

Teaching Portfolio

Nick Wiltsher

This teaching portfolio provides a summary of my teaching experience and qualifications, evidence of teaching effectiveness in the form of evaluations from faculty and students, a description of my approach to teaching, and sample syllabi.

Courses I can teach

I am ready to teach courses up to graduate level in my areas of specialization: these include philosophy of mind, imagination, and aesthetics. I am also able to teach undergraduate courses in phenomenology, Existentialism, feminist philosophy, and philosophy of race, and a range of introductory courses, including introductory philosophy, introductory ethics, logic, and critical thinking. I have included sample syllabi for four courses, representing a range of levels. Further samples are available on request.

Teaching experience

In my most recent teaching position as an instructor at Auburn University, I taught four 35-student sections of introductory philosophy each semester: philosophy of race and gender in the first semester, ethics in the second. Prior to that, as a post-doctoral fellow at UFRGS, I taught two graduate courses, one on aesthetics and one on phenomenology. Previously, as a lecturer in philosophy at Leeds, I taught a final year unit on aesthetics and the philosophy of art, and a graduate seminar on mind, language, and representation. I also co-taught a final year unit on philosophy and literature, and supervised undergraduate dissertations on topics in philosophy of mind, aesthetics, feminist philosophy, and ancient philosophy. In addition, I gave some final year lectures on philosophy of mind. The final year units consisted in twice-weekly lectures to about 80 students, and discussion seminars in groups of 15 every two weeks. The graduate seminar was a weekly two-hour meeting.

I was also, briefly, a Research Ethics Senior Training and Development Officer at Leeds, responsible for delivering research ethics training on a wide variety of issues in research ethics to researchers from across the University, including PhD students, academic staff, and support staff.

I also undertook a teaching qualification while at Leeds. The accredited course consisted of two units. The first addressed teaching at the level of individual sessions such as lectures and dealing with individual assessments. The second concerned larger issues such as course design and revision. Further details may be found in this portfolio.

I was a teaching assistant throughout my time in Miami, teaching one undergraduate course per semester to around 25 students. I was wholly responsible for each course's content, instruction, and assessment. As well as the full range of introductory courses, I also taught an upper-level class on feminist philosophy, cross-listed with the Gender Studies programme.

Further portfolio contents

- Teaching reviews from Prof. Arata Hamawaki (Auburn) and Dr. Elizabeth Barnes (Leeds) (pp. 2–6).
- Teaching statement (p. 7).
- Full set of student evaluations from Auburn, including student comments (pp. 8–16).
- Summary of student evaluations from Leeds and Miami (p. 17).
- Brief description of teacher training undertaken at Leeds (p. 18).
- Sample syllabi: introduction to ethics, aesthetics (advanced undergraduate), feminist philosophy (advanced undergraduate), imagination (graduate) (pp. 19–26).

AU PHILOSOPHY
Peer Review Form

Faculty Member Reviewed:

Nick Wiltsher, Fall, 2016; Philosophy of Race and Gender (introductory course)

Faculty Member Reviewing:

Arata Hamawaki

Associate Professor,

Philosophy Department,

Auburn University

1. Evaluation of Course Materials—syllabus, PowerPoint slides, overheads, handouts, etc.

A quick review of the syllabus shows that the reading assignments and the assigned written work is appropriate for this class. The material chosen seems to be accessible – with some guidance – to an introductory student, but also challenging and interesting. The quantity of reading assigned is appropriate. The method of evaluating students seems to be fair, appropriate and creative. There are four take home assignments plus a final exam and a self-evaluation assignment. Each of the take home assignments focus on developing a particular skill, for example, summarizing an argument, researching a topic, critical analysis. I thought that this was a good idea, since the student would be able to work on each skill on its own without needing to worry about combining them with other skills in constructing a paper. Not only were the set of assignments well thought out, each individual assignment was also well-designed. Each assignment comes with detailed instructions – complete with specific examples - that would help guide the student to a better understanding of what a good answer would be. The course is divided into four sections – metaphysics, epistemology, ethics and aesthetics - with an equal number of readings in each section. Thus, one could, it seems, think of it as an introduction to philosophy through the lens of the philosophy of race and gender. It is clear that Nick has put a great deal of thought and work into the design of the course, its contents, and the individual assignments.

2. General evaluation of class(es) attended.

On Oct. 4, 2016 I attended a meeting of Nick’s Philosophy of Race and Gender. The topic of meeting was the first meeting on a paper by Iris Young, “Throwing Like a Girl.” The class began with a brief explanation of the writing assignment the students were to do. Partly in response to a couple of questions from students, Nick gave careful and helpful explanations of terms that he used in the instructions for the assignment such as “reputable sources” and “key terms that are unfamiliar”. It was clear from this that he was responsive to students’ concerns and to the often understandable – and sometimes surprising - potential for puzzlement as to what in the world one is supposed to do in an assignment given in a philosophy class.

As Nick described it, Young’s article begins from a claim about masculine and feminine modes of comportment, modes of occupying space: “throwing like a girl” versus “throwing like a boy”, “sitting like a girl” versus “sitting like a boy”, etc. Nick used to great effect the prop of an actual ball, flipping it to a student who volunteered to exhibit what throwing “like a girl” and “like a boy”. I was prompted to think that there is nothing better for making the abstract cogitations of philosophers accessible than concrete examples, and that there is probably no better concrete example than one that can be staged in class before the students’ eyes. Throughout the meeting Nick stopped to ask well-chosen specific questions to help aid the students’ comprehension, for

example, are there racially specific modes of comportment, societally specific modes of comportment? What about men and women who don't conform to these stereotypes? Why does the fact that there are such non-stereotypical men and women not defeat the claim, as Young understands it? There was in each instance at least one student who volunteered to answer the question. I found the use of questions and the targeted eliciting of student involvement here to be very effective in helping the students to a more precise grasp of the view under discussion. The questions were raised naturally and were at the right level: neither too challenging nor too easy. Also, I felt that Nick got the pacing just right: it was just slow enough to help prompt students to reflection that would lead to a deeper understanding of what they had read, but not too slow as to risk making the proceedings seem dull or unengaging.

The discussion then moved on to a consideration of different possible explanations of the differences between gender specific modes of comportment. Although, having moved on from the consideration of empirical matters, the discussion necessarily became more abstract, Nick maintained an admirable level of clarity in his presentation. A helpful analytic device he employed here was framing Young's discussion by locating it against a readily surveyable argument form that he labeled "the master argument for discrimination". Using this frame he connected Young's argument with other views they had encountered earlier in the term, thereby mutually illuminating both Young's view and the other views. I thought that this was a useful lesson in reading for argumentative structure.

The final thirty minutes of the class were taken up with an explanation of the terms and distinctions from Existential Phenomenology employed but left unexplained by the author, forbidding notions and distinctions, such as 'modes/modalities', 'transcendence/immanence', 'intentionality'. I was amazed at how clearly Nick gave the students a kind of 30 minute "crash course" in Existential Phenomenology, something that I would have thought impossible – without dumbing things down or obvious distortion. Nick's presentation succumbed to neither of those pitfalls. It was an impressive performance. However, impressive though it was, I couldn't help but wonder how much of what Nick said was understood by the majority of students. Complete understanding, however, may not have been the goal here, since - as Nick told me afterward - going into how these terms are applied by Young is a task that would be taken up in the next meeting. I should acknowledge that this is not an unusual situation to be in in an introductory philosophy course. There is no real substitute for using as teaching material "real" philosophy, by which I mean philosophy written by professional philosophers for an audience of other professional professors. Such writing is often not readily accessible to philosophy majors, much less to introductory students. Nick did, I think, a nice job of addressing the plight of the poor student faced with having to navigate one's way through a thicket of unexplained theoretical terms.

Overall, Nick did an excellent job of making not only the author's view accessible to students, but of helping them to an accurate and deeper understanding of the view than would have been available to them on their own. And he did this by involving the students in his own exposition of the view in a manner that seemed natural and unforced. Nick is also just a natural and gifted teacher. I would rank Nick to be among the top two instructors (not including tenure-line faculty) whose teaching I have reviewed during the time I have been at Auburn (9 years). He has to an unusual degree the ability to bring abstruse ideas down to earth, to make what might otherwise seem dry and formidable, exciting and challenging, and to raise questions and puzzles in a way that the student would find natural. He has, in other words, enviable powers of expression and clarification. He has a good intuitive sense of just where the typical student is likely to stand in relation to the material: what needs to be further explained, how much more complication they can stand, what is bound to be puzzling, how far to press, how deep is deep enough, and so on. In

other words, his engagement with the students comes from a place of imaginative projection into the student's standpoint. For all these reasons I think that Nick has the potential really to "get through" to the student, not just affect what the student thinks but to guide them, and provoke them, into thinking better.

3. Evaluation of Classroom Manner—eye contact, audibility, movements, etc.

Nick has a great presence and appealing manner in the classroom. His delivery is smooth and fluent; his manner of speaking is informal, conversational; he speaks audibly without seeming to do so unnaturally. He moves around and gesticulates quite a bit – but this is all to the good; in fact, I would think that his habit of moving from one side of the room to the other in the way that it does would tend to help hold students' attention. In general he exhibits comfort and ease being in front of the classroom and gives students the sense that he is talking to them rather than at them. Although he came with notes and occasionally had to glance back at them for brief moments, the presentation had the feel of something naturally and spontaneously delivered.

4. Evaluation of Student Interest, Interaction, Participation.

Virtually all the students seemed attentive for the entire session, and some seemed deeply absorbed.

5. Specific Recommendations on any of 1-4.

The only specific – and it's really not very specific - recommendation I have is for Nick to explore ways of eliciting participation from more of the students. This is, I admit, a kind of holy grail in teaching courses at the Core level. And I acknowledge that I have no great ideas about how to do this myself, but given Nick's abilities as a teacher, I would think that he would not have great difficulty generating more participation were he to set out to do so.

6. Final Comments.

Exemplary

Signature:

Arata Hamawaki

Date:

Oct. 10, 2016

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UNIVERSITY OF LEEDS

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3 September 2013

To whom it may concern:

I'm delighted to have the opportunity to recommend Nicholas Wiltsher to you, and in particular to recommend him as a teacher. No doubt his other letters highlight his (many) virtues as a scholar, but in this letter I'll focus on his skills as an educator.

While Nick worked at Leeds University, I was assigned as his teaching mentor, as a part of the teacher-training program taken by all new faculty at Leeds. In my capacity as Nick's teaching mentor, I observed both his large-group (lecture-style) teaching and his small group teaching and read through some of his lesson plans. Throughout this process, Nick impressed me as an exceptionally talented teacher. He manages to communicate content clearly without over-simplifying complex philosophical points. He has an excellent rapport with students - with whom he is a very popular teacher - without being overly informal. And his presentation of material is exemplary - he presents arguments and debates in a way that lets students easily grasp the back-and-forth dialectical structure (rather than simply presenting chunks of information in isolation). He is obviously someone who puts a great deal of thought into how best to get students to think about philosophy, instead of merely memorizing who-said-what bits of information.

Nick is also someone who's very committed to making his classes welcoming and accessible spaces for his students. He puts a lot of thought into the presentation of material, including a conscious effort to include the work of groups traditionally under-represented in philosophy. He sets a respectful, polite tone in his class discussions and makes sure that his students follow his lead in this. He also took an active role, while at Leeds, in various initiatives to increase the diversity in our student body.

Throughout his time at Leeds, Nick received outstanding feedback from his students. His course evaluations were almost universally positive, and included several comments from individual students to the effect that he was the best teacher they had ever had. It's fairly hard to overstate just how well-received Nick's teaching was by our students. I observed the final lecture of his Aesthetics course, and at the lecture's conclusion the students

spontaneously burst into applause. This has never once happened to me in my seven years at Leeds, and I've been a finalist for a university-wide 'inspiring teacher' award.

In closing, I'd like to mention how much of a joy Nick was to have around as a fellow-teacher, and how much of an asset he was to the overall teaching life of our department. Nick would readily volunteer for all sorts of extra teaching tasks - speaking at our Open Days, lecturing at schools as part of our 'Widening Participation' efforts, etc. His grading was always completed on time, and completed to a very high standard. He was a pleasure to grade with (in those cases where we double-mark, such as the essays for our taught MA or our undergraduate dissertations). In general, he was without fail a dedicated, charming, and unequivocally outstanding colleague. I think that any department should be thrilled to get such a fantastic teacher. His commitment to education was a tremendous asset not only to our students, but to all of us who worked with him as well. I give him, without reservation, the highest possible recommendation. You'll be lucky to have Nick in your department.

Elizabeth Barnes

Teaching Statement

My teaching is shaped by three beliefs. First, students learn best when they are actively involved in their learning. Second, courses in philosophy should reflect the diversity of approaches to and rich history of the subject. Third, students should always take from a course in philosophy skills that can be applied outside the discipline.

Philosophy lends itself naturally to discussion, and so I make sure that even lectures are presented as opportunities for exchanges rather than a one-way transfer of information. I see my role as facilitating my students' own explorations of a topic, rather than telling them what philosophers think. I find that students engage with issues more, and understand arguments better, if they have worked their own way through them. To that end, I tend to structure lectures dialectically, starting with a general question ("do we know anything?") and then focussing on possible answers to it and their justifications ("perhaps we don't; here's a sceptical argument").

Seminars and smaller classes are great formats for engaging students, but whole-class discussion can get stale, and so I like to vary the formats of classes as a semester progresses. One way to do so is to divide the class into smaller groups which discuss a topic among themselves before the whole class reconvenes. This is an especially useful way to involve more reticent students who might be reluctant to speak up in front of the whole class. Sometimes, simply changing how people are sitting in the room can be stimulating. When teaching contemporary moral issues, I sometimes employ a "spectrum exercise". Two opposite ends of the room are designated as poles of the debate (e.g. "abortion should be illegal in all circumstances", "abortion should be freely available on demand"). Students position themselves relative to the poles, according to their opinion. I then facilitate a debate between the two poles. Students are encouraged to move if their opinions change as the debate progresses. In introductory courses, I have also used online discussion boards as an alternative to in-class discussions; students are sometimes more comfortable in that medium.

Talking of making students comfortable, I think any philosophy course should, insofar as possible, reflect the diverse approaches to the subject, and the diversity of philosophers. One reason for this is that it's alienating for, say, women students to be faced with a syllabus that has no women on it. So I try to make sure that my syllabuses include work by men, women, and philosophers of colour. I also think that, if possible, students should read work from both the analytic and continental traditions, and that it is important to embed contemporary problems in a historical context. For example, if I were teaching a course on perception, discussion of Reid would be as important as reading Logue.

I also aim to make sure that students take with them transferable skills. Like everyone who teaches philosophy, I accentuate the importance of arguments, precise definitions, and critical analysis. But I also place a particular emphasis on the development of students' writing. Philosophical aptitude and understanding is best demonstrated in careful, reflective writing; and working on philosophical writing is an excellent way to improve one's writing more generally. In every course that involves essays, I dedicate some class time to essay writing. As well as giving students tips and examples, I often use a peer-review system, in which they are encouraged to read and evaluate each other's draft work. I provide detailed, personalised feedback on each essay my students submit. The feedback is given under categories that clearly relate to a set of grading criteria, so they can see why they have received a grade and how they can improve it.

I am always keen to learn more about how to teach effectively. At Leeds, I gained a teaching qualification, the ULTA-2, which contributes to a nationally-recognised post-secondary teaching award. The course covered lecturing, small-group teaching, assessment, personal tutoring, and the use of technology and virtual learning environments. The course assignments encouraged engagement with the education literature and critical self-reflection with regard to one's own teaching. Perhaps the main thing I learned from this course was that the structure of assessment, relative to teaching objectives, is arguably the most important thing to get right in course design. Accordingly, I think hard with each course about whether the assessment methods are appropriate. For example, when teaching introductory philosophy at Auburn, asking students to write 2000-word essays was in appropriate; they were often taking the only philosophy module of their degree, and were often majors in completely unrelated disciplines. Instead, I had students do several short, peer-graded writing assignments rather than long essays: this both made them write often, and let them learn how to improve by reading others' work.

Besides learning about teaching in formal contexts, I frequently talk with colleagues about teaching, picking up tips and ideas. And, though there are of course many wonderful teachers in universities, it seems to me that school teachers receive more training in teaching methods, and employ a greater diversity of methods in the classroom. I have several friends who teach 12–18 year olds, and I often ask them for advice on techniques.

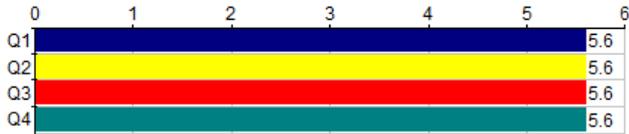
Auburn Teaching Evaluations

On the following pages, I have reproduced a full set of student evaluations from Auburn. The evaluated module was an introductory level ethics course, taught by thrice-weekly 50-minute meetings. I taught four sections, each consisting of around 35 students. These are my most recent evaluations, dating from spring 2017. I am happy to provide on request the evaluations for the race and gender course that I also taught at Auburn in the autumn of 2016.

These evaluations were provided via Auburn’s standard feedback questionnaire for liberal arts courses. There are two pages for each section, including quantitative and qualitative feedback. For convenience, I will here provide the aggregate scores from the quantitative feedback. Statistics on departmental, faculty, and university averages are unfortunately not available for comparison. Students were asked to say whether they strongly agreed, agreed, slightly agreed, slightly disagreed, disagreed, or strongly disagreed with the statements below. Since no student disagreed with any of them, slightly or strongly, I have omitted those columns.

Question	StA (6)	A (5)	SlA (4)	total	mean
1. The instructor encouraged me to think critically	41	9	2	52	5.8
2. The grading techniques were fair	36	11	5	52	5.6
3. The instructor created a conducive atmosphere for learning	37	13	2	52	5.7
4. The instructor explained course material clearly	36	12	4	52	5.6
5. The instructor met the class consistently and punctually	42	10	0	52	5.8
6. The instructor provided a clear and detailed syllabus	40	11	1	52	5.8
7. The instructor was available during office hours	34	17	1	52	5.6

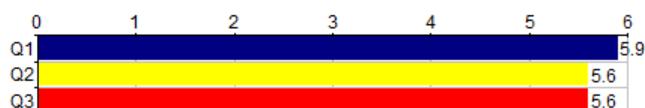
Course:	PHIL1020 006 - Introduction to Ethics	Department:	PHIL
Responsible Faculty:	Nicholas Wiltsher	Responses / Expected:	14 / 34 (41.18%)
Focus:	Overall Results		



University Wide questions		PHIL1020 - 006										
		Responses						Course				
		SA	A	SA	SD	D	SD	N	Mean	Med.	Mode	Std Dev
Q1	The Instructor(s) encouraged me to think critically.	10	3	1	0	0	0	14	5.6	6	6	.61
Q2	The grading techniques were fair.	10	3	1	0	0	0	14	5.6	6	6	.61
Q3	The Instructor(s) created a conducive atmosphere for learning.	9	4	1	0	0	0	14	5.6	6	6	.62
Q4	The Instructor(s) explained course material clearly.	9	4	1	0	0	0	14	5.6	6	6	.62

Responses: [SA] Strongly Agree=6 [A] Agree=5 [SA] Slightly Agree=4 [SD] Slightly Disagree=3 [D] Disagree=2 [SD] Strongly Disagree=1

Course:	PHIL1020 006 - Introduction to Ethics	Department:	PHIL
Responsible Faculty:	Nicholas Wiltsher	Responses / Expected:	14 / 34 (41.18%)



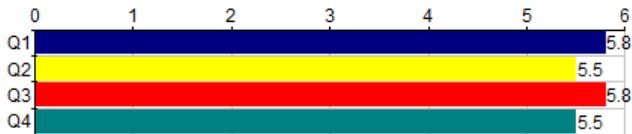
LIB ARTS		Wiltsher, Nicholas										
		Responses						Individual				
		SA	A	SA	SD	D	SD	N	Mean	Med.	Mode	Std Dev
Q1	The Instructor met the class consistently and punctually.	12	2	0	0	0	0	14	5.9	6	6	.35
Q2	The Instructor provided a clear and detailed syllabus.	10	3	1	0	0	0	14	5.6	6	6	.61
Q3	The Instructor was available during office hours.	10	3	1	0	0	0	14	5.6	6	6	.61

Responses: [SA] Strongly Agree=6 [A] Agree=5 [SA] Slightly Agree=4 [SD] Slightly Disagree=3 [D] Disagree=2 [SD] Strongly Disagree=1

Q4 - Please provide additional comments on strengths and areas for improvement.

Faculty:	Wiltsher, Nicholas
Response Rate:	78.57% (11 of 14)
1	Very good instructor. Every lecture was interesting and engaging. I consistently looked forward to coming to class to listen to the lecture. I would absolutely take another course from Dr. Wiltsher.
2	The professor is very clearly devoted to his work, especially where it involves interacting with students to get them to understand a bit about the things he is passionate about. He was very capable in all the discussions we had in class. I have to imagine it's quite difficult to run a class most people only take because they have to, but he did a great job of it.
3	Rather than simply telling students what to think or presenting them with an answer, Dr. Wiltsher guides his students in the right direction and lets them arrive at conclusions themselves. This is a more rewarding experience than simply being told what to think and its implementation requires no small effort or exercise of patience on the part of the professor.
4	Loved his class! Props
5	Knows his subject very well, provided professional papers that allowed us to explore as deeply as our interest took us and provided a fair grading system that rewarded work and understanding of the course material. One of my favorite humanities teachers I've had A+ teacher.
6	I thoroughly enjoyed the class. I liked getting a new view on different topics within philosophy. I wish a bit more of the legal side was covered. One of the bits of class I found most interesting was a lecture on consent in which we talked about acts rea and mens rea.
7	I enjoyed the online component to the assignments that kept the class low key in a way, but I appreciated how going to class was very helpful in understanding the material. All in all, I definitely enjoyed this class more than I expected to.
8	He made ethics very interesting and worked to make extremely hard concepts comprehensible.
9	Great teacher. I like his teaching techniques and style. I would take another class with professor Wiltsher.
10	Dr. Wiltsher is an incredible teacher and mentor, and his class vastly improved my critical-thinking skills. However, there was no incentive to come to class. I am on track to finish with nearly a 100, having not attended class since early February. Everything is online and it seemed that class was simply elaboration of those online assignments. If there had been incentives for coming to class that would have bolstered my knowledge or my grade, I would have been there. However, it was very simple to prioritize other work when the work for this course was so easy.
11	Always willing to help. Very fair. Cool accent.

Course:	PHIL1020 012 - Introduction to Ethics	Department:	PHIL
Responsible Faculty:	Nicholas Wiltsher	Responses / Expected:	13 / 35 (37.14%)
Focus:	Overall Results		



University Wide questions		PHIL1020 - 012										
		Responses					Course					
		SA	A	SA	SD	D	SD	N	Mean	Med.	Mode	Std Dev
Q1	The Instructor(s) encouraged me to think critically.	11	2	0	0	0	0	13	5.8	6	6	.36
Q2	The grading techniques were fair.	9	2	2	0	0	0	13	5.5	6	6	.75
Q3	The Instructor(s) created a conducive atmosphere for learning.	10	3	0	0	0	0	13	5.8	6	6	.42
Q4	The Instructor(s) explained course material clearly.	8	4	1	0	0	0	13	5.5	6	6	.63

Responses: [SA] Strongly Agree=6 [A] Agree=5 [SA] Slightly Agree=4 [SD] Slightly Disagree=3 [D] Disagree=2 [SD] Strongly Disagree=1

Course:	PHIL1020 012 - Introduction to Ethics	Department:	PHIL
Responsible Faculty:	Nicholas Wiltsher	Responses / Expected:	13 / 35 (37.14%)



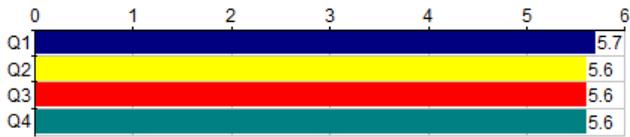
LIB ARTS	Wiltsher, Nicholas											
	Responses						Individual					
	SA	A	SA	SD	D	SD	N	Mean	Med.	Mode	Std Dev	
Q1	The Instructor met the class consistently and punctually.	11	2	0	0	0	0	13	5.8	6	6	.36
Q2	The Instructor provided a clear and detailed syllabus.	11	2	0	0	0	0	13	5.8	6	6	.36
Q3	The Instructor was available during office hours.	9	4	0	0	0	0	13	5.7	6	6	.46

Responses: [SA] Strongly Agree=6 [A] Agree=5 [SA] Slightly Agree=4 [SD] Slightly Disagree=3 [D] Disagree=2 [SD] Strongly Disagree=1

Q4 - Please provide additional comments on strengths and areas for improvement.

Faculty:	Wiltsher, Nicholas
Response Rate:	46.15% (6 of 13)
1	the writing assignment peer review through Cava is not reasonable and unfair.
2	Loved the course, loved the discussions, like the peer reviewed responses to questions!
3	I really liked how to class was set up because sometimes we didn't have to meet on Friday's. Turning in a writing assignment was an effective, but not terribly time consuming way to start of the day because it gave me and opportunity to think critically early in the morning. I feel like the class was set up pretty well, because the number of times we met corresponding with our assignments. For example, Monday: Background, then Monday night we would read the paper, Tuesday: Response and then Wednesday we would go over the responses and Friday a writing assignment. I'm not sure if anyone else felt like it worked well, but I thought it was pretty good.
4	Great instructor, and the fact that he's as English as toad in the hole and a Lancashire accent, just makes his class even more enjoyable.
5	For your future classes I would definitely make attendance mandatory or at least allow no more than 3-4 unexcused absences. Also, I think more people would actively read if the papers were shorter and we had an understanding of what the paper discussed.
6	Absolutely loved this class! Mr. Wiltsher was a great teacher and I have learned a ton in his class.

Course:	PHIL1020 017 - Introduction to Ethics	Department:	PHIL
Responsible Faculty:	Nicholas Wiltsher	Responses / Expected:	12 / 34 (35.29%)
Focus:	Overall Results		



University Wide questions		PHIL1020 - 017										
		Responses						Course				
		SA	A	SA	SD	D	SD	N	Mean	Med.	Mode	Std Dev
Q1	The Instructor(s) encouraged me to think critically.	8	4	0	0	0	0	12	5.7	6	6	.47
Q2	The grading techniques were fair.	8	3	1	0	0	0	12	5.6	6	6	.64
Q3	The Instructor(s) created a conducive atmosphere for learning.	7	5	0	0	0	0	12	5.6	6	6	.49
Q4	The Instructor(s) explained course material clearly.	8	3	1	0	0	0	12	5.6	6	6	.64

Responses: [SA] Strongly Agree=6 [A] Agree=5 [SA] Slightly Agree=4 [SD] Slightly Disagree=3 [D] Disagree=2 [SD] Strongly Disagree=1

Course:	PHIL1020 017 - Introduction to Ethics	Department:	PHIL
Responsible Faculty:	Nicholas Wiltsher	Responses / Expected:	12 / 34 (35.29%)



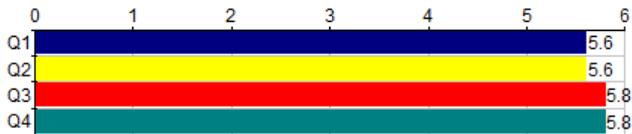
LIB ARTS		Wiltsher, Nicholas										
		Responses						Individual				
		SA	A	SA	SD	D	SD	N	Mean	Med.	Mode	Std Dev
Q1	The Instructor met the class consistently and punctually.	9	3	0	0	0	0	12	5.8	6	6	.43
Q2	The Instructor provided a clear and detailed syllabus.	9	3	0	0	0	0	12	5.8	6	6	.43
Q3	The Instructor was available during office hours.	6	6	0	0	0	0	12	5.5	5.5	5,6	.50

Responses: [SA] Strongly Agree=6 [A] Agree=5 [SA] Slightly Agree=4 [SD] Slightly Disagree=3 [D] Disagree=2 [SD] Strongly Disagree=1

Q4 - Please provide additional comments on strengths and areas for improvement.

Faculty:	Wiltsher, Nicholas
Response Rate:	58.33% (7 of 12)
1	The structure of the class was very good and allowed me to do the assignments at my own pace.
2	Professor Wiltsher's class was incredibly enlightening. I felt the material we covered was interesting and pertained to many things in today's society. For the most part he did a good job of keeping his own opinion out of discussion and prompted lots of discussion. If I were in his position, I would provide an incentive for coming to class and participating in discussion. Overall, I really enjoyed this class and Professor Wiltsher.
3	I very much enjoyed this class. He made the topics very interesting and explained them with a great amount of detail. I also enjoyed the discussion boards as well as the peer reviews instead of just taking exams on all of the material. This gave us room to give our input because this material is more opinion based than factual based. I would highly recommend him to any student!
4	I really enjoyed this class. I love the peer grading aspect of it as well.
5	I liked the idea of having the peer reviews. Reading other students' assignments allowed me to see if there was anything I could have done differently on my assignment or could do differently in the future. The grading was also pretty lenient which was nice. Overall enjoyable class
6	I liked the setup of the course
7	Great new format! There is many assignments to keep track of, however with a clear schedule and calendar it was not a problem. Discussion Board post on Monday allowed for concise lectures later in the week.

Course:	PHIL1020 018 - Introduction to Ethics	Department:	PHIL
Responsible Faculty:	Nicholas Wiltsher	Responses / Expected:	13 / 33 (39.39%)
Focus:	Overall Results		



University Wide questions		PHIL1020 - 018										
		Responses					Course					
		SA	A	SA	SD	D	SD	N	Mean	Med.	Mode	Std Dev
Q1	The Instructor(s) encouraged me to think critically.	12	0	0	0	0	1	13	5.6	6	6	1.33
Q2	The grading techniques were fair.	9	3	1	0	0	0	13	5.6	6	6	.62
Q3	The Instructor(s) created a conducive atmosphere for learning.	11	1	1	0	0	0	13	5.8	6	6	.58
Q4	The Instructor(s) explained course material clearly.	11	1	1	0	0	0	13	5.8	6	6	.58

Responses: [SA] Strongly Agree=6 [A] Agree=5 [SA] Slightly Agree=4 [SD] Slightly Disagree=3 [D] Disagree=2 [SD] Strongly Disagree=1

Course:	PHIL1020 018 - Introduction to Ethics	Department:	PHIL
Responsible Faculty:	Nicholas Wiltsher	Responses / Expected:	13 / 33 (39.39%)



LIB ARTS		Wiltsher, Nicholas										
		Responses						Individual				
		SA	A	SA	SD	D	SD	N	Mean	Med.	Mode	Std Dev
Q1	The Instructor met the class consistently and punctually.	10	3	0	0	0	0	13	5.8	6	6	.42
Q2	The Instructor provided a clear and detailed syllabus.	10	3	0	0	0	0	13	5.8	6	6	.42
Q3	The Instructor was available during office hours.	9	4	0	0	0	0	13	5.7	6	6	.46

Responses: [SA] Strongly Agree=6 [A] Agree=5 [SA] Slightly Agree=4 [SD] Slightly Disagree=3 [D] Disagree=2 [SD] Strongly Disagree=1

Q4 - Please provide additional comments on strengths and areas for improvement.

Faculty:	Wiltsher, Nicholas
Response Rate:	53.85% (7 of 13)
1	This class was extremely enjoyable. Dr. Wiltsher made me interested in philosophy when I had previously known nothing about the subject. The class is challenging but it is easy to do well if you put in effort. Dr Wiltsher treated us like adults, which was very appreciated. He made the class enjoyable, and helped break apart the difficult material found in the papers. I learned a new set of skills in the field of philosophy, and I never thought I would like a philosophy class so much, but I was wrong. This class was interesting and Dr Wiltsher is a very fair and effective professor.
2	In my three years of undergraduate studies, Dr. Wiltsher is the best professor I have ever had. He forces you to think outside the box and is incredibly knowledgeable about his material. He explains difficult theories in such a way that makes them clear and applicable to every day life. His lectures are engaging and humorous, I never wanted to miss his class even though attendance was not mandatory. If I could have him teach every class for the rest of my college career, I would. I highly recommend him to all students.
3	I really enjoyed the class and grading formats. I felt like it made me work enough to learn the material without feeling like a stressful work load.
4	I really enjoyed the out of class, punctual essays. It took a lot of anxiety away from the pressure of in class essays and I felt like I could really write what I thought and not feel pressured (even though it was still for time)
5	Good class, I like the way you impartially examine both sides of a debate, and allow students to present their thoughts. The canvas discussions are always interesting. Peer reviewing is annoying when I disagree with the reviewer about my score.
6	Dr. Wiltsher was an excellent teacher, and I learned a lot from him.
7	Amazing professor. He cared a lot about all of us, and the classroom environment was excellent.

Summary of Previous Evaluations

Leeds

At Leeds, the largest module I taught solo was a final-year aesthetics unit, taught by twice-weekly lectures and seminars every two weeks. There were 80 students on the course, 26 of whom completed the evaluation form in full. I am happy to on request the full set of evaluations, and also those for the module I co-taught on philosophy and literature.

With regard to the aesthetics module, the University regarded a module as successful if at least 80% of respondents mostly agreed or definitely agreed with three “gold standard” questions. Those questions and my scores on them are reproduced below.

Overall, I am satisfied with the quality of the module. *My score: 88.46%*

The teaching on this module was of a high standard. *My score: 92.31%*

The module content was intellectually stimulating. *My score: 88.47%*

Miami

I taught four different courses at Miami: introduction to philosophy (three times), contemporary moral issues (twice), and critical thinking and feminist philosophy (once each). Complete copies of all of the evaluations are available upon request.

These evaluations were provided via the University of Miami’s standard feedback form for lecture/seminar classes. Students answered questions along a five-point spectrum from “Strongly Agree” (5) to “Strongly Disagree” (1). Students were also given the chance to contribute additional comments on the course and the instructor. The mean is out of 5.

Question	SA	A	N	D	SD	total	mean
Overall positive	70	42	10	2	6	130	4.3
Would recommend	58	30	12	6	6	112	4.1
Presents effectively	55	50	9	9	7	130	4.1
Stimulates interest	54	35	23	8	9	129	3.9
Willing to meet	74	42	10	1	4	131	4.4
Assignments reflect goals	57	43	8	1	3	112	4.3
treats with respect	14	3	1	0	1	19	4.5

The questions, in full, were:

1. My overall evaluation of the instructor is positive.
2. I would recommend this instructor to a friend.
3. The instructor presents course material effectively.
4. The instructor stimulates interest in the course.
5. The instructor is available and willing to meet with students.
6. Exams and assignments reflect the goals and objectives of the course.
7. The instructor treats students with respect.¹

¹Q.s 2 and 6 were dropped from the questionnaire in 2012 and replaced by Q.7; hence the discrepancies in numbers for these questions in the aggregated scores.

Teaching Qualification: ULTA-2

While at Leeds, I studied for and gained the University of Leeds Teaching Award level 2. This is an accredited award leading to Fellowship of the Higher Education Academy, and comprising 40 of the 60 credits necessary for a Postgraduate Certificate in Higher Education.

The course consisted of two units, one focussing on the basic elements of student education at the level of individual teaching sessions, and one concentrating on development and revision of units, degree programmes, and teaching methods. Besides formative tasks and readings, each unit was assessed by a written assignment, requiring engagement with the academic literature on teaching and learning, and critical reflection on one's own practice.

In more detail, the first unit covered the following aspects of teaching:

- methods of large and small group teaching;
- different approaches to learning and assessment;
- uses of virtual learning environments (VLEs);
- academic and personal support and guidance for students;
- evaluating the success of teaching.

This unit also involved mentoring by a member of my own department's faculty, and observations of my teaching by that mentor and a faculty member from another department. I am happy to provide details of these observations on request. The assignment for the unit was a critical and evaluative case study of one of my own teaching sessions, including rationales for the content and methods, assessment of their success, and consideration of how they might be improved.

The second unit covered the theory and practice of:

- designing, preparing and implementing coherent schemes of work and assessment for students;
- integrating appropriate learning technology into teaching and student learning;
- developing effective learning environments;
- the role of teaching at the level of department, university, and wider society;
- evaluating the success of one's teaching.

The unit assignment consisted of a case study of my own attempts to develop my teaching practice, by integrating technology and redesigning course elements.

I am happy to provide on request further details of any element of this course, including syllabus, reading lists, and assignments.

Introduction to Ethics

First-year undergraduate/non-major

Sample syllabus

CONTACT DETAILS AND OFFICE HOURS HERE

1 Course description

This course is divided into three parts. In the short first part, we'll cover the basics of philosophy: arguments, reasons, and how to read a paper. In the second, we'll examine three questions in normative ethics bearing on the question of what it means to be a morally responsible person. In the third, after the mid-term break, we'll address three topics in applied ethics: consent, our duties to the less fortunate, and the responsibilities of the poor. By introducing you to philosophical ethics, the course will also introduce you to philosophy more generally.

2 Readings and topics schedule

Date(s)	Reading
Getting started	
Jan 11	Course intro (no reading).
Jan 13	what are arguments? (no reading).
Jan 18	How to argue (Rawls on baseball).
Jan 20	how to read philosophy: Brown, "Blame".
Moral thinking	
Jan 23, 25, 27	Gill, "Moral Rationalism vs. Moral Sentimentalism".
Jan 30, Feb 1, 3	Wolf, "Moral Saints".
Feb 6, 8, 10	Foot, "Morality as a System of Categorical Imperatives".
Free will	
Feb 13, 15, 17	Levy and McKenna, "Recent Work on Free Will and Responsibility".
Feb 20, 22, 24	Strawson, "Freedom and Resentment".
Moral luck	
Feb 27, Mar 1, 3	Williams, "Moral Luck".
9 Mar 6, 8, 10	Card, "Responsibility and Moral Luck".
Spring Break	
Consent	
Mar 20, 22, 24	Pineau, "Date Rape: A Feminist Analysis".
Mar 27, 30, 31	Dougherty, "Sex, Lies and Consent".
Famine and poverty	
Apr 3, 5, 7	Singer, "Famine, Affluence and Morality".
Apr 10, 12, 14	Narveson, "Is World Poverty a Moral Problem for the Wealthy?".
Justice and deviance	
Apr 17, 19, 21	Shelby, "Justice, Deviance, and the Dark Ghetto".
Apr 24, 26, 28	Threadcraft, "Intimate Injustice, Political Obligation . . .".
Final exam period	
May 1-5	

3 Grading and assessment

The assessment for this course is designed to give you the maximum opportunity to develop philosophical skills of discussion and argumentation, without unduly burdening you outside of class time. You grasp philosophy best by discussing it and writing about it. The University also insists that you have a final exam. Your assessment will thus comprise the following:

Arguments assignment (10%)

Your first assignment will allow you to practice skills of presenting and summarizing arguments, developed in the first part of the course (“getting started”). It will be due on January 27th. I will distribute instructions and rubric well in advance of this date.

In-class peer-graded writing assignments (6x10%)

The 13 weeks from January 23rd to April 28th are split so we cover six different topics, the first three (before Spring Break) in normative ethics, and the second three in applied ethics. In the Friday class time at the end of each period dedicated to a particular topic, you will write a short answer to a prompt. You will do this on Canvas; you will not need to come to the classroom to write the assignment. You will then grade (anonymously) two other students’ answers on a scale of 1–4. I will moderate the grading of a sample of the papers for each assignment. You will receive one point for completing each of your peer reviews, and your paper will be graded by two of your peers, so the total possible mark for each short answer is 10%. I will distribute guidance on answering the prompts and grading the answers, and we will practice this in class time before the first writing assignment.

Discussion board contributions (10x2%)

For each of those 13 weeks, there will be a discussion board on Canvas for talking about the reading for that week. You must make a contribution to a discussion in 10 of those weeks (you can make more contributions if you like, in which case your grade will be for the best one in a given week). Each contribution will be marked out of two, with one being a cursory contribution and 2 being a substantial contribution (I will explain well in advance what this means). The discussion boards will close each week at midday on Tuesday, and their contents will shape class content for the rest of the week.

Final exam (10%)

Your final exam will be a comprehensive test of your grasp of the key concepts and ideas from the semester. It will mostly be multiple choice questions, and will be administered through the VLE.

Your final grade will be determined by a conversion of your percentage score into a letter grade on the usual university scale.

4 Course objectives

By the end of this course, students should be able to:

- demonstrate sound knowledge of some issues in normative and applied ethics;
- demonstrate a conceptual understanding of those issues which enables the development and sustaining of an argument;
- deploy capacities for critical explication and presentation of arguments;
- describe and comment on particular aspects of recent research and/or scholarship;
- appreciate the uncertainty, ambiguity and limitations of knowledge in the discipline.

5 Policies

POLICIES GO HERE, E.G. DISABILITY ACCOMMODATION, ~~AC~~ADEMIC HONESTY, ELECTRONIC DEVICES

Aesthetics and the Philosophy of Art

Advanced undergraduate

Sample syllabus

CONTACT DETAILS AND OFFICE HOURS HERE

1 Introduction

Aesthetics includes questions in three inter-dependent areas. First, questions about art, and about specific art-forms. For example, what is art, and how should we understand it? What constitutes a musical work, or a piece of literature? Second, more general questions about aesthetic values like beauty and ugliness. For example, can such concepts be objectively applied? Third, questions that may not specifically concern art or aesthetic values, but are commonly approached via art; for example, the issue of what sexiness is. We will address questions in all three categories. By the end of the course, students should have a sound grasp of historical and contemporary approaches to aesthetics; an understanding of the main positions on each topic; and a deeper, more informed understanding of art. The course emphasises the development of students' writing, and is intended for those with a background in philosophy, but no prior experience of aesthetics.

2 Schedule and readings

Week	Topic	Reading
Week 1	Course Introduction	n/a
Week 2	The nature of the aesthetic	Dickie, 'The Myth of the Aesthetic Attitude'.
Week 3	Aesthetic properties	Sibley, 'Aesthetic Concepts'.
Week 4	Standards of taste	Hume, 'Of The Standard of Taste'.
Week 5	Standards of taste	Nochlin, 'Why Have There Been No Great Women Artists?'.
Week 6	The definition of art	Carroll, 'Identifying Art'.
Week 7	the ontology of art	Thomasson, 'The Ontology of Art and Knowledge in Aesthetics'.
Week 8	Art criticism	Eaton, 'When Ethics and Aesthetics Meet'.
Week 9	Representation and depiction	Hopkins, 'Explaining Depiction'.
Week 10	Music and emotion	Kivy, 'Emotions in the Music'.
Week 11	Fearing fictions	Walton, 'Fearing Fictions'.
Week 12	Natural aesthetics	Carlson, 'Natural Environments'.
Week 13	human beauty	Tate, "'Beauty Comes From Within": Or Does It?'.
Week 14	human beauty	Irvin & Lintrott, 'Sex Objects and Sexy Subjects'.

3 Assessment and Grading

You will be required to turn in the following pieces of written work during the semester:

- Two short response papers (about 500-1000 words)
Your response papers should engage with a piece of assigned reading, and should primarily be concerned with evaluation and analysis of the ideas and arguments therein.
- Two short research papers (about 500-1000 words)
Your research papers should consist in a summary and exposition of an article or book chapter related to a course topic and not on the reading list.

- One final essay (about 2500-3000 words)

Your final essay will be a paper on a topic of your choosing. You may choose to write on a topic that you have previously addressed in a short paper.

There will be no examinations in this class. Each of the short papers will count for 10% of your final grade. The final essay will count for 50%. Of the remainder, 5% will be determined by class participation, and 5% will be determined by your own self-assessment.

Late work will be penalized at the rate of one grade increment per day. If you have good reason for requesting an extension, please contact me as far in advance as possible to discuss it.

Deadlines

There are no formal deadlines for your short papers; the only condition is that you must submit four, on different topics, by the end of the semester. I advise that you aim to turn in one every two weeks. The final assignment is due on the last day of the semester. Drafts of final essays, which are optional, must be submitted at least five days in advance of that deadline for review and feedback.

4 Aims and Objectives

Aims

This course aims to:

- acquaint students with a range of questions in the philosophy of art and aesthetics;
- give students a thorough understanding of the history of aesthetics, and the contemporary state of the subject;
- facilitate the application of philosophical thought on aesthetics to students' own engagements with art and the aesthetic;
- allow students to build on and develop their core philosophical skills.

Objectives

By the end of this course, students should be able to:

- demonstrate coherent and detailed knowledge of central historical and contemporary issues in aesthetics and the philosophy of art;
- deploy capacities for critical explication and presentation of arguments;
- demonstrate a conceptual understanding which enables the development and sustaining of an argument;
- describe and comment on particular aspects of recent research and/or scholarship;
- appreciate the uncertainty, ambiguity and limitations of knowledge in the discipline;
- make appropriate use of scholarly reviews and primary sources.

5 Policies

POLICIES GO HERE, E.G. DISABILITY ACCOMMODATION, ACADEMIC HONESTY, ELECTRONIC DEVICES

Feminist Philosophy

Advanced undergraduate

Sample syllabus

CONTACT DETAILS AND OFFICE HOURS HERE

1 Introduction

Feminist philosophy encompasses a wide range of issues. Philosophers have used the tools of philosophy to address questions of concern to feminism and feminists: for example, the constitution of genders, and social and political issues such as marriage and abortion. Conversely, they have used the insights of feminism to critique the practice and content of philosophy: for example, in developing feminist aesthetics. This course will examine a range of contemporary work in feminist philosophy. We will start by considering the nature of gender, then consider critiques of the practice of philosophy. We will then examine some feminist work in epistemology and in aesthetics, before addressing questions of women's experience, including objectification and marriage. By the end of the course, students will be acquainted with contemporary feminist philosophy, and better able to apply its insights to academic and everyday contexts. The course emphasises the development of students' writing, intended for those with a background in philosophy, but no prior experience of feminist philosophy.

2 Schedule and readings

Week	Topic	Reading
Week 1	Course Introduction	n/a
Week 2	The construction of gender	Beauvoir, 'The Second Sex'.
Week 3	The construction of gender	Haslanger, 'Race and Gender...?'
Week 4	Gender essentialism	Bach, 'Gender is a Natural Kind...?'
Week 5	Implicit bias	Saul, 'Ranking Exercises in Philosophy...?'
Week 6	Diversity in philosophy	Dotson, 'How is This Paper Philosophy?'
Week 7	Epistemic injustice	Fricker, 'Epistemic Injustice' (excerpts).
Week 8	Epistemic injustice	Fricker, 'Epistemic Injustice' (excerpts).
Week 9	Feminist aesthetics	Korsmeyer, 'Perceptions, Pleasures, Arts...?'
Week 10	Feminist aesthetics	Armstrong, 'The Effects of Blackness...?'
Week 11	Objectification	Nussbaum, 'Objectification'.
Week 12	Objectification	Haslanger, 'On Being Objective...?'
Week 13	The female body	Young, 'Throwing Like a Girl'.
Week 14	Marriage and the state	Brake, 'Minimal Marriage...?'

3 Assessment and Grading

You will be required to turn in the following pieces of written work during the semester:

- Two short response papers (about 500-1000 words)
Your response papers should engage with a piece of assigned reading, and should primarily be concerned with evaluation and analysis of the ideas and arguments therein.
- Two short research papers (about 500-1000 words)
Your research papers should consist in a summary and exposition of an article or book chapter related to a course topic and not on the reading list.

- One final essay (about 2500-3000 words)

Your final essay will be a paper on a topic of your choosing. You may choose to write on a topic that you have previously addressed in a short paper.

There will be no examinations in this class. Each of the short papers will count for 10% of your final grade. The final essay will count for 50%. Of the remainder, 5% will be determined by class participation, and 5% will be determined by your own self-assessment.

Late work will be penalized at the rate of one grade increment per day. If you have good reason for requesting an extension, please contact me as far in advance as possible to discuss it.

Deadlines

There are no formal deadlines for your short papers; the only condition is that you must submit four, on different topics, by the end of the semester. I advise that you aim to turn in one every two weeks. The final assignment is due on the last day of the semester. Drafts of final essays, which are optional, must be submitted at least five days in advance of that deadline for review and feedback.

4 Aims and Objectives

Aims

This course aims to:

- acquaint students with a range of questions in feminist philosophy;
- give students a thorough understanding of the contemporary state of the subject;
- facilitate the application of philosophical thought on feminism to students' engagements with the wider world;
- allow students to build on and develop their core philosophical skills.

Objectives

By the end of this course, students should be able to:

- demonstrate coherent and detailed knowledge of central contemporary issues in feminist philosophy;
- deploy capacities for critical explication and presentation of arguments;
- demonstrate a conceptual understanding which enables the development and sustaining of an argument;
- describe and comment on particular aspects of recent research and/or scholarship;
- appreciate the uncertainty, ambiguity and limitations of knowledge in the discipline;
- make appropriate use of scholarly reviews and primary sources.

5 Policies

POLICIES GO HERE, E.G. DISABILITY ACCOMMODATION, ACADEMIC HONESTY, ELECTRONIC DEVICES

The Imagination

Graduate seminar

Sample syllabus

CONTACT DETAILS AND OFFICE HOURS HERE

1 Introduction

Imagining and the imaginary are as much a part of our mental lives as thinking and perceiving. Further, a variety of philosophical questions appear to involve imagination in some capacity. For example, several philosophers think that the appreciation of art requires the imagination, and many think the same about knowledge of possibilities. But what imagination is, what it is like, and what it can do remain contentious questions. We will start by considering several general theories of imagination: what it is, how it works, how it is related to perception and belief. We will then examine a number of applications of imagination. The schedule is open to amendment depending on students' preferences and interests.

2 Schedule and readings

Week	Topic	Reading
Week 1	Course introduction	Sartre, 'The Imaginary', part 1 ch. 1.
Week 2	Collingwood's view	Collingwood, 'The Principles of Art', book II.
Week 3	The pretense view	Langland-Hassan, 'Pretense, Imagination and Belief'.
Week 4	The image view	Kind, 'Putting the Image Back in Imagination'.
Week 5	The dependency view	Martin, 'The Transparency of Experience'.
Week 6	Mind-reading	Currie and Ravenscroft, 'Recreative Minds' (excerpt).
Week 7	Beliefs, desires	Schellenberg, 'Belief and Desire in Imagination...'
Week 8	Modal epistemology	Kung, 'Imagination as a Guide to Possibility'.
Week 9	Knowledge and discovery	Spaulding, 'Imagination Through Knowledge'.
Week 10	The limits of imagination	Gendler, 'The Puzzle of Imaginative Resistance'.
Week 11	Imagination and emotion	Moran, 'The Expression of Emotion in Imagination'.
Week 12	Aesthetic appreciation	Walton, 'Mimesis as Make-Believe' (excerpt).
Week 13	Student presentations of draft essays	
Week 14	Student presentations of draft essays	

3 Assessment and Grading

Your assessment will consist of the following pieces of work:

- Three short response papers (about 1000 words) (10% each)
- One presentation (10%)
- One final essay (about 5000 words) (60%)

Your response papers should constitute critical analysis of and engagement with a piece of our reading. Your final essay should engage critically with one issue discussed in the course or related to course material. It is anticipated that one of your response papers will form the basis of your final essay, but this need not be the case if you so choose.

You will give two presentations in this class. You will present one of the assigned readings; this presentation will constitute 10% of your grade. Your other presentation, which will be unassessed, will be of a draft of your final paper.

Deadlines

All three of your response papers must be submitted by the end of week 12. Your final essay must be submitted by the end of the semester. We will schedule presentations at the start of the semester.

4 Aims and Objectives

Aims

This course aims to:

- thoroughly acquaint students with contemporary work on the imagination;
- provide students with a clear understanding of the history, context, and background of this work;
- cover a reasonable range of philosophical approaches and traditions;
- help students to develop their core philosophical skills;
- help students to develop their own views on issues concerning imagination.

Objectives

By the end of this course, students should:

- be able to understand and discuss the central issues of the course;
- be able to critically assess the views of various philosophers on these issues;
- be able to articulate and defend their own views;
- have produced a substantial essay demonstrating engagement with a philosophical problem at an appropriate level of sophistication.

5 Policies

POLICIES GO HERE, E.G. DISABILITY ACCOMMODATION, ACADEMIC HONESTY, ELECTRONIC DEVICES