptions of Teaching (SPOT)	SCANTRON
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1. Section 1: The following questions ask you to assess your instructor's teaching practices.

		Strongly Disedre Strongly Agree Agree	Not ADDICADI
1.1	Class time was used efficiently.		
1.2	Concepts were presented in a manner that helped me learn.		
1.3	Assignments contributed to my learning.		
1.4	The instructor responded respectfully to student questions and viewpoints.		
1.5	The instructor was effective at teaching the subject matter in this course.		
1.6	This instructor communicates well.		
1.7	Graded assignments were returned promptly.		
1.8	The grading criteria for this course were clearly defined.		
1.9	The instructor was available during office hours.		
2. Se	ection 2: The following questions seek constru-	ctive feedback to help your instructor plan for te	aching this course again.

2.1 What contributed most to your learning in this course? There are two additional questions on the back side of this form.



Class Climate	CI	ass	CI	ima	te
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- 2. Section 2: The following questions seek constructive feedback to help your instructor plan for teaching this course again. [Continue]
- 2.2 Did anything interfere with your learning in this course? If so, explain.



Class Climate CSULB-Student Perceptions of Teaching (SPOT)		SCANTRON.	
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1. Section 1: The following questions ask you to assess your instructor's teaching practices.

		Strongty Disadres are Agree Ag
1.1 1.2	Class time was used efficiently. Concepts were presented in a manner that helped me learn.	
1.3 1.4	Assignments contributed to my learning. The instructor responded respectfully to student questions and viewpoints.	
1.5	The instructor was effective at teaching the subject matter in this course.	
1.6 1.7 1.8	This instructor communicates well. Graded assignments were returned promptly. The grading criteria for this course were clearly defined.	
1.9	The instructor was available during office hours.	
2. Se	ection 2: The following questions seek construct	ctive feedback to help your instructor plan for teaching this course again

2.1 What contributed most to your learning in this course? There are two additional questions on the back side of this form.



2. Section 2: The following questions seek constructive feedback to help your instructor plan for teaching this course again. [Continue]

2.2 Did anything interfere with your learning in this course? If so, explain.



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1. Section 1: The following questions ask you to assess your instructor's teaching practices.

		Stonge Signits Signits Stongs Age	Not ADDIICE
1.1	Class time was used efficiently.	<i>* * * * * *</i>	~⊗ □
1.2	Concepts were presented in a manner that helped me learn.		
1.3 1.4	Assignments contributed to my learning. The instructor responded respectfully to student questions and viewpoints.		
1.5	The instructor was effective at teaching the subject matter in this course.		
1.6	This instructor communicates well.		
1.7	Graded assignments were returned promptly.		
1.8	The grading criteria for this course were clearly defined.		
1.9	The instructor was available during office hours.		
2. Se	ection 2: The following questions seek constru	ctive feedback to help your instructor plan for te	aching this course again.

2.1 What contributed most to your learning in this course? There are two additional questions on the back side of this form.

Numerous examples and flexible office hours



2. Section 2: The following questions seek constructive feedback to help your instructor plan for teaching this course again. [Continue]

2.2 Did anything interfere with your learning in this course? If so, explain.

1	\vee	A	t	



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1. Section 1: The following questions ask you to assess your instructor's teaching practices.

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1.2	Concepts were presented in a manner that helped me learn.	
1.3	Assignments contributed to my learning.	
1.4	The instructor responded respectfully to student questions and viewpoints.	
1.5	The instructor was effective at teaching the subject matter in this course.	
1.6	This instructor communicates well.	
1.7	Graded assignments were returned promptly.	
1.8	The grading criteria for this course were clearly defined.	
1.9	The instructor was available during office hours.	
2. Se	ection 2: The following questions seek construct	ctive feedback to help your instructor plan for teaching this course again.

2.1 What contributed most to your learning in this course? There are two additional questions on the back side of this form.

in Class examples



Section 2: The following questions seek constructive feedback to help your instructor plan for teaching this course again. [Continue]
 Did anything interfere with your learning in this course? If so, explain.

obligations to other classes since I didat take fis (lass us a core (lass I cared less

The book really didn't seem here KI.



Class Climate	CSULB-Student Perceptions of Teaching (SPOT)	SCANTRON
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1. Section 1: The following questions ask you to assess your instructor's teaching practices.

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	2		Notes Notes	Soree	NIIC BOR
1.1 1.2	Class time was used efficiently. Concepts were presented in a manner that helped me learn.				
1.3 1.4	Assignments contributed to my learning. The instructor responded respectfully to student questions and viewpoints.				
1.5	The instructor was effective at teaching the subject matter in this course.				
1.6 1.7 1.8	This instructor communicates well. Graded assignments were returned promptly. The grading criteria for this course were clearly defined.				
1.9	The instructor was available during office hours.				
2. Se	ection 2: The following questions seek constructive feed	back to help yo	ur instructor	plan for tea	ching this course again.
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Section 2: The following questions seek constructive feedback to help your instructor plan for teaching this course again. [Continue]
 Did anything interfere with your learning in this course? If so, explain.

The	pare	i us	slaw	an el	it'd	be	cal to dette
deep	~						

He did perfect.



Class Climate		CSULB-Student Perceptions of Teaching (SPOT)	SCANTRON.
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1. Section 1: The following questions ask you to assess your instructor's teaching practices.

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1.1 1.2	Class time was used efficiently. Concepts were presented in a manner that helped me learn.		
1.3 1.4	Assignments contributed to my learning. The instructor responded respectfully to student questions and viewpoints.		
1.5	The instructor was effective at teaching the subject matter in this course.	$ alpha$ \Box	
1.6	This instructor communicates well.		
1.7	Graded assignments were returned promptly.		
1.8	The grading criteria for this course were clearly defined.		
1.9	The instructor was available during office hours.	$\boxed{\square} \square \square \square \square \square$	
2. Se	ection 2: The following questions seek constru-	ctive feedback to help your instructor plan for tea	ching this course again.

2.1 What contributed most to your learning in this course? There are two additional questions on the back side of this form.



2. Section 2: The following questions seek constructive feedback to help your instructor plan for teaching this course again. [Continue]

2.2 Did anything interfere with your learning in this course? If so, explain.



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1. Section 1: The following questions ask you to assess your instructor's teaching practices.

	Strongy		Silo Cillo	Modero Agi	Stion Pol	101 × 10	°∕o¢	Not ADDICADIR
1.1	Class time was used efficiently.					\square		
1.2	Concepts were presented in a manner that helped me learn.					\boxtimes		
1.3	Assignments contributed to my learning.					\boxtimes		
1.4	The instructor responded respectfully to student questions and viewpoints.						X	
1.5	The instructor was effective at teaching the subject matter in this course.					\boxtimes		
1.6	This instructor communicates well.						\bowtie	
1.7	Graded assignments were returned promptly.					X		
1.8	The grading criteria for this course were clearly defined.						\boxtimes	
1.9	The instructor was available during office hours.						X	
2. Se	ection 2: The following questions seek constructive fee	dback to	help y	our ir	nstruc	tor pl	an for	teaching this course again.
2.1	What contributed most to your learning in this course	? <u>There</u>	are tv	vo ad	dition	al que	estions	s on the back side of this form.

NA

- 2. Section 2: The following questions seek constructive feedback to help your instructor plan for teaching this course again. [Continue]
- 2.2 Did anything interfere with your learning in this course? If so, explain.

NHA

Even though 1 straggled, 1 enjoyed the class



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Class Climate	•	CSULB-Student Perceptions of Teaching (SPOT)	SCANTRON.

1. Section 1: The following questions ask you to assess your instructor's teaching practices.

	Strongy D	rately Dis	SIIIS Ois	Moder	SHOW	nol I		Not ADDI
		40 _{F8} 40,	,0° 30	.ee 3	⁶⁰ 30	.ee	60	^{Cable}
1.1 1.2	Class time was used efficiently. Concepts were presented in a manner that helped me learn.						\boxtimes	
1.3 1.4	Assignments contributed to my learning. The instructor responded respectfully to student questions and viewpoints.						\boxtimes	
1.5	The instructor was effective at teaching the subject matter in this course.						\boxtimes	
1.6 1.7 1.8	This instructor communicates well. Graded assignments were returned promptly. The grading criteria for this course were clearly defined.						N N N N N N	
1.9	The instructor was available during office hours.							
2. Se	ection 2: The following questions seek constructive feed	back to I	nelp y	our ir	nstruc	tor pl	an for	teaching this course again.
2.1	What contributed most to your learning in this course?	There	are tv	vo ad	dition	al qu	estions	s on the back side of this form.
	Lecture Based!							



2.3

CSULB-Student Perceptions of Teaching (SPOT)

- 2. Section 2: The following questions seek constructive feedback to help your instructor plan for teaching this course again. [Continue]
- 2.2 Did anything interfere with your learning in this course? If so, explain.

Some students held class back. What suggestions or recommendations do you think would help your instructor prepare to teach this course again?

upper-division only.



Mark as shown: Correction:		e use a ball-point pen or a thin felt tip. This form will be processed automatically.	
LEC_11:00-12:	15 TTH SPA 046-212		
Rationality and Decisions		28_560_PHIL	
2194_PHIL370	02	11038 Enrl=22	
Gerard Rothfus			
Class Climate	9	CSULB-Student Perceptions of Teaching (SPOT)	SCANTRON

1. Section 1: The following questions ask you to assess your instructor's teaching practices.

	$S_{t_{0}} S_{t_{0}} S_{t$	Not Acolicable
Class time was used efficiently.		
Concepts were presented in a manner that helped me learn.		
Assignments contributed to my learning.		
The instructor responded respectfully to student questions and viewpoints.		
The instructor was effective at teaching the subject matter in this course.		
This instructor communicates well.		
Graded assignments were returned promptly.		
The grading criteria for this course were clearly defined.		
The instructor was available during office hours.		
	Class time was used efficiently. Concepts were presented in a manner that helped me learn. Assignments contributed to my learning. The instructor responded respectfully to student questions and viewpoints. The instructor was effective at teaching the subject matter in this course. This instructor communicates well. Graded assignments were returned promptly. The grading criteria for this course were clearly defined. The instructor was available during office hours.	Class time was used efficiently. Concepts were presented in a manner that helped me learn. Assignments contributed to my learning. The instructor responded respectfully to student questions and viewpoints. The instructor communicates well. Graded assignments were returned promptly. The grading criteria for this course were clearly defined. The instructor was available during office hours.

2. Section 2: The following questions seek constructive feedback to help your instructor plan for teaching this course again.

2.1 What contributed most to your learning in this course? There are two additional questions on the back side of this form.

Going to office hours,



2. Section 2: The following questions seek constructive feedback to help your instructor plan for teaching this course again. [Continue]

2.2 Did anything interfere with your learning in this course? If so, explain.



Class Climate	CSULB-Student Perceptions of Teaching (SPOT)	SCANTRON.
Gerard Rothfus		12 301
2194_PHIL370 02	11038 Enrl=22	South SIMTE IN
Rationality and Decisions	28_560_PHIL	
LEC_11:00-12:15 TTH SPA 0	46-212	A A A A A A A A A A A A A A A A A A A
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orrection:		

1. Section 1: The following questions ask you to assess your instructor's teaching practices.

	Strongy Dis	Aley Dis Dis Aley Ales Ales Ales Ales Ales Ales Ales Ales				
1.1	Class time was used efficiently.					
1.2	Concepts were presented in a manner that helped me learn.					
1.3	Assignments contributed to my learning.					
1.4	The instructor responded respectfully to student questions and viewpoints.					
1.5	The instructor was effective at teaching the subject matter in this course.					
1.6	This instructor communicates well.					
1.7	Graded assignments were returned promptly.					
1.8	The grading criteria for this course were clearly defined.					
1.9	The instructor was available during office hours.					
2. Section 2: The following questions seek constructive feedback to help your instructor plan for teaching this course again.						
2.1	What contributed most to your learning in this course?	There are two additional questions on the back side of this for	rm.			
	He helped us take	notes by the way he				
	wrote the problems on	the board				



Class Climate

2.3

CSULB-Student Perceptions of Teaching (SPOT)

- 2. Section 2: The following questions seek constructive feedback to help your instructor plan for teaching this course again. [Continue]
- 2.2 Did anything interfere with your learning in this course? If so, explain.

Just to have to use Note-Cards for the exam.
Class Climate		CSULB-Student Perceptions of Teaching (SPOT)	SCANTRON.
Gerard Rothfus			
2194_PHIL370	02	11038 Enrl=22	
Rationality and I	Decisions	28_560_PHIL	
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Mark as shown:		s use a ball-point pen or a thin felt tip. This form will be processed automatically.	
Correction:	🗌 📕 🗌 🗙 🛄 Please	ofollow the examples shown on the left hand side to help optimize the reading results.	

FOR CORRECTIONS: If you need to make a correction fill in the INCORRECT box completely and then mark X in the CORRECT box (see example above). DO NOT Photocopy this Form

1. Section 1: The following questions ask you to assess your instructor's teaching practices.

		Strongs District Disagree agree agree agree	Not ADDIICEDUR
1.1	Class time was used efficiently.		
1.2	Concepts were presented in a manner that helped me learn.		
1.3	Assignments contributed to my learning.		
1.4	The instructor responded respectfully to student questions and viewpoints.		
1.5	The instructor was effective at teaching the subject matter in this course.		
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1.8	The grading criteria for this course were clearly defined.		
1.9	The instructor was available during office hours.		

- 2. Section 2: The following questions seek constructive feedback to help your instructor plan for teaching this course again.
- 2.1 What contributed most to your learning in this course? There are two additional questions on the back side of this form.



CSULB-Student Perceptions of Teaching (SPOT)

2. Section 2: The following questions seek constructive feedback to help your instructor plan for teaching this course again. [Continue]

2.2 Did anything interfere with your learning in this course? If so, explain.

NO.

NIC

.

2.3 What suggestions or recommendations do you think would help your instructor prepare to teach this course again?



Class Climate	CSULB-Student Perceptions of Teaching (SPOT)	SCANTRON
Gerard Rothfus		
2194_PHIL370 02	11038 Enrl=22	
Rationality and Decision	28_560_PHIL	
LEC_11:00-12:15 TTH S	PA 046-212	A BUCK
Mark as shown:	Please use a ball-point pen or a thin felt tip. This form will be processed automatically.	
Correction:] 🗙 🗌 Please follow the examples shown on the left hand side to help optimize the reading re-	sults.

FOR CORRECTIONS: If you need to make a correction fill in the INCORRECT box completely and then mark X in the CORRECT box (see example above). DO NOT Photocopy this Form

1. Section 1: The following questions ask you to assess your instructor's teaching practices.

		Strongty Disagree are strongty Agree	Not ADDIGED LE
1.1	Class time was used efficiently. Concepts were presented in a manner that helped me learn.		
1.3 1.4	Assignments contributed to my learning. The instructor responded respectfully to student questions and viewpoints.		
1.5	The instructor was effective at teaching the subject matter in this course.		
1.6 1.7 1.8	This instructor communicates well. Graded assignments were returned promptly. The grading criteria for this course were clearly defined.		
1.9	The instructor was available during office hours.		

Section 2: The following questions seek constructive feedback to help your instructor plan for teaching this course again. What contributed <u>most to your learning in this course</u>? <u>There are two additional questions on the back side of this form.</u>

Prot. Rothtw twok a lot of his own time aside from other hours to help teach the role so that students had complete understanding of Materials one at the flat ressors in my college experienced.





10/14/2019, Page 1/2

CSULB-Student Perceptions of Teaching (SPOT)

10/1/

- 2. Section 2: The following questions seek constructive feedback to help your instructor plan for teaching this course again. [Continue]
- 2.2 Did anything interfere with your learning in this course? If so, explain.

None; and it so, Protesson Rothlus Worked through everything. Extremely profilessionel.

2.3 What suggestions or recommendations do you think would help your instructor prepare to teach this course again?

Class Climate	2	CSULB-Student Perceptions of Teaching (SPOT)	SCANTRON.
Gerard Rothfus			
2194_PHIL370	02	11038 Enrl=22	
Rationality and	Decisions	28_560_PHIL	
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Mark as shown:	Please	use a ball-point pen or a thin felt tip. This form will be processed automatically.	
Correction:	🗌 📕 🗌 🗙 🗌 Please	follow the examples shown on the left hand side to help optimize the reading results.	

FOR CORRECTIONS: If you need to make a correction fill in the INCORRECT box completely and then mark X in the CORRECT box (see example above). DO NOT Photocopy this Form

1. Section 1: The following questions ask you to assess your instructor's teaching practices.

		$S_{t,0}^{M,0} G_{e}^{e} a_{te_{1}}^{e} S_{ii}^{ii} G_{ti_{1}}^{H,0} S_{i$	Not ADDICADIE
1.1	Class time was used efficiently.		
1.2	Concepts were presented in a manner that helped me learn.		
1.3	Assignments contributed to my learning.		
1.4	The instructor responded respectfully to student questions and viewpoints.		
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- 2. Section 2: The following questions seek constructive feedback to help your instructor plan for teaching this course again.
- 2.1 What contributed most to your learning in this course? There are two additional questions on the back side of this form.

The productor contributed most to my knowing



CSULB-Student Perceptions of Teaching (SPOT)

2. Section 2: The following questions seek constructive feedback to help your instructor plan for teaching this course again. [Continue]

2.2 Did anything interfere with your learning in this course? If so, explain.

Nothing that had to do with the course in particular

2.3 What suggestions or recommendations do you think would help your instructor prepare to teach this course again?

Everything was well prepared



Responses: 14/16 (87.5%)

Please mark the appropriate rating.

If you have no opinion on the question asked or if it does not apply, please mark "Not Applicable."

1. The course instructor shows enthusiasm for and is interested in the subject.

13	9 (Excellent)	Value: 9
0	8	Value: 8
0	7	Value: 7
0	$6 \pmod{1}$	Value: 6
0	5	Value: 5
0	4	Value: 4
0	3 (Fair)	Value: 3
0	2	Value: 2
0	1 (Barely Satisfactory)	Value: 1
0	0 (Unsatisfactory)	Value: 0
1	Not Applicable	No Value
9.00	Mean	
9.00	Median	
0.00	Std Dev	

2. The course instructor stimulates your interest in the subject.

5	9 (Excellent)	Value: 9
4	8	Value: 8
2	7	Value: 7
1	$6 \pmod{6}$	Value: 6
0	5	Value: 5
1	4	Value: 4
1	3 (Fair)	Value: 3
0	2	Value: 2
0	1 (Barely Satisfactory)	Value: 1
0	0 (Unsatisfactory)	Value: 0
0	Not Applicable	No Value
7.43	Mean	
8.00	Median	
1.84	Std Dev	

3. The course instructor meets stated objectives of the course.

11	9 (Excellent)	Value: 9
2	8	Value: 8
1	7	Value: 7
0	$6 \pmod{6}$	Value: 6
0	5	Value: 5
0	4	Value: 4
0	3 (Fair)	Value: 3
0	2	Value: 2
0	1 (Barely Satisfactory)	Value: 1
0	0 (Unsatisfactory)	Value: 0
0	Not Applicable	No Value
8.71	Mean	
9.00	Median	
0.59	Std Dev	

UCI EEE Evaluations

Summer Session Instructor and Course Evaluation for Rothfus, Gerard Joseph LINGUIS 43 LEC A (65040), PHILOS 30 LEC A (30420), LPS 30 LEC A (66030), Summer I 2019

4. The course instructor is accessible and responsive.

12	9 (Excellent)	Value: 9
1	8	Value: 8
0	7	Value: 7
1	$6 \pmod{6}$	Value: 6
0	5	Value: 5
0	4	Value: 4
0	3 (Fair)	Value: 3
0	2	Value: 2
0	1 (Barely Satisfactory)	Value: 1
0	0 (Unsatisfactory)	Value: 0
0	Not Applicable	No Value
8.71	Mean	
9.00	Median	
0.80	Std Dev	

5. The course instructor creates an open and fair learning environment.

12	9 (Excellent)	Value: 9
2	8	Value: 8
0	7	Value: 7
0	$6 \pmod{6}$	Value: 6
0	5	Value: 5
0	4	Value: 4
0	3 (Fair)	Value: 3
0	2	Value: 2
0	1 (Barely Satisfactory)	Value: 1
0	0 (Unsatisfactory)	Value: 0
0	Not Applicable	No Value
8.86	Mean	
9.00	Median	
0.35	Std Dev	

6. The course instructor encourages students to think in this course.

12	9 (Excellent)	Value: 9
1	8	Value: 8
0	7	Value: 7
0	$6 \pmod{6}$	Value: 6
0	5	Value: 5
0	4	Value: 4
1	3 (Fair)	Value: 3
0	2	Value: 2
0	1 (Barely Satisfactory)	Value: 1
0	0 (Unsatisfactory $)$	Value: 0
0	Not Applicable	No Value
.50	Mean	
.00	Median	
.55	Std Dev	

7. The course instructor's presentations and explanations of concepts were clear.

8 9 1

UCI EEE Evaluations

Summer Session Instructor and Course Evaluation for Rothfus, Gerard Joseph LINGUIS 43 LEC A (65040), PHILOS 30 LEC A (30420), LPS 30 LEC A (66030), Summer I 2019

7	9 (Excellent)	Value: 9
1	8	Value: 8
0	7	Value: 7
4	$6 \pmod{6}$	Value: 6
0	5	Value: 5
1	4	Value: 4
1	3 (Fair)	Value: 3
0	2	Value: 2
0	1 (Barely Satisfactory)	Value: 1
0	0 (Unsatisfactory)	Value: 0
0	Not Applicable	No Value
7.29	Mean	
8.50	Median	
2.02	Std Dev	

8. Assignments and exams covered important aspects of the course.

10	9 (Excellent)	Value: 9
2	8	Value: 8
0	7	Value: 7
1	$6 \pmod{6}$	Value: 6
1	5	Value: 5
0	4	Value: 4
0	3 (Fair)	Value: 3
0	2	Value: 2
0	1 (Barely Satisfactory)	Value: 1
0	0 (Unsatisfactory)	Value: 0
0	Not Applicable	No Value
8.36	Mean	
9.00	Median	
1.23	Std Dev	

9. What overall evaluation would you give this instructor?

7	9 (Excellent)	Value: 9
4	8	Value: 8
1	7	Value: 7
2	$6 \pmod{6}$	Value: 6
0	5	Value: 5
0	4	Value: 4
0	3 (Fair)	Value: 3
0	2	Value: 2
0	1 (Barely Satisfactory)	Value: 1
0	0 (Unsatisfactory)	Value: 0
0	Not Applicable	No Value
8.14	Mean	
8.50	Median	
1.06	Std Dev	

10. What overall evaluation would you give this course?

UCI EEE Evaluations

Summer Session Instructor and Course Evaluation for Rothfus, Gerard Joseph LINGUIS 43 LEC A (65040), PHILOS 30 LEC A (30420), LPS 30 LEC A (66030), Summer I 2019

6	9 (Excellent)	Value: 9
3	8	Value: 8
2	7	Value: 7
1	$6 \pmod{1}$	Value: 6
2	5	Value: 5
0	4	Value: 4
0	3 (Fair)	Value: 3
0	2	Value: 2
0	1 (Barely Satisfactory)	Value: 1
0	0 (Unsatisfactory)	Value: 0
0	Not Applicable	No Value
7.71	Mean	
8.00	Median	
1.44	Std Dev	

- 11. How helpful were the textbooks and/or readings to your overall learning experience?
 - 4 Very
 - 8 Adequately
 - **2** Somewhat
 - 0 Not at all
 - 0 No comment
- 12. How challenging was this course?
 - 3 Very
 - 7 Adequately
 - 4 Somewhat
 - $0 \quad {\rm Not \ at \ all}$
 - 0 No comment

Please comment on the following areas and be as specific as possible.

- 13. What are the instructor's teaching strengths?
 - always available
 - Gerard is a new teacher, and so seems to be trying to find his footing when it comes to teaching. In this regard, Gerard is doing amazingly. He certainly doesn't seem like a first time teacher, and is always very helpful and open to explaining material further.
 - he answers questions fast
 - He is always willing to work with you, and take the time to explain concepts in different ways. He's able simplify complex problems that students can get.
 - He is very good at explaining the parts that confuse students in class. Also, he is very willing to work together with students in class. He makes the in-class environment very open and active.
 - He use ppt to teach
 - Pretty enthusiastic and well versed in the subject; also very accessible with office hours
 - The instructor is great at explaining the example problems of the board.
 - Very enthusiastic about explaining the topics if you need help.
 - Very helpful and available in explaining material that I didn't understand at first.
 - 4 blank answer(s).
- 14. How can this instructor improve as a teacher?

- Give less time on having students do example problems and more time on explaining how to go through the problems. Having the students do example problems on the board is still a good idea, but sometimes the time drags out.
- He may organize the class materials in a better way and send out the class materials earlier with more examples included.
- I would encourage working through harder problems and highlighting the thought process through the proofs. Also, reiterating important information. I think you can go through the basics and easier problems more quickly, and save all the time for the more complex problems.
- Maybe a little bit more organized. Write clearer on the whiteboard.
- more example with explanation, more practice as a class
- no way I could discern
- Perhaps he could slow down the course a little, as some of the material was a bit confusing and I personally found myself struggling a bit towards the end.
- Using notes to write
- 6 blank answer(s).
- 15. Any other comments about this course?
 - Advice people to take this class
 - It would be nice if this course is on canvas.
 - Most of the time he had us work in groups. We spent 80% of the time working on the problem and 20% of the time discussing the solution together. I think it should be more even, like 50%-50%. Also, it was a little awkward working the groups, since it wasn't clear on who we should be working with. Sometimes I just worked alone. Overall, he was a good teacher.
 - NA
 - none
 - Not really. It was (is) a fun course, and I have no regrets taking it.
 - the content of this course in summer in much harder than the usual quarter.
 - 7 blank answer(s).
- 16. How much academic dishonesty seemed to occur in this course? If applicable, please describe the type of academic dishonesty that occurred (not the particular students involved).
 - 1.
- **0** A lot
- 0 Some
- **0** A little
- 14 None I could discern
- 2. Examples:
 - NA
 - none
 - 12 blank answer(s).
- 17. What school do you normally attend?
 - 12 UCI
 - 1 Other UC Campus
 - **1** Other College or University
 - **0** Community College
 - 0 UCI Extension
 - 0 High School
 - 0 Not Applicable

- 18. What is the PRIMARY reason you enrolled in Summer Session?
 - 10 To accelerate progress toward my degree
 - **3** To enroll in a course impacted during Fall, Winter or Spring
 - 0 To retake a course
 - 1 For personal development or professional enrichment
- 19. What is your preference for the time of day to take Summer classes?
 - **0** Early morning
 - **2** Late morning
 - 7 Early afternoon
 - 4 Late afternoon
 - **0** Evening
 - $0 \quad {\rm No} \ {\rm preference} \\$
- 20. What is your preference for the frequency of meetings for a Summer class?
 - 0 5 times/week
 - 2 4 times/week
 - 2 3 times/week
 - 9 2 times/week
 - 0 Once a week
 - 1 No preference

21. How did you find out about UCI Summer Session?

- **1** Academic Advisor
- 1 Summer Session Banner
- 1 Summer Session Booth on Ring Road
- 0 Summer Session Facebook
- **1** Summer Session Flyer
- **3** Summer Session Website
- 2 Campus Email
- **0** Placement Testing Brochure
- 5 Word of mouth
- 22. What courses would you like to see offered in the Summer here at UCI?
 - American Sign Language
 - Econ15b
 - I'm happy with how it is right now.
 - more major courses
 - more upper classes
 - Multiple ICS courses. The courses in the ICS 30 series are always impacted during summer, fall, winter and spring. I would like to have at least 2 lecture and discussion classes be available during the summer.
 - Nothing in particular
 - Portuguese
 - Upper division physics class and more upper division math class, such as Math 140B, Math 147, Math 180B, etc.
 - 5 blank answer(s).
- 23. UCI Summer Session seeks to create meaningful new Summer Special Programs (a set of courses outside of the regular academic curriculum). What Program would you like to see offered in the Summer here at UCI?
 - American Sign Language

- data science program
- I'm happy with how it is right now.
- I've no idea
- NA
- Nothing in particular
- 8 blank answer(s).



Stabsstelle QM

Gerard Rothfus

Tanja Allgaier Referentin für Lehrveranstaltungsevaluation

> Universitätsstraße 10 78464 Konstanz +49 7531 88-4072

lve@uni-konstanz.de www.uni-konstanz.de/qualitaetsmanagement/

(persönlich)

Auswertungsbericht Ihrer Lehrveranstaltungsevaluation

Anbei erhalten Sie das persönliche Feedback von Ihren Studierenden zu Ihrer Lehrveranstaltung. Damit Sie dieses besser beurteilen können, möchten wir Ihnen ein paar kurze Hinweise geben.

Ihr Bericht enthält einen Indikator, der Ihnen die Einordnung Ihrer Lehrveranstaltung in den Kontext Ihres Fachbereiches erleichtern soll und gleichzeitig als Diskussionsgrundlage für das Feedbackgespräch mit Ihren Studierenden dienen kann. Hierzu erhalten Sie eine Übersicht über die Mittelwerte, die für den Lehr-Lern-Index (LLI) über die vergangenen zwei Semester in allen Fachbereichen erzielt wurden.

Der Lehr-Lern-Index (LLI) errechnet sich als arithmetisches Mittel aus sechs Items des Fragebogens, die verschiedene didaktische und methodische Standards, den Praxis- und Forschungsbezug sowie den Lernerfolg (Stoffbeherrschung) abbilden (siehe Konzeption der Lehrveranstaltungsevaluation). Diesem gegenübergestellt ist als weiterer Indikator die Frage nach der Gesamtzufriedenheit, die in jeder Lehrveranstaltung abgefragt wird.

Die Hochschuldidaktik im Academic Staff Development unterstützt alle Lehrenden in der Weiterentwicklung ihrer Lehrkompetenzen. Aus einem breiten Spektrum an Serviceangeboten können Sie Ihre Themen auswählen. Hierzu werden Ihnen verschiedene Formate angeboten, wie zum Beispiel individuelle Beratung, (Lehr-)Coaching, Kurzvorträge und Workshops. Gerne können in einem persönlichen Beratungsgespräch passgenaue Formate und Themenbereiche für Sie zusammengestellt werden. Weitere Informationen finden Sie auf Seite 2 dieses Schreibens.

Laut Evaluationssatzung ist vorgesehen, dass Sie die Ergebnisse der Evaluation mit Ihren Studierenden besprechen. Aus diesem Grund findet die Lehrveranstaltungsevaluation zur Mitte des Semesters statt. Selbstverständlich können Sie hierzu die verschiedenen Darstellungsformen des Berichts verwenden. Satzungsgemäß erhalten Studiendekan*in und Studienkommission zum Ende eines jeden Semesters über einen geschützten Zugang die Möglichkeit, die Evaluationsergebnisse der vom Fachbereich gemeldeten Lehrveranstaltungen auf unserer Homepage einzusehen. Außerhalb dieses Meldeverfahrens zusätzlich bzw. freiwillig evaluierte Veranstaltungen bleiben hiervon unberührt.

Ich wünsche Ihnen einen spannenden Informationsgewinn und freue mich, wenn Sie sich bei Fragen an mich wenden.

Herzliche Grüße Tanja Allgaier - Referentin für Lehrveranstaltungsevaluation -

Sehr geehrte Lehrende,

um Ihnen auf einen Blick Rückmeldung über die Sichtweisen der Studierenden auf Ihre Lehrveranstaltung zu geben, hat die Stabsstelle Qualitätsmanagement gemeinsam mit der Hochschuldidaktik Items für den Bereich "Lehren und Lernen" entwickelt. Sie bilden wesentliche Faktoren ab, die nachhaltiges Lernen fördern. Eine kurze Erklärung einzelner Items finden Sie unten.

Die Hochschuldidaktik im Academic Staff Development unterstützt alle Lehrenden in der Weiterentwicklung ihrer Lehrkompetenzen. Unser Angebot umfasst ein vielseitiges Workshop-Programm sowie individuelle und flexible Beratungsangebote.

Workshop-Programm:

- Stimm-Training
- Lehrveranstaltungen effizient planen
- Moderation in der Lehre
- Pr
 üfungsgestaltung und Pr
 üfungsbewertung
- Einsatz neuer Medien in der Lehre

Hochschuldidaktische Beratung zu Ihren Themen:

- Weiterentwicklung von Lehrformaten
- Instructional Design von Lehrszenarien
- Kompetenzorientierte Lehre
- Konstruktiver Umgang mit kniffligen Situationen

Zudem bietet Ihnen die beliebte Kurzvortragsreihe "Hochschuldidaktik über Mittag" in kondensierter Form immer wieder neue Impulse für Ihre Lehre.

Nutzen Sie die hochschuldidaktische Expertise vor Ort!

Hochschuldidaktik – Informationen und Kontakt: asd-veranstaltungen@uni-konstanz.de

uni.kn/asd/angebote/hochschuldidaktik

ITEMS:

Die Lernziele dieser Lehrveranstaltung werden klar kommuniziert.

Durch die klare Kommunikation von Lernzielen wird Transparenz geschaffen. Die Studierenden wissen, was sie am Ende der Lehrveranstaltung gelernt haben werden. Lehren, Lernen und Prüfen sind dabei aufeinander abgestimmt (constructive alignment). So lässt sich der Lernprozess der Studierenden steuern und die Lernmotivation steigern.

Ich kann den inhaltlichen Aufbau der Veranstaltung nachvollziehen.

Eine sinnvolle Reihenfolge und ein eingängiger Verlauf sind entscheidend für die Verknüpfung der Lerninhalte. Ein nachvollziehbarer "roter Faden" über das Semester hinweg, aber auch für den Ablauf einzelner Sitzungen, wirken positiv auf den nachhaltigen Lernerfolg.

Die*der Lehrende stellt Bezüge zu anderen Themengebieten (bspw. Forschung, Praxis) her.

Die für die Lernmotivation notwendige inhaltliche Relevanz des Lernstoffes kann durch Anwendungsbezüge hergestellt werden. Konkrete Beispiele, aber auch neuartige, besondere und unerwartete Informationen fördern die Aufmerksamkeit der Studierenden und damit den Lernerfolg.

Auf Wunsch erhalte ich von der*dem Lehrenden hilfreiche Rückmeldung und Hinweise.

Informierendes und konstruktives Feedback in den Lehrveranstaltungen und/oder Sprechstunden fördert die Selbsteinschätzung der Lernfortschritte bei den Studierenden. Dies kombiniert mit Hinweisen zum weiteren selbständigen Lernen ist eine wichtige Hilfestellung für die individuelle Weiterentwicklung der Studierenden.

Durchschnittlicher LLI (Sommersemester 2020 und Wintersemester 2020/21)

Fachbereich	Vorlesung				Pro- / Seminar / sonstige				Übung / Tutorat / Kolloquium / Praktikum / Exkursion			
	Ø LLI	S	n	Anzahl Umfragen	Ø LLI	S	n	Anzahl Umfragen	Ø LLI	s	n	Anzahl Umfragen
Biologie	1,93	1,00	1.136	48				1	1,83	0,86	198	9
Chemie	1,93	1,01	623	38				2	2,05	1,10	117	12
Geschichte/Soziologie/EB/ Sport	2,12	1,09	789	27	1,70	0,88	1.257	119				1
Informatik	1,78	0,95	625	32				1	1,90	1,07	79	10
Linguistik				2	1,88	1,00	553	40				0
Literatur-, Kunst- und Medienwissenschaft	1,79	0,93	349	11	1,68	0,92	1.043	95	1,81	1,09	43	3
Mathematik ⁽¹⁾	2,18	1,13	704	45	1,47	0,65	23	3	1,61	0,85	77	6
Philosophie ⁽²⁾	1,90	0,95	60	3	1,69	0,88	261	22				1
Physik	1,93	0,99	424	24				2	2,07	0,95	117	5
Politik- und Verwaltungswissenschaft	2,25	1,27	930	16	1,58	0,81	972	86	1,53	0,71	511	44
Psychologie ⁽³⁾	2,26	1,30	801	16	1,42	0,67	1.107	89	1,51	0,75	55	5
Rechtswissenschaft	1,81	0,96	1.590	53				2	1,67	0,89	1.097	98
Wirtschaftswissenschaften	2,14	1,12	1.022	52	1,66	0,89	205	21				0
Ø über alle FB ⁽⁴⁾	2,00		9.053	367	1,63		5.421	483	1,78		2.294	194
Sprachlehrinstitut ⁽⁵⁾					1,46	0,76	446	55				

Die Items, die den Index LLI bilden, lauten wie folgt:

Komplizierte Sachverhalte werden verständlich erklärt.

Ich kann den inhaltlichen Aufbau der Veranstaltung nachvollziehen. Ich kann jederzeit Fragen und Kommentare einbringen. Die*der Lehrende stellt Bezüge zu anderen Themengebieten (bspw. Forschung, Praxis) her. Auf Wunsch erhalte ich von der*dem Lehrenden hilfreiche Rückmeldungen und Hinweise. Ich kann wichtige Begriffe oder Sachverhalte aus dieser Veranstaltung wiedergeben.

Wurden in einem Fachbereich nur zwei oder weniger Veranstaltungen des entsprechenden Typs innerhalb der vergangenen zwei Semester evaluiert, bleibt das Feld leer. Ebenso bleibt das Feld leer, wenn die evaluierten Veranstaltungen nur von einer Lehrperson gehalten wurden.

Übungsgruppen nicht berücksichtigt
 Vorlesung/Kernkurs
 Praktikum/Übung/Tutorat
 alle Fachbereiche gleich gewichtet

(5) Sprachkurs



^{3.3)} Studienrichtung (Studierende Gymnasiales Lehra diese Lehrveranstaltung besuchen):	amt: Bitte geben Sie	hier Ihr erstes Hauptfach oder	das Fach an, für we	elches Sie
	Philosophie / Ethik (80%	n=5
	Sprachwissenschaft (20%	
^{3.5)} Grund für den Besuch der Veranstaltung (Mehrfa	achnennung möglich)	:		
	Wahlpflicht/Pflicht (66.7%	n=6
	Interesse (100%	
	Lehrende*r		0%	
	Termin (16.7%	
	Prüfungsrelevanz (16.7%	
	sonstiger Grund: (16.7%	
^{3.6)} sonstiger Grund:				
 Mehr mathematische Themen in der Philosophie 				
· · · · · · · · · · · · · · · · · · ·				
^{3.7)} Die oben aufgeführte Lehrveranstaltung ist ein/e	····		0%	n=5
	Cominer		0%	
	Brocominar		100%	
	Kolloquium		0%	
	Übuna		0%	
	Praktikum		0%	
	Tutorium		0%	
	Sprachkurs		0%	
	Sonstiges		0%	
^{3.8)} Bei der Veranstaltung handelt es sich um eine				
	Online-Veranstaltung (100%	n=6
"hybride" Veranstaltung mit digit	alen und Präsenzanteilen		0%	
	Präsenzveranstaltung		0%	
^{3.10} Gab es mehrere Dozierende in der Lehrveransta				
	intering .		0%	n=6
	nein (-	100%	
4. Voraussetzungen				
41)		0 1 3 2 0% 16 7% 50% 33 3% 0	0	
^{4.1)} Ich kann in dieser Lehrveranstaltung stark auf inhaltliche Vorkenntnisse zurückgreifen.	trifft voll zu		trifft nicht zu	n=6 mw=3,17 md=3
-				s=0,75
			5	
4.2) Mein Interesse am Thema der Lehrveranstaltung	, trifft voll zu	50% 33,3% 16,7% 0 ⁻ / ₀ 0	trifft nicht zu	n=6 mw=1,67
DEVOR ICH diese desucht nade, war noch.				md=1,5 s=0,82
			<u> </u>	



^{6.7)} Ich kann jederzeit Fragen und Kommentare einbringen.	trifft voll zu	100%	0	0%	0 0%	00%	trifft nicht zu	n=6 mw=1 md=1 s=0
 ^{6.8)} Es gibt genügend Möglichkeiten zum Austausch mit den anderen Teilnehmenden. 	trifft voll zu		2 33,3%	3 2 33,3% H	4	5	trifft nicht zu	n=6 mw=2 md=2 s=0,89
7. Elemente der digitalen Umsetzung								
^{7.1)} Die*der Lehrende verwendet folgende Elemente (Mehrfa	achnennung m	öglich):						
digitale Bereitstellung von Literatur	ر ا						100%	n=6
digitale Bereitstellung von Audio-/Videoaufzeichnungen (Lehrveranstaltungsa	aufzeichnungen,						66 7%	
Screencasts, Lehrvideos, Podcasts) digitale Bereitstellung von Arbeitsaufträgen/Übungen							100%	
digitale Bereitstellung von Tests/Quizzen/I Imfragen/Simulationen							0%	
							0%	
Reiträge von Studierenden (z. B. Referate oder digitale Äguivalente)							0%	
Online_Live_Treffen (Videokonferenzen Teletesching)						_	83.3%	
Chat Euphtionen					_		66 7%	
Gran/Interaktionsräume (inch. Austauschforen zur Diskussion)	Ĺ						0%	
kollaborativos Arbeitan an Dokumantan (z.R. NovtClaud)							0%	
constigos Element (hitto im Ersifeld angebon):							16 7%	
72)								
sonstiges Element:								
 Online-Sprechstunden 								
8. Elemente der digitalen Umsetzung								
		3	3	0%	0	0		
^{8.1)} Die digital bereitgestellte Literatur ist sehr nützlich für das Verständnis der Lerninhalte.	trifft voll zu		2	3	4	5	trifft nicht zu	n=6 mw=1,5 md=1,5 s=0,55
 ^{8.2)} Die bereitgestellten Audio-/Videoaufzeichnungen sind sehr nützlich für das Verständnis der Lerninhalte 	trifft voll zu	2 50%	2 50%	0%	0 0%	0	trifft nicht zu	n=4 mw=1,5 md=1,5 s=0.58
		1	2	3	4	5		-
^{8.3)} Die digital bereitgestellten Arbeitsaufträge/Übungen sind sehr nützlich für das Verständnis der Lerninhalte.	trifft voll zu	6 100%	0	0	0%	0	trifft nicht zu	n=6 mw=1 md=1 s=0
		1	2	3	4	5		
^{8.7)} Die Online-Live-Treffen sind sehr nützlich für das Verständnis der Lerninhalte.	trifft voll zu	100%	00%	00%	0	00%	trifft nicht zu	n=5 mw=1 md=1 s=0
		1 	2 	3 	4	5 		
^{8.8)} Die Chat-Funktionen sind sehr nützlich für das Verständnis der Lerninhalte.	trifft voll zu	50%	0%	50%	0%	0%	trifft nicht zu	n=2 mw=2 md=2 s=1,41
		1	2	3	4	5		

9	. Elemente der digitalen Umsetzung							
9.1)	Die*der Lehrende ist in der Lage, Online-Live- Treffen lernförderlich zu gestalten und zu moderieren.	trifft voll zu		0 0% 3	00%	0 0% 5	trifft nicht zu	n=5 mw=1 md=1 s=0
9.2)	Die Ergänzungen der*des Lehrenden in Online-Live- Treffen/Chats/Foren unterstützen die Diskussion.			0 0%	0 0% 4	0 0% 5	trifft nicht zu	n=5 mw=1,2 md=1 s=0,45
9.3)	Die Diskussionen in Online-Live-Treffen/Chats/Foren helfen mir, das Themengebiet besser zu verstehen.	trifft voll zu		0 0% 3	0 0% 4	0% 0% 5	trifft nicht zu	n=4 mw=1 md=1 s=0
1	0. Technische Umsetzung und Benutzerfreundlichkeit							
10.1	⁾ Für die Lehrveranstaltung wird eine adäquate digitale Umsetzung genutzt.	trifft voll zu	5 83,3% 16,7' 1 2	0 % 0% 3	00%	0 0%	trifft nicht zu	n=6 mw=1,17 md=1 s=0,41
	⁾ Ich komme mit der verwendeten Lernplattform gut zurecht.	trifft voll zu		0 	0 	0 0%	trifft nicht zu	n=6 mw=1 md=1 s=0
	⁾ Die verwendete Lernplattform funktioniert hinsichtlich der technischen Umsetzung sehr zuverlässig.	trifft voll zu			0 	0 0%	trifft nicht zu	n=6 mw=1,17 md=1 s=0,41
10.4	⁾ Ich komme mit den Online-Live-Treffen und Chat- Funktionen gut zurecht.	trifft voll zu		0 0% 3	0 4	0 0% 5	trifft nicht zu	n=5 mw=1 md=1 s=0
	⁾ Die Online-Live-Treffen und Chat-Funktionen funktionieren hinsichtlich der technischen Umsetzung sehr zuverlässig.	trifft voll zu		0 	0 0% 4	0 0% 5	trifft nicht zu	n=5 mw=1 md=1 s=0
	⁾ Die Aufbereitung der bereitgestellten Materialien (Screencasts, Selbstlernmaterialien,) ist für das Lernen hilfreich.			0% 0%	0 4	0 0% 5	trifft nicht zu	n=6 mw=1,17 md=1 s=0,41
10.7	⁾ Die Materialbereitstellung durch die*den Lehrende*n erfolgt rechtzeitig.	trifft voll zu		0% 0% 3	0 0 4	0 0% 5	trifft nicht zu	n=6 mw=1,17 md=1 s=0,41
1	1. Lernprozess							
			3 3	0	0%	0		
11.1	⁷ Ich kann wichtige Begriffe und Sachverhalte aus dieser Veranstaltung wiedergeben.	trifft voll zu		3	4	5	trifft nicht zu	n=6 mw=1,5 md=1,5 s=0,55

^{11.2)} Ich nutze die selbständigen Arbeitsphasen produktiv.	trifft voll zu	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	trifft nicht zu	n=6 mw=1,33 md=1 s=0,52
^{11.3)} Die Auseinandersetzung mit den Lerninhalten in der Online-Lernumgebung finde ich interessant.	trifft voll zu	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	trifft nicht zu	n=5 mw=1,4 md=1 s=0,55
^{11.4)} Die eingesetzten Elemente zur digitalen Umsetzung ergänzen sich gut.	trifft voll zu	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	trifft nicht zu	n=5 mw=1,4 md=1 s=0,55
^{11.5)} Die Kombination der eingesetzten Elemente zur digitalen Umsetzung ist nützlich für das Verständnis der Lerninhalte.	trifft voll zu	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	trifft nicht zu	n=4 mw=1,75 md=2 s=0,5
12. Spezifische Fragen zur Veranstaltungsart "Übung	g/Tutorium"			
13. Spezifische Fragen zur Veranstaltungsart "Prakti	kum"			
14. Specificada Eragon zur Verensteltungsert "Spres				
15. Co-Teaching				
16. Arbeitsaufwand				
^{16.1)} Wie oft nehmen Sie an der Veranstaltung teil?	< 25 %		> 75 %	n=5 mw=4 md=4 s=0
^{16.2)} Ungefähr wie viel Prozent der insgesamt vorhandenen Angebote der Lehrveranstaltung konnten Sie bisher aufgrund von technischen Widrigkeiten nicht nutzen?	< 25 %	$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	> 75 %	n=6 mw=1,5 md=1 s=1,22
^{16.3)} Wie schätzen Sie Ihren persönlichen Arbeitsaufwand im Vergleich zu den vergebenen ECTS-Punkten ein (ein ECTS entspricht 25-30 h)?	viel zu niedrig	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	viel zu hoch	n=5 mw=2,8 md=3 s=0,45
^{16.4)} Die fachlichen Anforderungen sind:	viel zu niedrig	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	viel zu hoch	n=6 mw=3,33 md=3 s=0,52
^{16.5)} Die zeitlichen Anforderungen sind:	viel zu niedrig	$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	viel zu hoch	n=6 mw=3,33 md=3 s=0,52
17. Gesamtbewertung				
 ^{17.1)} Insgesamt bin ich mit der Lehrveranstaltung sehr zufrieden. 	trifft voll zu	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	trifft nicht zu	n=6 mw=1,17 md=1 s=0,41
 ^{17.2)} An der Lehrveranstaltung finde ich gut, dass Asking questions is made really easy, lots of office hours, 	, quick respons	e via mail, very helpful 11/10		

- The lecturer is very friendly, offers help for the homework and is always willing to make up appointments for extra questions, which help me a lot to understand and do the exercises!
- The mathematical aspects are in the foreground and their entanglement with philosophical debates are clearly articulated please more of that!!!
- because of the regular homeworks I can apply the new topics and get deeper knowledge of them.

^{17.4)} Konkret habe ich folgende Verbesserungsvorschläge:

- Maybe a list of mathematical introductions would be great in addition to the Huber book and the philosophical papers
- Maybe next time you can use Zoom, because we can turn on our cameras there and you don't have to talk to names on a screen :)
- The time required to do the homeworks varies quite a lot (at least for me) because of how many problems the respective homework has (from 5-15). It would be nice if they would be more similar in this respect.

Profillinie

Ī	Teilbereich:Fachbereich PName der/des Lehrenden:Gerard RothfusTitel der Lehrveranstaltung:Introduction to(Name der Umfrage)Introduction to	hilosophie s Inductive Lo								
	Verwendete Werte in der Profillinie: Mittelwert									
3.	Allgemeine Angaben									
3.9)	Der*dem Dozierenden ist die Kombination von Präsenz- und digitalen Anteilen gut gelungen. (*)	trifft voll zu				trifft nicht zu				
4.	Voraussetzungen									
4.1)	Ich kann in dieser Lehrveranstaltung stark auf inhaltliche Vorkenntnisse zurückgreifen.	trifft voll zu				trifft nicht zu	n=6	mw=3,17 r	md=3,00	s=0,75
4.2)	Mein Interesse am Thema der Lehrveranstaltung, BEVOR ich diese besucht	trifft voll zu	_			trifft nicht zu	n=6	mw=1,67 r	md=1,50	s=0,82
4.3)	habe, war hoch. Die Raumgröße und die -ausstattung sind für die Veranstaltung angemessen. (*)	trifft voll zu				trifft nicht zu				
4.4)	Die fachlichen Voraussetzungen, die zu Beginn vi der Veranstaltung erwartet werden, sind:	el zu niedrig				viel zu hoch	n=6	mw=3,17 r	nd=3,00	s=0,41
5.	Didaktik & Interaktion - Teil I									
5.1)	Ich kann den inhaltlichen Aufbau der Veranstaltung nachvollziehen.	trifft voll zu				trifft nicht zu	n=6	mw=1,17 r	nd=1,00	s=0,41
5.2)	Die Lernziele dieser Veranstaltung werden klar kommuniziert.	trifft voll zu				trifft nicht zu	n=6	mw=1,17 r	nd=1,00	s=0,41
5.3)	Die Bewertungskriterien sind für mich transparent.	trifft voll zu	<u>i </u>			trifft nicht zu	n=6	mw=1,00 r	nd=1,00	s=0,00
5.4)	Ich fühle mich über die Prüfungsform gut informiert.	trifft voll zu				trifft nicht zu	n=6	mw=1,00 r	nd=1,00	s=0,00
5.5)	Die*der Lehrende stellt Bezüge zu anderen Themengebieten (bspw. Forschung, Praxis)	trifft voll zu		<u> </u>		trifft nicht zu	n=5	mw=2,60 r	nd=3,00	s=0,55
5.6)	Das variiert stark je nach Dozierendem. (*)	ja				nein				
6	Didaktik & Interaktion - Teil II									
6.1)	Die*der Lehrende hat in die Umsetzung der digital unterstützten Lehre verständlich	trifft voll zu				trifft nicht zu	n=6	mw=1,00 r	nd=1,00	s=0,00
6.2)	Die*der Lehrende fördert die aktive Auseinandersetzung der Studierenden mit den	trifft voll zu				trifft nicht zu	n=6	mw=1,33 r	nd=1,00	s=0,52
6.3)	Auf Wunsch erhalte ich von der*dem Lehrenden hilfreiche Rückmeldungen und	trifft voll zu	i			trifft nicht zu	n=6	mw=1,00 r	nd=1,00	s=0,00
6.4)	Die*der Lehrende geht auf Erwartungen und Anregungen der Teilnehmenden ein.	trifft voll zu				trifft nicht zu	n=5	mw=1,00 r	nd=1,00	s=0,00
6.5)	Die*der Lehrende ist während der Selbstlernphasen gut erreichbar.	trifft voll zu				trifft nicht zu	n=6	mw=1,33 r	nd=1,00	s=0,52
6.6)	Komplizierte Sachverhalte werden verständlich erklärt.	trifft voll zu	(trifft nicht zu	n=6	mw=1,00 r	nd=1,00	s=0,00

6.7)	lch kann jederzeit Fragen und Kommentare einbringen.	trifft voll zu	_ trifft nicht zu	n=6	mw=1,00	md=1,00	s=0,00
6.8)	Es gibt genügend Möglichkeiten zum Austausch mit den anderen Teilnehmenden.	trifft voll zu	_ trifft nicht zu	n=6	mw=2,00	md=2,00	s=0,89
6.9)	Das variiert stark je nach Dozierendem. (*)	ja	nein				
8.	Elemente der digitalen Umsetzung						
8.1)	Die digital bereitgestellte Literatur ist sehr nützlich für das Verständnis der Lerninhalte.	trifft voll zu	trifft nicht zu	n=6	mw=1,50	md=1,50	s=0,55
8.2)	Die bereitgestellten Audio-/ Videoaufzeichnungen sind sehr nützlich für das	trifft voll zu	_ trifft nicht zu	n=4	mw=1,50	md=1,50	s=0,58
8.3)	Die digital bereitgestellten Arbeitsaufträge/ Übungen sind sehr nützlich für das Verständnis der Lerninhalte	trifft voll zu	_ trifft nicht zu	n=6	mw=1,00	md=1,00	s=0,00
8.4)	Die bereitgestellten Tests/Quizzen/Umfragen/ Simulationen sind sehr nützlich für das Verständnis der Leminhalte (*)	trifft voll zu	_ trifft nicht zu				
8.5)	Die bereitgestellten sonstigen Selbstlernmaterialien und -tools sind sehr nützlich für das Verständnis der Lerninhalte. (*)	trifft voll zu	trifft nicht zu				
8.6)	Die Beiträge von Studierenden sind sehr nützlich für das Verständnis der Lerninhalte. (*)	trifft voll zu	_ trifft nicht zu				
8.7)	Die Online-Live-Treffen sind sehr nützlich für das Verständnis der Lerninhalte.	trifft voll zu	_ trifft nicht zu	n=5	mw=1,00	md=1,00	s=0,00
8.8)	Die Chat-Funktionen sind sehr nützlich für das Verständnis der Lerninhalte.	trifft voll zu	trifft nicht zu	n=2	mw=2,00	md=2,00	s=1,41
8.9)	Die Foren/Interaktionsräume sind sehr nützlich für das Verständnis der Lerninhalte. (*)	trifft voll zu	_ trifft nicht zu				
8.10)	Das kollaborative Arbeiten an Dokumenten ist sehr nützlich für das Verständnis der Lerninhalte. (*)	trifft voll zu	_ trifft nicht zu				
9.	Elemente der digitalen Umsetzung						
9.1)	Die*der Lehrende ist in der Lage, Online-Live- Treffen lernförderlich zu gestalten und zu moderieren.	trifft voll zu	_ trifft nicht zu	n=5	mw=1,00	md=1,00	s=0,00
9.2)	Die Ergänzungen der*des Lehrenden in Online-Live-Treffen/Chats/Foren unterstützen die Diskussion.	trifft voll zu	trifft nicht zu	n=5	mw=1,20	md=1,00	s=0,45
9.3)	Die Diskussionen in Online-Live-Treffen/Chats/	trifft voll zu	trifft nicht zu				- 0.00
	verstehen.			n=4	mw=1,00	md=1,00	s=0,00
10). Technische Umsetzung und Benutz	erfreundlichkeit		n=4	mw=1,00	md=1,00	s=0,00
10). Technische Umsetzung und Benutz	erfreundlichkeit		n=4	mw=1,00	md=1,00	s=0,00
10.1)	 Für die Lehrveranstaltung wird eine adäquate digitale Umsetzung genutzt. 	trifft voll zu	trifft nicht zu	n=4	mw=1,00 mw=1,17	md=1,00 md=1,00	s=0,41
10.1)	 Für die Lehrveranstaltung wird eine adäquate digitale Umsetzung genutzt. Ich komme mit der verwendeten Lernplattform gut zurecht. 	erfreundlichkeit	trifft nicht zu	n=4 n=6 n=6	mw=1,00 mw=1,17 mw=1,00	md=1,00 md=1,00 md=1,00	s=0,00
10.1) 10.2) 10.3)	Für die Lehrveranstaltung wird eine adäquate digitale Umsetzung genutzt. Ich komme mit der verwendeten Lernplattform gut zurecht. Die verwendete Lernplattform funktioniert hinsichtlich der technischen Umsetzung sehr zuverlässig.	erfreundlichkeit	 trifft nicht zu trifft nicht zu trifft nicht zu 	n=4 n=6 n=6 n=6	mw=1,00 mw=1,17 mw=1,00 mw=1,17	md=1,00 md=1,00 md=1,00 md=1,00	s=0,00 s=0,41 s=0,00 s=0,41
10.1) 10.2) 10.3) 10.4)	Für die Lehrveranstaltung wird eine adäquate digitale Umsetzung genutzt. Ich komme mit der verwendeten Lernplattform gut zurecht. Die verwendete Lernplattform funktioniert hinsichtlich der technischen Umsetzung sehr zuverlässig. Ich komme mit den Online-Live-Treffen und Chat-Funktionen gut zurecht.	erfreundlichkeit	 trifft nicht zu 	n=4 n=6 n=6 n=6 n=5	mw=1,00 mw=1,17 mw=1,00 mw=1,17 mw=1,00	md=1,00 md=1,00 md=1,00 md=1,00 md=1,00	s=0,00 s=0,41 s=0,00 s=0,41 s=0,00
10.1) 10.2) 10.3) 10.4) 10.5)	Für die Lehrveranstaltung wird eine adäquate digitale Umsetzung genutzt. Ich komme mit der verwendeten Lernplattform gut zurecht. Die verwendete Lernplattform funktioniert hinsichtlich der technischen Umsetzung sehr zuverlässig. Ich komme mit den Online-Live-Treffen und Chat-Funktionen gut zurecht. Die Online-Live-Treffen und Chat-Funktionen funktionieren hinsichtlich der technischen	erfreundlichkeit	 trifft nicht zu 	n=4 n=6 n=6 n=5 n=5	mw=1,00 mw=1,17 mw=1,00 mw=1,17 mw=1,00 mw=1,00	md=1,00 md=1,00 md=1,00 md=1,00 md=1,00	s=0,00 s=0,41 s=0,00 s=0,41 s=0,00 s=0,00
10.1) 10.2) 10.3) 10.4) 10.5) 10.6)	 Für die Lehrveranstaltung wird eine adäquate digitale Umsetzung genutzt. Ich komme mit der verwendeten Lernplattform gut zurecht. Die verwendete Lernplattform funktioniert hinsichtlich der technischen Umsetzung sehr zuverlässig. Ich komme mit den Online-Live-Treffen und Chat-Funktionen gut zurecht. Die Online-Live-Treffen und Chat-Funktionen funktionieren hinsichtlich der technischen Umsetzung sehr zuverlässig. Die Aufbereitung der bereitgestellten Materialien (Screencasts, Selbstlermmaterialien,) ist für das Lernen 	trifft voll zu	 trifft nicht zu 	n=4	mw=1,00 mw=1,17 mw=1,00 mw=1,00 mw=1,00 mw=1,17	md=1,00 md=1,00 md=1,00 md=1,00 md=1,00 md=1,00	s=0,00 s=0,41 s=0,00 s=0,41 s=0,00 s=0,00 s=0,41

11. Lernprozess

11.1)	Ich kann wichtige Begriffe und Sachverhalte aus dieser Veranstaltung wiedergeben.	trifft voll zu			trifft nicht zu	n=6	mw=1,50	md=1,50	s=0,55
11.2)	Ich nutze die selbständigen Arbeitsphasen produktiv.	trifft voll zu	$\left \right $		trifft nicht zu	n=6	mw=1,33	md=1,00	s=0,52
11.3)	Die Auseinandersetzung mit den Lerninhalten in der Online-Lernumgebung finde ich interessant.	trifft voll zu	+		trifft nicht zu	n=5	mw=1,40	md=1,00	s=0,55
11.4)	Die eingesetzten Elemente zur digitalen Umsetzung ergänzen sich gut.	trifft voll zu	$\left \begin{array}{c} 1 \\ 1 \\ 1 \end{array} \right $		trifft nicht zu	n=5	mw=1,40	md=1,00	s=0,55
11.5)	Die Kombination der eingesetzten Elemente zur digitalen Umsetzung ist nützlich für das Verständnis der Lerninhalte.	trifft voll zu			trifft nicht zu	n=4	mw=1,75	md=2,00	s=0,50

12. Spezifische Fragen zur Veranstaltungsart "Übung/Tutorium"

12.1)	Ich empfinde die Teilnehmer*innenzahl als angemessen. (*)	trifft voll zu			trifft nicht zu
12.2)	Vorlesung und Übung/Tutorium sind gut aufeinander abgestimmt. (*)	trifft voll zu			trifft nicht zu
12.3)	Insgesamt bin ich mit der Organisation des Übungs-/Tutoratbetriebs sehr zufrieden. (*)	trifft voll zu			trifft nicht zu
12.4)	Meine Grundkenntnisse aus der Vorlesung werden durch die Übung/das Tutorium gefestigt. (*)	trifft voll zu			trifft nicht zu
12.5)	In dieser Übung habe ich Literatur, weiteres Material/weitere Hilfsmittel bzw. Lernstrategien für ein weiterführendes Selbststudium	trifft voll zu			trifft nicht zu

13. Spezifische Fragen zur Veranstaltungsart "Praktikum"

13.1) Ich emofinde die Teilnehmer*innenzahl als	trifft voll zu		trifft nicht zu
	angemessen. (*)			
13.2	Durch die gestellten Aufgaben wird die Vertiefung/Erweiterung der Kenntnisse von Methoden/Techniken erreicht. (*)	trifft voll zu		trifft nicht zu
13.3	Durch die gestellten Aufgaben wird die Vertiefung/Erweiterung der Kenntnisse in der Literaturarbeit erreicht. (*)	trifft voll zu		trifft nicht zu
13.4	Bei einzelnen Funden/Befunden werden theoretische Hintergründe aufgezeigt. (*)	trifft voll zu		trifft nicht zu
13.5	Die Diskussion der theoretischen Aspekte der bearbeiteten Beispiele trägt zum Verständnis oder zur Vertiefung des Vorlesungsstoffes bei.	trifft voll zu		trifft nicht zu
13.6	 Der Anteil mit eigener praktischer Arbeit während des Praktikums ist ausreichend. (*) 	trifft voll zu		trifft nicht zu
13.7	 Die Praktikumsunterlagen - soweit ausgeteilt - tragen maßgeblich zum Verständnis des Stoffes bei. (*) 	trifft voll zu		trifft nicht zu
13.8) Im Skript sind die einzelnen Aufgaben (Arbeitsschritte, experimentelle Vorgehensweise etc.) gut beschrieben. (*)	trifft voll zu		trifft nicht zu
13.9	 Das Skript trägt maßgeblich zum Verständnis des Stoffes bei. (*) 	trifft voll zu		trifft nicht zu
13.1	⁰⁾ Die Organisation des Praktikums (z. B. Zeitplanung, Information über Sicherheit) ist gut. (*)	trifft voll zu		trifft nicht zu
13.1	¹⁾ Die Ausrüstung (Gerätschaften, Bücher etc.) ist in ausreichender Anzahl vorhanden. (*)	trifft voll zu		trifft nicht zu
13.1	²⁾ Die nötigen Geräte sind in technisch einwandfreiem Zustand. (*)	trifft voll zu		trifft nicht zu
13.1	³⁾ Die Sicherheitsbestimmungen werden von allen am Praktikum teilnehmenden Personen eingehalten. (*)	trifft voll zu		trifft nicht zu
13.1	⁴⁾ Die Praktikumsleitung steht in ausreichendem Umfang zur Betreuung zur Verfügung. (*)	trifft voll zu		trifft nicht zu
13.1	⁵⁾ Die im Labor vorgesehene Zeit ist für den	trifft voll zu		trifft nicht zu

^{13.15)}Die im Labor vorgesehene Zeit ist für den Umfang der praktischen Aufgaben angemessen. (*)

^{13.16)} Mein Interesse am Fach nahm durch das Praktikum zu. (*)	trifft voll zu			trifft nicht zu				
14. Spezifische Fragen zur Veranstaltungsart "Sprachkurs"								
^{14.1)} Meinen Lernerfolg bis zum jetzigen Zeitpunkt schätze ich hoch ein. (*)	trifft voll zu		_	trifft nicht zu				
14.2) Die Lehr-/Lernatmosphäre ist für mich angenehm und produktiv. (*)	trifft voll zu			trifft nicht zu				
15. Co-Teaching								
^{15.1)} Die Lehrenden stimmen ihre Inhalte gut aufeinander ab. (*)	trifft voll zu			trifft nicht zu				
^{15.2)} Die Lehrenden ergänzen sich gegenseitig optimal. (*)	trifft voll zu			trifft nicht zu				
^{15.3)} Die Beteiligung mehrerer Lehrender bereichert die Veranstaltung. (*)	trifft voll zu			trifft nicht zu				
^{15.4)} Ich habe vom Wechselspiel zwischen den Lehrpersonen inhaltlich profitiert. (*)	trifft voll zu			trifft nicht zu				
16. Arbeitsaufwand								
^{16.1)} Wie oft nehmen Sie an der Veranstaltung teil?	< 25 %			> 75 %	n=5	mw=4,00 md=4,00	s=0,00	
^{16.2)} Ungefähr wie viel Prozent der insgesamt vorhandenen Angebote der Lehrveranstaltung konnten Sie bisher auforund von technischen	< 25 %			> 75 %	n=6	mw=1,50 md=1,00	s=1,22	
^{16.3)} Wie schätzen Sie Ihren persönlichen Arbeitsaufwand im Vergleich zu den versehenen ECTS Bunkton ein (ein ECTS)	viel zu niedrig			viel zu hoch	n=5	mw=2,80 md=3,00	s=0,45	
^{16.4)} Die fachlichen Anforderungen sind:	viel zu niedrig		+	viel zu hoch	n=6	mw=3,33 md=3,00	s=0,52	
^{16.5)} Die zeitlichen Anforderungen sind:	viel zu niedrig		+ + +	viel zu hoch	n=6	mw=3,33 md=3,00	s=0,52	
17. Gesamtbewertung								
^{17.1)} Insgesamt bin ich mit der Lehrveranstaltung sehr zufrieden.	trifft voll zu			trifft nicht zu	n=6	mw=1,17 md=1,00	s=0,41	
 17. Gesamtbewertung ^{17.1)} Insgesamt bin ich mit der Lehrveranstaltung sehr zufrieden. 	trifft voll zu	-		trifft nicht zu	n=6	mw=1,17 md=1,00	s=0,4	