

Teaching Portfolio – Kenneth Boyd

Contact Information

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Teaching Abilities

Graduate

- Epistemology, Early Analytic, Pragmatism

Undergraduate

- 17th/18th Century, Critical Thinking, Logic, Metaphysics, Philosophy of Language, Philosophy of Mind, Ethics

Table of Contents

1. Statement of Teaching Interests and Philosophy	2
2. Teaching Experience	4
3. Professional Development and Awards	7
4. Course Reviews and Student Feedback	8
Summary of Teaching Evaluations: Overall Ratings of Teaching Effectiveness	8
University of Toronto at Scarborough – PHLB20: Belief, Knowledge, and Truth	9
University of Toronto at Scarborough – PHLB81: Theories of Mind.....	10
Dalhousie University – PHIL4055: Epistemology	11
Dalhousie University – PHIL1010X/Y: Introduction to Philosophy	12
Dalhousie University – PHIL2620: History of Philosophy – The Empiricists	15
Dalhousie University – PHIL2090: How to Win an Argument.....	16
University of Toronto – PHL232: Knowledge and Reality	18
University of Toronto – PHL245: Modern Symbolic Logic	19
University of Toronto – PHL105: Introduction to Philosophy.....	21
5. Sample Syllabi and Course Materials	23
PHLC22: Topics in Theory of Knowledge.....	23
PHIL1010X: Introduction to Philosophy - Section 02	26
PHIL1010 Sample “Ticket Out The Door” Questions and Responses	31
PHLB81: Theories of Mind	33

1. Statement of Teaching Interests and Philosophy

Creating a learning environment where students are encouraged to actively engage in philosophical discussion is central to my teaching philosophy. While doing philosophy is an active exercise, in my experience one of the biggest challenges in teaching philosophy in a traditional undergraduate lecture setting is transforming students from passive note-takers into active participants. With this in mind, my teaching strategy involves providing students with as many opportunities as possible to *do* philosophy.

For example, when teaching my Introductory to Philosophy class I required students to submit a short piece of writing outlining their view on a topic covered at the end of each class, which acted as their “ticket out the door”. The tickets served a threefold purpose: first, to provide the students with an opportunity to consolidate information they had learned during the lecture; second, to act as a jumping-off point for discussion in the subsequent class; and third, to engage as many students as possible in a large class. For example, after one class in which students were presented with competing views on skepticism in epistemology, I asked the class which view they found most convincing, and why. After class I collected the students’ answers and compiled the survey data (sample results can be seen on p. 29). Looking over the results from the previous class’s survey results then structured the subsequent lecture and discussion by serving as a reminder as to what had been previously discussed. Furthermore, the discussing the results of the activity gave students an incentive to participate in discussion, as it was their own viewpoints that were represented by the surveys.

In my classroom I strive to create an environment that allows for participation from all students, not just those who are willing to put up their hands. Philosophy is benefitted from a diversity of viewpoints, but in a traditional classroom setting many of these viewpoints go unheard. As part of my own research I address the question of what different cultures’ viewpoints on issues in philosophy should make us think about addressing those issues, and so I am conscientious to not take it for granted that all students will interpret examples or thought experiments in the same way. In my current Topics in Epistemology course (as well as my previous Knowledge and Reality class), for example, I apply techniques from empirically informed “experimental philosophy” to thought experiments from course materials. By way of online survey, students provide their judgments of those thought experiments, the results of which are then discussed in the class. These surveys not only give students an opportunity to participate in experimental philosophy, but also ensure that dissenting viewpoints had not gone unheard (they also help ensure that students have done the requisite reading).

Although I strive to create an environment that is open to active engagement and the expression of diverse opinions, students are more likely to participate in the doing of philosophy when philosophical concepts are made relatable. Philosophy can be an intimidating discipline: texts can be dense, and it is not always obvious to students why they should find certain questions important. A topic that students find it particularly difficult to relate to is logic. I taught Modern Symbolic Logic for two summers at the University of Toronto, and while many of my students reported that they initially dreaded taking the class, the teaching strategies I employed helped them to succeed in the course and appreciate the importance of logic to effectively doing philosophy. In order to make this material more accessible I presented

logic not as a series of rules to be memorized, but as a tool that can help make students create better arguments. I presented central concepts by relating them to arguments from the history of philosophy and the real world; students emphasized in their comments that drawing these connections made abstract concepts much easier to understand. The pedagogical strategies that I employed in the class were recognized by the University of Toronto Philosophy Department via honorable mention for the Martha Lile Love teaching award.

Since learning how to do philosophy requires developing different skills over time, when developing evaluations for my courses I do so with the aim of developing the right skills at the right time in mind. At the junior undergraduate level my main focus is to not only assist my students in gaining a better understanding of the relevant literature, but to help them develop their skills as readers and writers of philosophy, and thus I structure my assignments around the development of skills associated with parsing texts and basic skills required for writing philosophy essays. As an instructor at the senior undergraduate and graduate level I focus on the development of more professional skills, such as creating polished article-length essays, as well as developing the ability to effectively communicate one's ideas through presentations. In my previous graduate epistemology seminars I dedicated time at the end of the course to a "mini-conference" in which students presented the main arguments from their term papers and contributed to constructive criticism of their peers in a conference-like setting. Providing graduate and senior undergraduate students this kind of experience gives them skills that can help them more effectively engage with the broader philosophical community.

I have always found teaching philosophy to be a rewarding experience, and am committed to continuing to develop as a teacher. In pursuit of such development, I have completed instructor training through the University of Toronto Centre for Teaching and Innovation to deepen my understanding of pedagogical techniques and course management. My teaching experience has also exposed me to diverse groups of students with varying educational needs – from running tutorial sessions in the satellite campuses of the University of Toronto at some of the most ethnographically diverse campuses in Canada, to being the resident philosophy tutor for the Aboriginal Students Society at the University of Alberta, through teaching primarily continuing education students via distance education at Athabasca University. These experiences have helped me develop as a teacher and have informed my overall teaching philosophy.

I have experience teaching a variety of courses, including epistemology, metaphysics, logic, critical thinking, introductory philosophy, 17th/18th century philosophy, and the philosophy of mind at the undergraduate level, and epistemology at the graduate level. I am also prepared to teach courses in ethics, the philosophy of language, and the philosophy of science at the undergraduate level, and early analytic philosophy at both the undergraduate and graduate level. Sample syllabi for courses I have previously taught can be found near the end of this portfolio.

2. Teaching Experience

Primary Instructor

University of Toronto, Scarborough Campus – Undergraduate

PHLB81: Theories of Mind – Fall 2016 and Winter 2018

- An introduction to some of the major questions and views in the philosophy of mind, including: what is the relationship between the mind and the body? What is consciousness? Is the mind just a really complex computer? Are non-human animal minds more like ours, or more like automata? In addition to readings in philosophy students will read some work from psychology and neuroscience, as well.

PHLC22: Topics in Theory of Knowledge: Social Epistemology – Fall 2016

- An advanced upper-level undergraduate course focusing on the topic of social epistemology. Some of the major questions and topics addressed in the class include: how can I know things just on the basis of you telling me something? What should I believe when you and I disagree? Who should I trust to as a source of knowledge? What happens to us epistemically when we're not taken seriously because of biases that other people have?

PHLB60: Introduction to Metaphysics – Winter 2017

- An introduction to some major questions in the history of metaphysics, including questions of free will, personal identity, and the nature of objects, both everyday and abstract.

PHLB20: Belief, Knowledge, and Truth – Winter 2017 and Fall 2017

- An introduction to some of the major questions and views in epistemology. Classic topics will include skepticism, theories of knowledge, theories of justification, and epistemic luck. The class also addresses more contemporary views in epistemology, including contextualism and pragmatic encroachment.

PHLC95: Topics in the Philosophy of Mind: Knowing Minds – Fall 2017

- An advanced topics course in the philosophy of mind, focusing on the ways in which we know the contents of our own minds as well as the minds of others. Major questions addressed include: is the way that we know about our own minds different from the ways we know about other things? Do we have special access to the content of our own minds? How do I know what's going on in your mind? How do I know you have a mind at all?

PHLC20: Theory of Knowledge: Ethics of Belief – Winter 2018

- An advanced upper-level undergraduate course on the topic of the ethics of belief. Some of the major questions we will address in the course include: can it be morally wrong to hold certain beliefs? Do we have voluntary control over our beliefs, and if not, how does that affect whether we can be held responsible for them? What are our goals as believers?

Dalhousie University – Undergraduate

PHIL1010X/Y: Introduction to Philosophy – Fall 2014/Winter 2015; Fall 2015/Winter 2016

- An introduction to some of the major areas of western philosophy, taught over two terms. Topics from the first term included: the existence of god, bases of beliefs, ethics, and social and political philosophy. Topics from the second term included: theories of knowledge, skepticism, metaphysics, and philosophy of mind. This is a “writing course” which also emphasizes the development of skills in writing philosophy, centred on the completion of a number of “skills assignments” (“Summarizing a Text”, “Creating an Objection”, and “Generating an Argument”), and short essays.

PHIL2090: How to Win an Argument – Winter 2015 and Winter 2016

- An introduction to critical thinking, with an emphasis on argument structure, decision theory, and fallacies of reasoning. Students are also exposed to issues in practical decision making, including cognitive heuristics, “gut feelings”, and implicit bias.

PHIL2620: History of Philosophy: The Empiricists – Winter 2015

- A survey of some of the major empiricists and their work, including Locke’s *Essay Concerning Human Understanding*, Berkeley’s *Principles of Human Knowledge and Three Dialogues*, and Hume’s *Enquiry Concerning Human Understanding*.

PHIL3051/5051: Epistemology – Fall 2015

- A cross-listed undergraduate and graduate seminar that surveys of some of the major topics in contemporary epistemology, including the analysis of knowledge and justification, epistemic luck and reactions to “Gettierology”, as well as contemporary theories like contextualism and pragmatic encroachment. Students are introduced to some topics in “metaepistemology”, including issues in experimental philosophy and the role of intuitions in epistemic dialectics.

Dalhousie University – Graduate

PHIL4055/5055: The Value of Knowledge – Fall 2014 and Winter 2015

- A cross-listed graduate and senior undergraduate seminar on the nature and value of knowledge. Questions covered include contemporary responses to the “Meno problem,” whether knowledge has a unique value, the “swamping problem,” and the value of other epistemic relationships like understanding and wisdom.

University of Toronto, St. George Campus – Undergraduate

PHL232: Knowledge and Reality – Spring 2013

- A survey course covering major topics in metaphysics and epistemology, including idealism, realism, possibility, skepticism about knowledge, Gettier cases and responses, foundationalism, coherentism, and contextualism.

PHL245: Modern Symbolic Logic – Spring/Summer 2011 and Spring/Summer 2012

- An introduction to sentential and predicate logic. Topics included conditions for argument validity and soundness, translations from English into logical syntax, semantics for sentential and predicate logic, deductive proofs, proof theory, quantification theory, and finite models.

Teaching Assistant – Tutorial Leader

University of Toronto, St. George Campus

PHL105: Introduction to Philosophy – Fall 2010/Winter 2011 and Fall 2011/Winter 2012

- Conducted weekly tutorial meetings, creating activities for small group work and class discussion.

PHL245: Modern Symbolic Logic – Winter 2014, Fall 2012 and Spring 2010

- Conducted drop-in help sessions for students in groups and one-on-one.

Athabasca University

PHIL152: Basic Critical Thinking – 2007-2008 and PHIL252: Critical Thinking – 2007-2008

- Acted as Group Study Tutor for two courses, conducted online. I was available for tutoring from distance-education students via phone and email.

Undergraduate Peer Tutor in philosophy at Victoria College at the University of Toronto, 2004 to 2005

- Tutored first- and second-year philosophy students.

University of Alberta

PHIL101: Theory and Value – Winter 2008

- Conducted weekly tutorial sessions where I developed activities with other TAs as part of a program designed to teaching first-time TAs skills in effective classroom management and pedagogical techniques.

PHIL256: Philosophy of Science – Winter 2007

- Gave bi-weekly lectures and facilitated classroom discussion in small group settings.

Tutor for the Aboriginal Students Association at the University of Alberta, 2007 to 2008

- Tutored introductory philosophy students and assisted upper-year philosophy majors in editing essays and research papers.

3. Professional Development and Awards

- Young Philosophers Lecture Series** September 2017
Chosen to present research and introductory lectures as part of a competition for early career philosophers at DePauw University.
- More Feet on the Ground** August 2016
Online course (<https://utoronto.morefeetontheground.ca/>) providing training on how to recognize, respond to and refer students experiencing mental health issues on campus.
- New Instructor Training** Fall 2014
A two-day seminar at Dalhousie University for new faculty members. Seminars included: Who are Dalhousie Students?; Teaching and Learning Innovations; Managing for Effective Student-Professor Relationships; Copyright Demystified; and Getting Started With Blackboard
- Teaching Fundamentals Certificate** Winter 2013
Awarded by the University of Toronto Centre for Teaching Support and Innovation. I attended a series of seminars on a wide variety of topics pertaining to course management and instruction, including: Equity, Power and Diversity in the Classroom; Fostering Academic Integrity; Pedagogy 101; Identifying, Assisting and Referring the Student in Distress; and Elements of Effective Lesson Planning.
- Martha Life Love Teaching Award Honorable Mention** Summer 2012
Honorable mention for the department of philosophy's annual teaching award, for PHL245: Modern Symbolic Logic. I was recognized for my strong evaluations from students and particularly high retention rate.
- Teacher Training Session** Fall 2011
A full-day seminar offered by the University of Toronto philosophy department, including topics on course preparation, lecture design, tools for facilitating discussion, and the use of technology in the classroom.
- Tutorial Assistant Training Session** Fall 2009
A training session offered by the University of Toronto, designed to train new tutorial leaders. Topics included marking guidelines, techniques for generating discussion in tutorials, and the design of tutorial activities.
- Athabasca University Teaching Conference** Winter 2008
A weekend-long conference hosted by Athabasca University that emphasized strategies for dealing with the unique challenges of teaching part-time, distance-education, and continuing-educations students.

4. Course Reviews and Student Feedback

Summary of Teaching Evaluations: Overall Ratings of Teaching Effectiveness

<i>University of Toronto at Scarborough</i>		<i>University of Toronto St. George Campus</i>	
PHLB20: Belief, Knowledge, and Truth Winter 2017	4.1/5	PHL232: Knowledge and Reality Spring 2013	4.00/5
PHB81: Theories of Mind Fall 2016	3.9/5	PHL245: Modern Symbolic Logic Spring/Summer 2012 Spring/Summer 2011	5.90/7 6.40/7
<i>Dalhousie University</i>		<i>University of Toronto – As Teaching Assistant</i>	
PHIL1010X/Y: Introduction to Philosophy Fall 2015/Winter 2016 Fall 2014/Winter 2015	4.37/5 4.29/5	PHL105 – Introduction to Philosophy Fall 2011/Winter 2012 Fall 2010/Winter 2011	6.20/7 6.30/7
PHIL2620: History of Philosophy: The Empiricists Winter 2015	4.00/5	<i>No reports were provided from other classes taught due to small class size, small response rate, or because courses are in progress</i>	
PHIL2090: How to Win an Argument Winter 2016 Winter 2015	4.31/5 3.89/5		
PHIL3051: Epistemology Fall 2015	4.43/5		

University of Toronto at Scarborough – PHLB20: Belief, Knowledge, and Truth
Winter 2017

Common Questions	
1 = Strongly Disagree; 2 = Moderately Disagree; 3 = Neither Disagree Nor Agree; 4 = Agree; 5= Strongly Agree	Mean/5
I found the course intellectually stimulating.	4.2
The course provided me with a deeper understanding of the subject matter.	4.2
The instructor (Kenneth Boyd) created an atmosphere that was conducive to my learning.	4.5
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	3.8
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	3.7
Overall, the quality of my learning experience in this course was....	4.1

Comments from Students

- Professor Boyd is very thorough and a great explainer of the material. As someone from more of a science background, I was hesitant to take a philosophy course but I found the materials very interesting and his explanations were very clear and easy to understand.
- Very good. He covers the material very well, and summarizes the material effectively.
- Loved the course and the professor - thought the class was extremely interesting and learned a lot
- Always enjoyed coming to class! Prof. Boyd was awesome and I want to take more of his classes!!
- Prof. Boyd creates an incredible atmosphere in lectures, considering they were in 10am.

University of Toronto at Scarborough – PHLB81: Theories of Mind
Fall 2016

Common Questions	
1 = Strongly Disagree; 2 = Moderately Disagree; 3 = Neither Disagree Nor Agree; 4 = Agree; 5= Strongly Agree	Mean/5
I found the course intellectually stimulating.	4.1
The course provided me with a deeper understanding of the subject matter.	4.1
The instructor (Kenneth Boyd) created an atmosphere that was conducive to my learning.	3.9
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	3.8
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	3.8
Overall, the quality of my learning experience in this course was....	3.9

Comments from Students

- The quality of lectures and reading material was exceptional. Prof. Boyd was very informative and created a safe and fertile environment conducive to learning and contemplation.
- I thought this course was amazing. The prof really knew what he was teaching and that became apparent during his lectures. I found this course stimulating, challenging in all the right aspects, and very enjoyable. There was never a Tuesday night where I was not excited to sit down and attend this lecture; which is not something I can say for many courses either. This was by far one of my favorite courses at utsc and it may have even inspired me to minor in philosophy. All in all, the quality of this course was a 10/10
- Organized, easy to follow, interesting and there was much opportunity for discussion.
- He ensured that the class understood the material discussed in class by going at a pace that was reasonable for everyone. He allowed the students to engage with material by stimulating class conversations/debates. He regulated time well by ensuring that all the content needed to be completed for that lecture was done. He made the material very interesting and engaging.
- Professor Boyd did a great job of elaborating on the material and sparking stimulating conversations and debates during the lecture. He easily captured the attention of most -- if not all -- of his students with his passionate and humorous way of describing the dense readings. Professor Boyd is evidently very well informed about the subject and he could easily answer even the most ridiculous posed questions. I look forward to taking more of his classes because he has a talent for making even the most complicated concepts, simple enough for a child to understand.
- Professor Boyd was great at giving engaging and organized lectures. I found that after the lecture I had a much better understanding of the readings and course material. He was very good at answering our questions and prompting in-class discussion.
- What an amazing professor!! Really wonderful speaker, who is very approachable. Very knowledgeable too, and he is always able to explain and argue for any theory he's teaching. Originally I did not want to take the class, and sometimes the readings killed me, but he always made lecture engaging and interesting regardless of the topic. I'm definitely not a philosophy student, but I feel like he's given me something I can take away from this class, and for that I am thankful to him.

Dalhousie University – PHIL4055: Epistemology
Fall 2015

Common Questions	
1 = Strongly Disagree; 2 = Moderately Disagree; 3 = Neither Disagree Nor Agree; 4 = Agree; 5= Strongly Agree	Mean/5
Stimulation of Learning: The instructor conducted the class in such a way that I was stimulated to learn.	4.30
Organization: The instructor organized the class well.	4.80
Communication: The instructor communicated clearly during the class.	4.50
Enthusiasm: The instructor showed enthusiasm for the subject matter of the class.	4.70
Fairness: The instructor used fair evaluation methods to determine grades.	4.00
Feedback: The instructor provide constructive feedback (considering the class size).	4.40
Concern for Learning: The instructor showed genuine concern for my learning.	4.30
Overall Teaching Effectiveness: Overall, the instructor was an effective teacher.	4.43

Comments from Students

- The reading responses helped me because it forced me to engage in the readings more thoroughly by myself first before we began class. I think it helped me develop my own critical thinking skills.
- Good lecturer. Very knowledgeable in his area of study. He has a great ability to explain complex theories and ideas in a simple and concise way that makes it both easy and gives motivation to learn/study. Always available for a chat during office hours and he replies promptly to emails.
- Very conversational, and he presented sometimes dense material in a clearly comprehensible way.
- He explained things in a way that made the material super interesting and easy to understand.
- A great prof. knowledgeable and a good clear lecturer. A pleasure to learn under. Dalhousie would greatly benefit from having Ken as a permanent professor.
- Amazing class. I will definitely be looking to take classes with Dr. Boyd again.

Dalhousie University – PHIL1010X/Y: Introduction to Philosophy
Fall 2014/Winter 2015 and Fall 2015/Winter 2016

Common Questions 1 = Strongly Disagree; 2 = Moderately Disagree; 3 = Neither Disagree Nor Agree; 4 = Agree; 5= Strongly Agree	Fall 2014/ Winter 2015 Mean/5	Fall 2015/ Winter 2016 Mean/5
Stimulation of Learning: The instructor conducted the class in such a way that I was stimulated to learn.	4.29	4.21
Organization: The instructor organized the class well.	4.32	4.32
Communication: The instructor communicated clearly during the class.	4.50	4.17
Enthusiasm: The instructor showed enthusiasm for the subject matter of the class.	4.54	4.37
Fairness: The instructor used fair evaluation methods to determine grades.	3.79	3.84
Feedback: The instructor provide constructive feedback (considering the class size).	3.75	4.11
Concern for Learning: The instructor showed genuine concern for my learning.	3.86	3.89
Overall Teaching Effectiveness: Overall, the instructor was an effective teacher.	4.29	4.37

Comments from Students – Fall 2014/Winter 2015

- His lectures were extremely captivating. He had the right mix of content and topical references to keep me interested. He was funny, knowledgeable, and not intimidating in the slightest. His class was a very good introductory class, with a large scope of topics and a workload that wasn't overly demanding but allowed for an adequate development of writing and analysis skills.
- Used PowerPoints with visual aspects that helped the more difficult concepts become easier to grasp. Allowed time for students to ask questions and always responded with positive feedback that resulted in a welcoming environment.
- He delivered the subject in a highly organized manner. He simplified complex concepts for us instead of leaving us on our own to figure it out. He made sure we knew about all the resources available, extra help, etc. And most importantly he is always very enthusiastic about philosophy. I was very lucky to have had Boyd to teach my philosophy.
- Boyd was clearly interested in the course materials, which made the lectures more engaging. Also, Boyd used a lot of humor, the lectures for this course were the most entertaining. Furthermore, Boyd actually got the class involved in conversation which made it much easier to maintain attention during the lecture. Many other courses are just boring, you go in and sit there to listen to one person speak for an hour (+). Boyd's class can actually be referred to as fun.

- Very stimulating in terms of broadening understanding specific philosophers and issues. The lectures were engaging, and the writing criteria helped with all of my courses writing assignments. I plan on taking certain higher level courses specifically because Prof. Boyd is teaching them. He also covered opposing theories with equal consideration, and kept the discussion concise, but also open for anyone who wished to clarify.
- His lectures were extremely well organized and he has the ability to take very ambiguous philosophical papers and present them to us in a way that we can understand.
- Dr. Boyd was enthusiastic, knowledgeable and engaged. I really enjoyed the course, and everything we learned about. Dr. Boyd's class made me a better person.
- Was passionate about philosophy and could explain it thoroughly so you could understand what each philosophy paper was about.
- He had energy, he was relatable and entertaining.
- Very clear and he used wonderful examples to help reinforce the material
- He always prepared well- organized slides for each class. Some readings were confusing and difficult to understand. However, Professor Boyd did a fantastic job at explaining and summarizing the concept of each required reading.
- He broke down the readings in such a way that made it easier for me to comprehend the complicated and at times abstract concepts.
- He explained all concepts clearly and greatly improved my understanding of the readings. He was also very clear about how we were being evaluated, what we needed to include in our essays and what material we needed to know for the exam.
- He was funny and made something as complicated as philosophy easy to understand.
- This was one of my favorite courses. The class was engaging and what I was unable to understand in the textbook readings was usually explained in the lecture. I would definitely recommend this course and professor. A positive experience!
- He is the best prof I have encountered so far in my university career. I went to the class because I wanted to learn from him, I never felt the desire to skip
- Was as good or better than some of the teachers that have been at Dalhousie for much longer.
- I'm taking a philosophy minor because of this course.

Comments from Students – Fall 2015/Winter 2016

- He always made class entertaining and was able to explain complex readings and concepts in a way that was easy to understand.
- Kenneth Boyd has a knack for conveying complex philosophical ideas in a concise and understandable manner.
- Professor Boyd was extremely helpful in making the topics in this class interesting and motivating us to pay attention in class (even when the topics were a little boring). He always injected his own humor to make the class more lively and to keep us interested. This was my favorite class this year. Largely due to Professor Boyd and his teaching style.
- Was extremely clear, provided slides that were incredibly helpful and clear, made sure his point was understood and allowed time for students to ask questions/voice concerns.
- He handled the classes very well, made the classes interesting and funny with his slides, and asked for our opinion each day.
- Broke down the topics VERY well. Very interesting professor, shows so much enthusiasm towards philosophy!!!
- Engaged the class in discussion.
- Keeps class engaged through presenting material in a humorous yet exceptionally clear manner
- Overall, my absolute favourite professor at Dalhousie!!! Would definitely recommend his class both for the writing component (really helped with my essay writing skills), and as a good class to take in general. He makes philosophy so interesting 😊
- Great speaker, great explainer, great sense of humour. One of my favourite teachers this year.

Dalhousie University – PHIL2620: History of Philosophy – The Empiricists
Winter 2015

Common Questions	
1 = Strongly Disagree; 2 = Moderately Disagree; 3 = Neither Disagree Nor Agree; 4 = Agree; 5= Strongly Agree	Mean/5
Stimulation of Learning: The instructor conducted the class in such a way that I was stimulated to learn.	3.89
Organization: The instructor organized the class well.	4.22
Communication: The instructor communicated clearly during the class.	4.22
Enthusiasm: The instructor showed enthusiasm for the subject matter of the class.	4.56
Fairness: The instructor used fair evaluation methods to determine grades.	4.17
Feedback: The instructor provide constructive feedback (considering the class size).	4.22
Concern for Learning: The instructor showed genuine concern for my learning.	4.06
Overall Teaching Effectiveness: Overall, the instructor was an effective teacher.	4.00

Comments from Students

- Professor Boyd is a really nice guy and a great teacher. He always encouraged students to participate and ask questions. He is very knowledgeable about the topic and was very enthusiastic. I liked the format of the class – 3 essays and participation. It was very simple and I'm glad there was a heavy focus on essays. I also really appreciated how, when reading quotes with terms that were not gender neutral, professor Boyd would alter them – e.g. for “mankind” he would say “humankind”, for “man” he would say “person”. It seems small but I appreciated it every time.
- Very good at communicating with students. Answered questions, stays after class to discuss.
- I really like the way he gave the lectures. He made it very interesting and tried his best to make the material relatable and easy to understand. I also really liked the way the grading was set up, just the 3 essays and participations marks.
- Very thorough explanations. He seemed like he genuinely cared about our understanding of the course material.
- Clear speaking. Took time to make sure class understood ideas discussed in class and presented in readings.
- Provided great feedback from papers.
- Extremely friendly, approachable, interested, and knowledgeable. Few professors seem so genuinely interested in either subject matter or their students' understanding and interest.
- Walked us through dense reading material by explaining things in an accessible way. Repeated questions from students to clarify. Managed to make fairly dry material into interesting ideas.

Dalhousie University – PHIL2090: How to Win an Argument
Winter 2015 and Winter 2016

Common Questions 1 = Strongly Disagree; 2 = Moderately Disagree; 3 = Neither Disagree Nor Agree; 4 = Agree; 5= Strongly Agree	Winter 2015 Mean/5	Winter 2016 Mean/5
Stimulation of Learning: The instructor conducted the class in such a way that I was stimulated to learn.	3.71	4.28
Organization: The instructor organized the class well.	4.21	4.38
Communication: The instructor communicated clearly during the class.	4.25	4.55
Enthusiasm: The instructor showed enthusiasm for the subject matter of the class.	4.04	4.59
Fairness: The instructor used fair evaluation methods to determine grades.	3.71	4.41
Feedback: The instructor provide constructive feedback (considering the class size).	3.18	3.88
Concern for Learning: The instructor showed genuine concern for my learning.	3.11	3.84
Overall Teaching Effectiveness: Overall, the instructor was an effective teacher.	3.89	4.31

Comments from Students – Winter 2015

- Prof. Kenneth did a great job throughout the course. His organization and designing of the course was truly commendable. All the tests, assignments along with lectures were designed in a way that never made us feel overwhelmed, which in a philosophy course is a great thing.
- He provided us with real life examples of using the concepts studied in class. He also made the information interesting to learn about.
- Professor Boyd's examples were often very helpful to understand the material.
- Professor Boyd is such a good Professor because he's very knowledgeable about the course material, so much so that he's able to teach it in a way that actually makes it enjoyable to learn. He's pretty hilarious as well, which again makes the course material really easy to digest.
- He was very thorough in explaining the course textbook and readings that were assigned and gave sufficient examples. He also did a good job of answering any questions that presented themselves. His enthusiasm keep me wanting to learn through the dryer parts of the course as well.
- The lecture slides were easy to follow and was helpful in understanding the material
- I like the matter of fact way of presenting the material. The presentations in lectures were very concise and only full of the information you needed to succeed in the class. I rarely felt like I was "wasting" time on material that wouldn't end up effecting my grade in the course.

Comments from Students – Winter 2016

- He was always prepared for lectures. Lecture timing was excellent, never ran late or fished early. He is clearly competent in the subject he is instructing. The class was kept engaged by his enthusiasm for the content and frequent discussion questions. When a discussion question was posed, if a responding student had missed the point completely they would still be treated with dignity. He maintained good control of the room, for instance, speaking out of turn was effectively discouraged, as was talking to others during lectures. Overall, a good instructor who seemed to take his job seriously and want to be there.
- He explained very clearly the basic concepts he laid out in the syllabus at the start of the term, and took the stance of the sophist to show us how a fallacy-abuser can be difficult to argue with.
- He was very kind, enthusiastic and respectable. His lectures were very engaging.
- The course was very well structured, he was able to keep the class very engaged with interesting and often humorous examples. He allowed for open class discussion and made learning the class material very entertaining and made this class one of my favourites of this term. I would definitely take classes that Professor Boyd teaches again because he is an amazing professor.
- I appreciated his energy and attention to detail as well as the many efforts to keep the class interesting through a variety of examples and tests.
- He used relevant topics, and clear examples and conducted class in a manner that made going to class enjoyable. Very fun, humorous attitude.
- His lectures were very entertaining and clearly presented. It was always clear what we needed to remember from his lectures.
- He was very knowledgeable about the subject matter, and conveyed it in a way that was extremely accessible.
- He described every theory discussed during lecture time very well. I knew that even if I didn't completely understand the concepts when reading the textbook, that I could just wait until the lecture for him to give a strong description followed up by an example to help everybody's understanding.
- Kenneth Boyd was amazing and so funny, he used a very fair evaluating method and did not cram too much information in his lectures which made them very easy to study. He was an amazing professor who relayed information clearly.
- He is a very effective teacher especially during lectures, making the course material very comprehensive and appealing. He also takes time after class to answer the various questions that myself and the other students have; always giving an enlightening answer.
- Prof Boyd was a very clear and organized instructor. The lectures were very straight forward and it was east to understand the main points.
- Dr. Boyd is a great prof. I feel engaged with the material, and he presents it very well. This was a great course, and I thoroughly enjoyed myself.
- He should definitely teach more philosophy courses.
- Thank you for teaching this course. I found it very interesting and I would love to take another course that you are teaching!
- GO PHILOSOPHY

University of Toronto – PHL232: Knowledge and Reality
Spring 2013 – Co-Taught with Diana Heney

Core Institutional Questions	
1 = Not At All; 2 = Somewhat; 3 = Moderately; 4 = Mostly; 5= A Great Deal	Mean/5
I found the course intellectually stimulating	4.2
The course provided me with a deeper understanding of the subject matter	3.9
The instructor (Kenneth Boyd) created an atmosphere that was conducive to my learning	4.0
Course projects, assignments, tests and/or exams improved my understanding of the course material	3.5
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material	3.8
The course instructor encouraged interaction with students, either through office hours or email	4.2
During the course, the instructor was approachable when students sought guidance	4.2
The course instructor was enthusiastic about the course material	4.5

Comments from Students

- Very high quality instructors. Parsed complicated concepts and made them understandable and fun to delve into. Fantastic overall!
- Both Diana and Ken made us work. We had to not only read closely and understand the readings, but think carefully and compare one author's with another's and our own ideas. That made the course challenging, frustrating, and wonderful. I want to do more of this...with Ken and Diana. Both instructors provided clear and understandable lectures with very good commentary and lecture slides. But as I said above, the onus was on us: there was no spoon feeding. I feel that I gained tremendously from that.
- Very enthusiastic and helpful, conducive to stimulating educational exploration.
- I thoroughly enjoyed taking this course. Both professors were interested and charming and did a very good job of keeping communication open between themselves and the students.

University of Toronto – PHL245: Modern Symbolic Logic
Spring/Summer 2011 and Spring/Summer 2012

Statements About the Instructor 1 = Extremely Poor; 2 = Very Poor; 3 = Poor; 4 = Adequate; 5 = Good; 6 = Very Good; 7 = Outstanding	Spring/Summer 2011 Mean/7	Spring/Summer 2012 Mean/7
Communicates goals and requirements of the course clearly and explicitly	6.4	5.9
Uses methods of evaluations (e.g. papers, assignments, tests) that appropriately reflect the subject matter and provide a fair evaluation of student learning	6.1	5.7
Presents material in an organized, well-planned manner	6.4	6.0
Explains concepts clearly with appropriate use of examples	6.5	6.0
Communicates enthusiasm and interest in the course material	6.7	6.2
Attends to students' questions and answers them clearly and effectively	6.4	5.8
Is available for individual consultation, by appointment or stated office hours, to students with problems relating to the course	6.1	5.7
Ensures that student work is graded fairly, with helpful comments and feedback where appropriate	6.2	5.4
Ensures that student work is graded in a reasonable amount of time	6.4	5.9
All things considered, performs effectively as a university teacher	6.4	5.9

Comments from Students – Spring/Summer 2012

- Ken is a really great teacher and somehow manages to keep the majority of the class awake during these three hour lectures... Ken is a joy.
- Ken was very enthusiastic and engaging in teaching the material that would otherwise be very dull and dry.
- Terrific logic teacher. Ken Boyd makes logic very interesting. He is very enthusiastic and clear, a real treat after all the logic horror stores. Phenomenal!
- Ken is by far the best lecturer I've had this summer. In fact, he's one of the better lecturers I've had at U of T. He communicates enthusiasm and seems born to teach.
- Ken is a great instructor that teaches the material well and enthusiastically. I was very hesitant coming into the course but it quickly became one of my favorite courses in University. So much so that I will be pursuing more logic next year. Great course, great instructor. Thanks Ken!
- Excellent prof! A: Ken Boyd, B: is a good professor, $A \rightarrow B$

Comments from Students – Spring/Summer 2011

- I failed this course twice already and Kenneth Boyd is the reason I will pass this time.
- Instructor is very enthusiastic and clear. Is an excellent teacher. Explains difficult concepts clearly
- Considering how much I dislike symbolic logic this class was absolutely great. The instructor did a great job making the material fun and approachable. I don't think I would have been able to ask for a nicer and more helpful instructor or T.A.! I hate logic but this was awesome
- One of the best courses I have taken in UT, materials are very relevant and I got a new way of looking not just at logic problems but others as well. Amazing prof, very knowledgeable and makes the course interesting. Great class!!
- Very well presented lectures on difficult and confusing subject. Great job
- I love this course. The course material is fun, but also the instructor is really nice. Awesome.
- Lectures slides were very organized and entertaining. Demonstrates high interest in course material

University of Toronto – PHL105: Introduction to Philosophy
Teaching Assistant – Fall 2010/Winter 2011 and Fall 2011/Winter 2012

Statements About the Tutorial Leader 1= Poor; 2 = Ineffective; 3 = Marginal; 4 =Adequate; 5 = Good; 6 = Very Good; 7 = Outstanding	Fall 2010/ Winter 2011 Mean/7	Fall 2011/ Winter 2012 Mean/7
Effectively directs and encourages discussion in tutorials	6.1	6.2
Presents material in an organized, well-planned manner	6.1	5.4
Explains concepts clearly with appropriate use of examples	6.2	5.8
Communicates enthusiasm and interest in the course material	6.6	6.3
Attends to students' questions and answers them clearly and effectively	6.1	5.7
Is available for individual consultation, by appointment or stated office hours, to students with questions and problems relating to the course	6.2	5.9
Ensures that student work is graded fairly, with helpful comments and feedback where appropriate	6.0	5.5
Ensures that student work is graded within a reasonable amount of time	6.1	5.9
All things considered, performs effectively as a teaching assistant	6.3	6.2

Comments from Students – Fall 2010/Winter 2011

- Thanks Ken for making the tutorial lots of fun. You explain things really well and it's great to see that you're always available to talk to.
- Ken was an enthusiastic and fun TA and explained concepts in an understandable and organized manner. Overall, he performed effectively as a TA. Thanks Ken for a fun year!
- A very enthusiastic TA and definitely encourages students to engage in conversations, discussions and to participate in order to truly test abilities and enhance learning experience. Takes time to explain concepts with good examples from real work in order for students to understand better
- Kenneth made me want to go into philosophy. An excellent TA who taught material better than the professor. I understand him perfectly b/c of his breakdown of the material and use of creative examples
- Ken's tutorials are very helpful when it comes to understanding the course material. He always appears enthusiastic and clearly and concisely goes through each philosophers argument and makes sure that the key concepts are understood by all
- Probably the best tutorial TA I've had for my three years at UTM. Always seemed organized, encouraged discussion well, and was very helpful in answering questions

Comments from Students – Fall 2011/Winter 2012

- Excellent TA – explains concepts with a lot of enthusiasm. Engages and asks a lot of questions, provides a lot of examples to understand concepts
- Must say Ken is one of the most enthusiastic TA's I have had so far. Always promotes discussion, and is very helpful.
- Good tutorial sessions. Discussions are very helpful and reflect back to the lecture. Grades fairly with efficient feedback. Great TA so far, one of my favs! 😊
- Out of all of my tutorials and TA's I enough coming to this one because we always have great and effective conversations which Ken leads effectively to make the tutorial very productive and fun.
- One of the best, if not THE best TA I've ever seen. I hope my children are going to get him as a professor. Great job Ken!

5. Sample Syllabi and Course Materials

PHLC22: Topics in Theory of Knowledge

Taught at the University of Toronto at Scarborough, Fall 2016

Where: BV363

When: MO 10-1

Office Hours: PO102, Office P116, Mondays 2-4 p.m.

Professor: Kenneth Boyd

Email: kenneth.boyd@mail.utoronto.ca

Course Description

While the history of philosophy might make you think that the way we get knowledge is primarily by reflecting in our armchairs, in real life we rely heavily on others to learn about and successfully navigate the world. In this course we will be looking at a number of issues in *social epistemology*, an approach to thinking about knowledge that emphasizes the fact that we are social creatures who get a lot of knowledge from each other. Some of the questions we will be looking at include: how can I know something just by you telling me things? What should I believe when we disagree about something? Who should I trust to give me knowledge? What happens when we're not taken seriously because of biases that people have?

In this course we will be discussing these issues together, so you are expected to do the readings beforehand, have them with you during class, and be prepared to ask and answer questions.

Course Materials

All readings for the course can be found on the course website. You may print these out or read them on your electronic device of choice. In order to get the most out of class you should read the material covered in each class *before* the class takes place. Some of the reading can be quite dense; don't try to cram it all in a few minutes before class begins.

Course Evaluation

<i>Assignment</i>	<i>Value</i>	<i>Due</i>
Participation	10%	Weekly
Argumentative Response 1: Testimony	10%	Oct. 2, 11:59 p.m.
Argumentative Response 2: Trust	10%	Oct. 16, 11: 59 p.m.
Essay 1	30%	Nov. 13, 11: 59 p.m.
Essay 2	40%	Dec. 11, 11: 59 p.m.

All assignments will be submitted online through the course website. Your grade for the course will be determined by a combination of weekly participation, two short argumentative responses in the first half of the term, and two essays in the second half of the term. Good participation requires more than just showing up: while you do not have to say something brilliant in every class, you are expected to ask questions and answer questions and participate in discussion.

Late Policy

Late penalty is a partial letter grade per day late. So if you would have originally, say, gotten a B+, and you were two days late, then you would get a B-. This is a dumb way to lose marks. Don't submit your stuff late. If you have a reasonable reason for submitting something late then talk to Prof. Boyd about it. If you are sick then you need to provide a doctor's note.

Email and Office Hours

You can email Prof. Boyd at any time about anything pertaining to course administration. You *must* start the subject line of your email with the course code. So for example you would send an email of the form “PHLC22: Well-thought out question” (but without the quotes). Prof. Boyd will try his very best to get back to you within 48 hours during the week. Email is *not* the medium for deep philosophical discussion: that is what office hours are for. You do not need to make an appointment to come by during office hours, you can just stop by. If you would like to talk philosophy but you can't make it to office hours, please send an email and a time to meet can be scheduled.

Accessibility

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach Prof. Boyd and/or the AccessAbility Services as soon as possible. AccessAbility Services staff (located in Rm SW302, Science Wing) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email ability@utsc.utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Academic Integrity

Academic integrity is one of the cornerstones of the University of Toronto. It is critically important both to maintain our community which honours the values of honesty, trust, respect, fairness and responsibility and to protect you, the students within this community, and the value of the degree towards which you are all working so diligently. According to Section B of the University of Toronto's Code of Behaviour on Academic Matters which all students are expected to know and respect, it is an offence for students:

- To use someone else's ideas or words in their own work without acknowledging that those ideas/words are not their own with a citation and quotation marks, i.e. to commit plagiarism.
- To include false, misleading or concocted citations in their work.
- To obtain unauthorized assistance on any assignment.
- To provide unauthorized assistance to another student. This includes showing another student completed work.
- To submit their own work for credit in more than one course without the permission of the instructor
- To falsify or alter any documentation required by the University. This includes, but is not limited to, doctor's notes.
- To use or possess an unauthorized aid in any test or exam. There are other offences covered under the Code, but these are by far the most common. Please respect these rules and the values which they protect.

“Don't Be A Jerk” Policy

Since we will be talking to each other a lot you must strive to be a virtuous participant in philosophical discussion. This means: no speaking out of turn, no cutting people off, no dominating discussion, no talking down to anyone, no being a jerk in general. Other ways to be a jerk include: having your cellphone go off in class, showing up late to class, browsing Reddit on your laptop or sending Snapchats or whatever it is you do with your phone instead of paying attention, and other things of that nature. Jerky behavior will result in you being called a jerk and feeling bad about it. If you're a jerk consistently you'll be asked to leave.

Schedule of Readings

Sept. 1 - Introduction	In-Class Readings
Sept. 12 - Testimony 1	Hardwig - Epistemic Dependence Robert Audi - The Place of Testimony in the Fabric of Knowledge and Justification
Sept. 19 - Testimony 2	Lackey - Testimony: Acquiring Knowledge from Others Goldberg - If that were true I would have heard about it by now
Sept. 26 - Trust 1	Goldman - Experts: Which ones should you trust? Frost-Arnold - Trustworthiness and truth: the epistemic pitfalls of internet accountability
Oct. 2, 11: 59 p.m. - Reading Response 1 Due	
Oct. 3 - Trust 2	Sperber - Epistemic Vigilance Origi - Is Trust an Epistemological Notion?
Reading Week - Oct. 16, 11:59 p.m. - Reading Response 2 Due	
Oct. 17 - Peer Disagreement 1	Richard Feldman - Reasonable Religious Disagreements Adam Elga - Reflection and Disagreement
Oct. 24 - Peer Disagreement 2	Thomas Kelly - Peer Disagreement and Higher Order Evidence
Oct. 31 - Groups 1	Goldman - Group Knowledge versus Group Rationality Pettit - Groups with minds of their own - From Goldman book
Nov. 7 - Groups 2	Tollefson - Group Testimony Tollefson - WIKIPEDIA and the epistemology of testimony
Nov. 13, 11: 59 p.m. - Essay 1 Due	
Nov. 14 - Injustice 1	Fricker - Testimonial Injustice Fricker - Hermenutical Injustice
Nov. 21 - Injustice 2	Fricker - Hermenutical Injustice - Cont'd Dotson - Tracking Epistemic Violence
Nov. 28 - Obligations	Goldberg - Should have known
Dec. 11, 11:59 p.m. - Essay 2 Due	

PHIL1010X: Introduction to Philosophy - Section 02

Taught at Dalhousie University, Fall 2015

Time: Tuesdays and Thursdays, 10:05-11:25

Professor: Kenneth Boyd

Place: Henry Hicks Academic 212

Email: Kenneth.Boyd@dal.ca

Office Hours: Wednesdays, 3-5 p.m. (or by appointment), 3130 Marion McCain

Course Description

This is an introduction to some of the major areas in the history of philosophy, including the existence/non-existence of God, ethics, and issues in social and political philosophy. Here is a smattering of some of the questions we will be looking at: can we prove that God exists? Is it okay to believe that God exists? What kinds of actions are right, and which ones are wrong? Is it okay to eat puppies? What is justice, and why should we care about being just? It is fair that you have significantly more than other people, and that other people have significantly more than you? What should we do about that? As you will be writing about a lot of these questions, this course fulfils the writing requirement.

Required Texts

- Gendler, Siegel and Cahn. *The Elements of Philosophy*. Oxford University Press.
- Vaughn and McIntosh. *Writing Philosophy: A Guide for Canadian Students*. Oxford University Press.

Course Objectives

We will be aiming to accomplish three major things in this course. The first is to give you a broad overview of some major issues in philosophy. The second is to develop your skills as critical reasoners and arguers. The third is to develop your skills as good writers of philosophy. We will accomplish these goals together by carefully reading the assigned texts, participating in discussion in class, and by writing on a number of issues throughout the term.

Course Requirements

Your grade is determined by a number of short assignments and essays, as well as a final exam. The breakdown of the grades are as follows:

Assignment	Value	Due
Skills Assignment: Summary and Paraphrase	5%	Sept. 27
Skills Assignment: Debate and Respond	5%	Oct. 12
Skills Assignment: Developing an Argument	5%	Oct. 30
Essay 1	20%	Nov. 15
Essay 2	20%	Dec. 6
Final Exam	40%	TBD
Tickets-Out-The-Door	5%	Every class

Submission of Assignments

All assignments (except for the Tickets-Out-The-Door) must be submitted electronically through BlackBoard. Every assignment (except for the Short Essay) will be due at the end of the weekend between Thursday and Tuesday classes. An assignment that is received one minute late will be late. *Do not wait until the last minute to submit your assignments.*

Late Policy

Every day that the assignment is late will cost you a partial letter grade. That means that if you submit the assignment one day late, and you would have received the equivalent of a B+, you will instead receive the equivalent of a B; if you would have received a B- you will instead receive a C+, etc.

Reasonable Excuses

You can be excused from late penalties if you have a *good and reasonable excuse*. Here are some examples of *good and reasonable excuses*:

- "I was very sick, and here is the doctor's note to prove it." Significant illness is a good and reasonable excuse, *but only if you have a doctor's note*. No doctor's note, no excuse. No exceptions.
- "There was a significant life event that demanded my full attention, and I talked to you about it well in advance of the assignment deadline." It's understandable that life happens, and sometimes you're absolutely, unavoidably needed elsewhere. In these kinds of cases (and only these kinds of cases) you must *talk to Prof. Boyd well beforehand*. You absolutely cannot email Prof. Boyd the night before with this kind of excuse.

Here are some examples of *bad and unreasonable excuses*. These kinds of excuses *will be ignored*:

- "My computer crashed!" / "I thought I emailed it to myself but I guess I didn't!" / "My roommate totally stole my USB key, and he won't reply to my texts!"
- "I have a million assignments due in my other classes!"
- "I forgot."

One Free Extension

Once a term you may use one free extension on any assignment without needing to provide a reasonable excuse. This extension will be for 5 days. So if your assignment is due at the end of Sunday, and you take your free extension, it will be due at the end of the following Friday. To use your extension you *must* email Prof. Boyd indicating that you want to use your extension. *It will not be assumed that you want to use your free extension if you submit something late.*

What Is Expected From You

As a student in this class, the following is expected from you:

- 1) **Come to Class.** We will be reading some difficult material and addressing some complex philosophical questions, so it is important that you come to class, not only to listen, but to ask questions and participate in discussion.
- 2) **Do the Readings.** Read the material before class. Read every word of every page. Everything you've been asked to read is really, really rewarding stuff if you put the time in. Promise.
- 3) **Participate.** There will be lots of time for discussion in class, and it's important that you take advantage of these opportunities. This does not mean that you have to ask a million questions, or that you absolutely must ask a question every class. But if you have questions or want to respond to your fellow classmates you should do so.
- 4) **Don't be a Jerk.** There are lots of ways that you can be a jerk in class. You can be a jerk by shouting out questions or comments without raising your hand, disrespecting your classmates by talking over them or otherwise being patronizing or condescending, dismissing someone out of hand, etc. Being a jerk will not be tolerated.
- 5) **Pay Attention.** A lot of you will want to take notes on your laptop. This is fine. What's not fine is coming to class and clicking around Reddit or Facebook or whatever for 90 minutes. It's a waste of your time to do so, and those kitten gifs are distracting to the people sitting behind you.

- 6) **Turn off Everything that Makes Noise.** Cell phones going off in class are extremely distracting, so turn them off or make them be *completely* silent. Do not text in class. I can see you when you're texting, you're not being discreet.
- 7) **Bring Your Books to Class.** They're heavy, but you have to have them with you. It is useful to have the text with you to follow along, and you will sometimes need to refer to specific passages. Spare copies are not available.

What You Can Expect

As a student in this class, you can expect the following things:

- 1) **Timely Responses to Emails.** If you email Prof. Boyd he will get back to you within 48 hours, often sooner. Emails should not be for lengthy philosophical discussion, but rather questions about course administration. If he doesn't get back to you within 48 hours, do not feel bad about sending him a follow-up email.
- 2) **Being Available for Discussion.** Come to office hours for philosophical discussion. You can come with any questions about the materials you have. If you have questions and want to discuss them but have another significant conflict, you can email Prof. Boyd to schedule another time to meet.
- 3) **Fair and Timely Grading.** Graded assignments will be returned in as reasonable amount of time as possible. All grading will be blind: papers will be identified by student number, not name, so it will not be known whose paper is being graded until after all assignments are graded.

Email Policy

All emails *must* have a subject line that starts with "PHIL1010X:" If you do not send an email in this form, chances are it won't be answered. *Use your Dalhousie email.*

Academic Integrity

Dalhousie University defines plagiarism as the submission or presentation of the work of another as if it were one's own. Plagiarism is considered a serious academic offence that may lead to the assignment of a failing grade, suspension or expulsion from the University. If a penalty results in a student no longer meeting the requirements of a degree that has been awarded, the University may rescind that degree. Some examples of plagiarism are:

- failure to attribute authorship when using a broad spectrum of sources such as written or oral work, computer codes/programs, artistic or architectural works, scientific projects, performances, web page designs, graphical representations, diagrams, videos, and images;
- downloading all or part of the work of another from the Internet and submitting as one's own; and,
- the use of a paper prepared by any person other than the individual claiming to be the author.

The proper use of footnotes and other methods of acknowledgement vary from one field of study to another. Failure to cite sources as required in the particular field of study in the preparation of essays, term papers and dissertations or theses may, in some cases, be considered to be plagiarism. Students who are in any doubt about how to acknowledge sources should discuss the matter in advance with the faculty members for whom they are preparing assignments. In many academic departments, written statements on matters of this kind are made available as a matter of routine or can be obtained on request. Students may also take advantage of resources available through the Writing Centre at writingcentre.dal.ca or the Dalhousie Libraries at library.dal.ca/services/infolit. Learn more about important university regulations at <http://ug.cal.dal.ca/UREG.htm#I10>.

Accessibility

Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the Nova Scotia Human Rights Act. Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation – Form A. A note taker may be required as part of a student’s accommodation. There is an honorarium of \$75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information. Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to participate in the class.

Writing Centre

If you want some help with your writing, the writing centre is for you (<http://dal.ca.libguides.com/writingcentre>). Open six days a week, they have tutors available to help you.

24-Hour Reflection Period

After you have had a graded assignment returned to you, if you wish to contact Prof. Boyd about it you must wait at least 24 hours. If you are unhappy with your grade and wish to contest it, you must meet with Prof. Boyd, in person, to discuss it. You must also show that you have given considerable attention to the comments, and that you understand what the assigned grade means according to Dalhousie’s grading guidelines (http://www.dal.ca/campus_life/student_services/academic-support/grades-and-student-records/grade-scale-and-definitions.html).

Schedule of Readings

- Readings marked with * are only available online
- All other readings found in *The Elements of Philosophy*

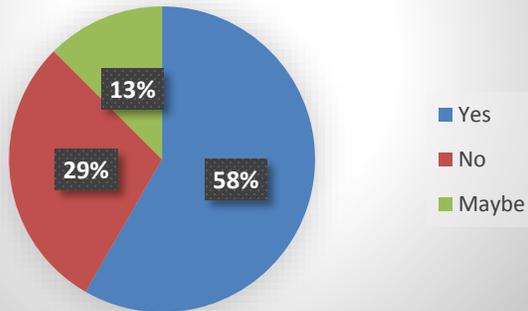
Tuesday	Thursday
	Sept. 10 – Introduction
Sept. 15 – Reading Philosophy Writing Philosophy: Chapter 1	Sept. 17 – Reading Philosophy Writing Philosophy: Chapter 2
Sept. 22 – Existence(?) of God Anselm: The Ontological Argument Gaunilo: In Behalf of the Fool	Sept. 24 – Existence(?) of God Taylor: The Cosmological Argument
Sept. 29 – Existence(?) of God Paley: The Argument from Design	Oct. 1 – Existence(?) of God Hick: The Problem of Evil Cahn: The Problem of Goodness

<p>Oct. 6 – Writing Philosophy Writing Philosophy: Chapters 3 and 4</p>	<p>Oct. 8 – Grounds for Belief Pascal: The Wager</p>
<p>Oct. 13 – Grounds for Belief Clifford: The Ethics of Belief WP: 96-101</p>	<p>Oct. 15 – Grounds for Belief James: The Will to Believe WP: 101-107</p>
<p>Oct. 20 – Introduction to Ethics Plato: Glaucon's Challenge</p>	<p>Oct. 22 – Relativism Rachels: The Challenge of Cultural Relativism</p>
<p>Oct. 27 – Utilitarianism Mill: Selections from Utilitarianism</p>	<p>Oct. 29 – Utilitarianism Williams: Utilitarianism, Integrity and Responsibility</p>
<p>Nov. 3 – Kant Kant: Selections from Groundwork</p>	<p>Nov. 5 – Virtue Ethics Aristotle: Selections from Nicomachean Ethics</p>
<p>Nov. 10 – Practical Ethics Norcross: Puppies, Pigs, and People</p>	<p>Nov. 12 – Study Day – NO CLASS</p>
<p>Nov. 17 – Practical Ethics Cohen: A Critique of the Alleged Moral Bias of Vegetarianism</p>	<p>Nov. 19 – Problems in Ethics Thomson: The Trolley Problem</p>
<p>Nov. 24 – Problems in Ethics Nagel: Moral Luck</p>	<p>Nov. 26 – Political Philosophy Hobbes: Contract and Commonwealth</p>
<p>Dec. 1 – Political Philosophy Rawls: Justice as Fairness</p>	<p>Dec. 3 – Political Philosophy Nozick: Distributive Justice</p>
<p>Dec. 8 – Review No new readings</p>	

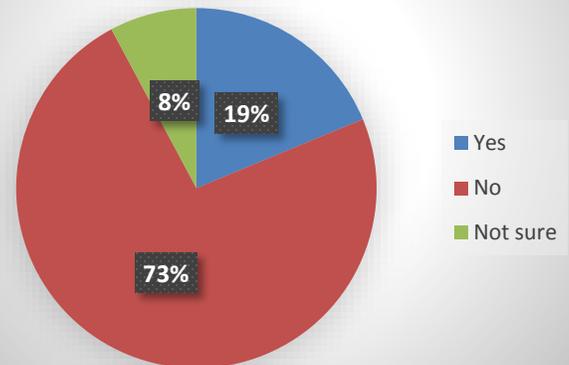
PHIL1010 Sample “Ticket Out The Door” Questions and Responses

At the end of each class, students were presented with a “ticket out the door” question that pertained to the material covered during that class. Answers were then tallied and presented at the beginning of the subsequent lecture:

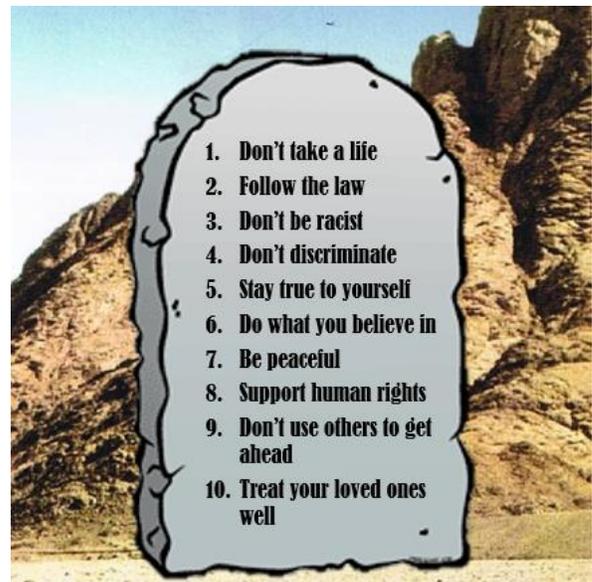
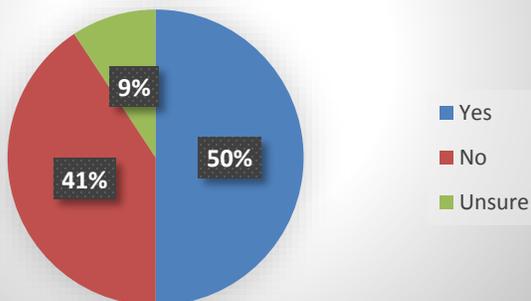
Can a society with significant inequalities ever be just?



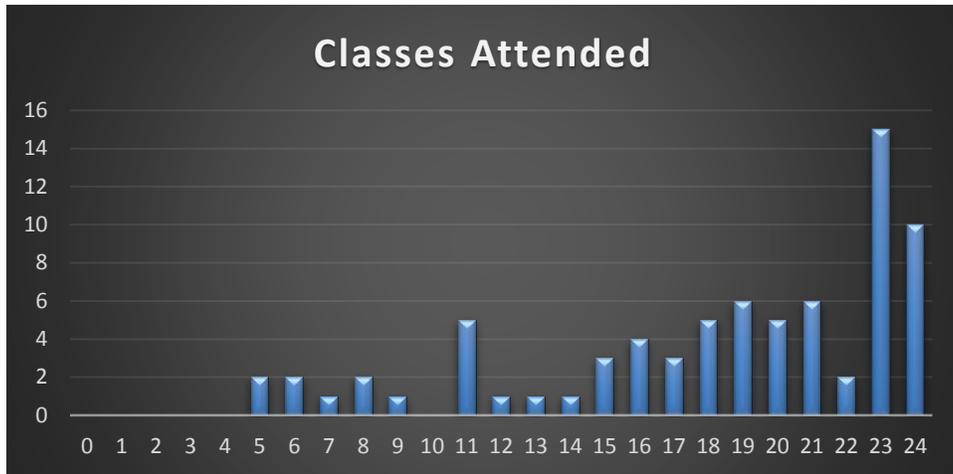
Can we have freedom without evil?



Are there rules we should follow regardless of the consequences?

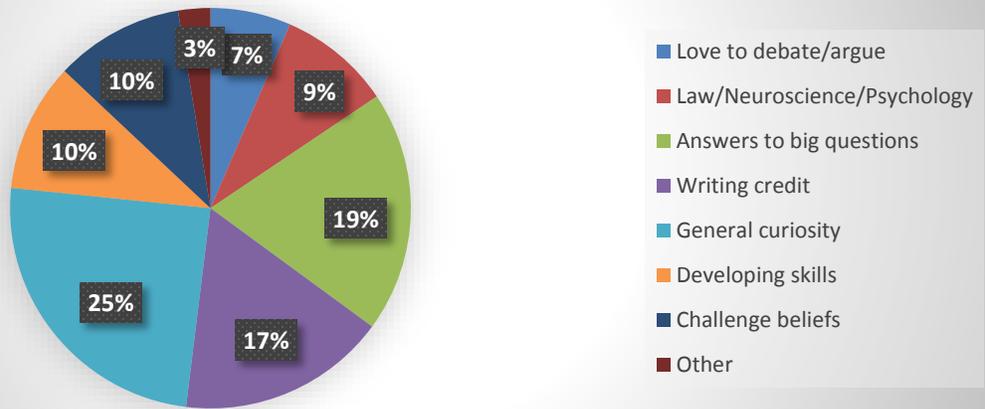


Ticket Out The Door questions were also used to track attendance and assign an attendance grade:

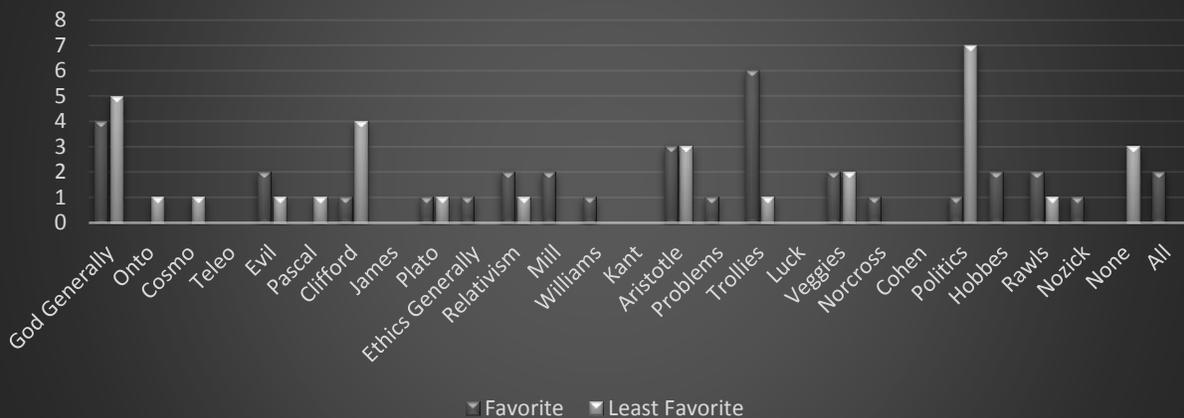


And to check in with students periodically about general course matters:

Why Did You Choose to Study Philosophy?



Favorite/Least Favorite Readings



PHLB81: Theories of Mind

Taught at the University of Toronto at Scarborough, Fall 2016

Where: MW170

When: TU 7-10

Office Hours: P0102, Office P116, Mondays 2-4 p.m.

Prof: Kenneth Boyd

Email: kenneth.boyd@mail.utoronto.ca

Course Description

In this class we will be covering some classic and contemporary questions in the philosophy of mind, including: what is the relationship between the mind and the body? What is consciousness? Is the mind just a really complex computer? Could we build a computer that thinks? Does my mind stop just at the boundary of my head? Do non-human animals have minds, too, or are they more like automata than like us? Can we know about what's going on in someone else's mind? Can we know about what's going on *in our own minds*? We will look at these questions primarily from a philosophical perspective, but we'll also sometimes look at some work in psychology and neuroscience to help us out.

Course Materials

All readings for the course can be found on the course website. You may print these out or read them on your electronic device of choice. In order to get the most out of class you should read the material covered in each class *before* the class takes place. Some of the reading can be quite dense; don't try to cram it all in a few minutes before class begins.

Course Evaluation

<i>Assignment</i>	<i>Value</i>	<i>Due Date</i>
Short Online Quizzes	12%	Before each class
Short Summary	5%	Oct. 2, 11:59 p.m.
Essay 1	24%	Oct. 16, 11:59 p.m.
Essay 2	24%	Nov. 13, 11:59 p.m.
Final Exam	35%	TBD

All quizzes and assignments (except for the final exam) are to be submitted online. There will be a short online quiz every week due before the beginning of class (starting in week 2) which will be on the major points made in the material to be covered in that class. Quizzes cannot be made up if missed. The final exam will be held during the exam period.

Late Policy

Late penalty is a partial letter grade per day late. So if you would have originally, say, gotten a B+, and you were two days late, then you would get a B-. This is a dumb way to lose marks. Don't submit your stuff late. If you have a reasonable reason for submitting something late then talk to Prof. Boyd about it. If you are sick then you need to provide a doctor's note.

Reasonable Excuses

You can be excused from late penalties if you have a *good and reasonable excuse*. Here are some examples of *good and reasonable excuses*:

- "I was very sick, and here is the doctor's note to prove it." Significant illness is a good and reasonable excuse, *but only if you have a doctor's note*. No doctor's note, no excuse.
- "There was a significant life event that demanded my full attention, and I talked to you about it well in advance of the assignment deadline." It's understandable that life happens, and sometimes you're absolutely, unavoidably needed elsewhere. In these kinds of cases (and only these kinds of cases) you must *talk to Prof. Boyd well beforehand*. You absolutely cannot email Prof. Boyd the night before with this kind of excuse.

Here are some examples of *bad and unreasonable excuses*. These kinds of excuses *will be ignored*:

- "My computer crashed!" / "I thought I emailed it to myself but I guess I didn't!" / "My roommate totally stole my USB key, and he won't reply to my texts!"
- "I have a million assignments due in my other classes!"

Email and Office Hours

You can email Prof. Boyd at any time about anything pertaining to course administration. You *must* start the subject line of your email with the course code. So for example you would send an email of the form "PHLB81: Well-thought out question" (but without the quotes). Prof. Boyd will try his very best to get back to you within 48 hours during the week. Email is *not* the medium for deep philosophical discussion: that is what office hours are for. You do not need to make an appointment to come by during office hours, you can just stop by. If you would like to talk philosophy but you can't make it to office hours, please send an email and a time to meet can be scheduled.

TA office hours will be announced

Accessibility

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach Prof. Boyd and/or the *AccessAbility* Services as soon as possible. *AccessAbility* Services staff (located in Rm SW302, Science Wing) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email ability@utsc.utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Academic Integrity

Academic integrity is one of the cornerstones of the University of Toronto. It is critically important both to maintain our community which honours the values of honesty, trust, respect, fairness and responsibility and to protect you, the students within this community, and the value of the degree towards which you are all working so diligently. According to Section B of the University of Toronto's Code of Behaviour on Academic Matters which all students are expected to know and respect, it is an offence for students:

- To use someone else's ideas or words in their own work without acknowledging that those ideas/words are not their own with a citation and quotation marks, i.e. to commit plagiarism.
- To include false, misleading or concocted citations in their work.
- To obtain unauthorized assistance on any assignment.
- To provide unauthorized assistance to another student. This includes showing another student completed work.
- To submit their own work for credit in more than one course without the permission of the instructor
- To falsify or alter any documentation required by the University. This includes, but is not limited to, doctor's notes.
- To use or possess an unauthorized aid in any test or exam. There are other offences covered under the Code, but these are by far the most common. Please respect these rules and the values which they protect.

“Don't Be A Jerk” Policy

Since we will be talking to each other a lot you must strive to be a virtuous participant in philosophical discussion. This means: no speaking out of turn, no cutting people off, no dominating discussion, no talking down to anyone, no being a jerk in general. Other ways to be a jerk include: having your cellphone go off in class, showing up late to class, browsing Reddit on your laptop or sending Snapchats or whatever it is you do with your phone instead of paying attention, and other things of that nature. Jerky behavior will result in you being called a jerk and feeling bad about it. If you're a jerk consistently you'll be asked to leave.

Schedule of Readings

Sept. 6 - Introduction	No readings
Sept. 13 - Dualism	Descartes - Meditations 2 and 6 Descartes - The Passions of the Soul
Sept. 20 - Behaviorism	Ryle - Descartes' Myth Putnam - Brains and Behavior <i>In-Class Discussion:</i> Writing philosophy
Sept. 27 - Identity Theory	Place - Is Consciousness a Brain Process? Smart - Sensations and Brain Processes
Oct. 2, 11:59 p.m. - Short Summary Due	
Oct. 4 - Functionalism	Putnam - The Nature of Mental States Nida-Rumelin - Pseudonormal Vision
Reading Week - Oct. 16, 11:59 p.m. - Essay 1 Due	
Oct. 18 - Consciousness 1	Block - Concepts of Consciousness Nagel - What is it Like to be a Bat?
Oct. 25 - Consciousness 2	Jackson - Epiphenomenal Qualia Lewis - What Experience Teaches
Nov. 1 - Consciousness 3	Rosenthal - Explaining Consciousness <i>In-Class Netflix and Discussion</i> - Black Mirror - "Be Right Back"
Nov. 8 - Knowledge of Minds 1	Alston - Varieties of Privileged Access Gertler - Self-Knowledge
Nov. 13, 11:59 p.m. - Essay 2 Due	
Nov. 15 - Knowledge of Minds 2	Ayer - One's Knowledge of Other Minds Srivastava - Other People as a Source of Self-Knowledge
Nov. 22 - Computers and Animals 1	Turing - Computing Machinery and Intelligence Searle - Minds, Brains, and Programs Block - Troubles with Functionalism
Nov. 29 - Computers and Animals 2	Malcolm - Thoughtless Brutes Davidson - Rational Animals
Final Exam - TBD	