

TIINA C ROSENQVIST | TEACHING PORTFOLIO

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1. Teaching Statement

1.1 General statement of teaching philosophy

I've worked as a teacher in the US, Finland, Hong Kong, and India. My years of teaching have helped me understand that there is no "normal" when it comes to students. This applies to philosophy as well. Each person comes to the discipline with their unique set of expectations, experiences, goals, anxieties, strengths, and challenges. My teaching philosophy centers on this simple realization. I emphasize skill building and combine a highly structured course design with flexible policies in an effort to serve the needs of diverse students. I also strive to create a safe and supportive discussion environment by inviting my students to reflect on the nature, goals, and methods of philosophy.

1.1.1 Teaching skills and content

At the beginning of every course I use a survey to ask my students why they are taking the course, if they have prior experiences with philosophy, and if they have concerns, worries, or something else they would like me to know. This helps me design classes and activities in a way that directly addresses the students' needs. For example, since undergraduates often express concerns over their ability to understand philosophical texts and to "think like a philosopher," I incorporate frequent skill-building workshops into my classes. I start by going over basic terminology. I then introduce segments on how to *read* philosophy, how to *evaluate* arguments, how to *write* philosophy, and how to *talk* philosophy. Towards the end of the term we hone these skills further with additional workshops and discuss how to transfer the skills to other contexts. To make the workshops more effective, I use simple, down-to-earth exercises. For example, in a "write-crumple-throw" activity, students are each given a sheet of paper divided into three columns. I choose a question already covered in class and the students write down arguments in support of their preferred answers in the first column. They then crumple up the papers and throw them across the room. A person who picks up a particular paper has to think of a plausible objection to the argument on that paper and write the objection in the second column. They then repeat the crumple-throw procedure, and a third student responds to the objection in the last column. We then read some of these mini-dialogues out loud and add a few details (examples, supporting arguments, etc.). Finally, I explain how the students can use a similar procedure when outlining their papers. To help make sure that the students are developing the skills they need to succeed in the course, I ask them to periodically reflect on their own progress and share their thoughts on what kind of further workshops would be beneficial.

1.1.2 Inclusivity through structure and flexibility

I give my students plenty of opportunities to practice their philosophy skills by employing a highly structured course design with lots of low-stakes assignments. The assignments include reading quizzes (untimed, open-book), posters, presentations, reflections, and argumentative writing tasks. I provide detailed grading rubrics and model assignments when appropriate, scaffold major assignments, and invite students to meet with me to discuss their plans. On occasion, I use self-grading and peer reviews to demystify the grading process and to encourage reflection. Giving students lots of low-stakes assignments helps keep them engaged and promotes a growth mindset, but it is important to combine this structure with flexible course policies that allow students to exercise their autonomy

and cope with temporary obstacles and disturbances. The policies I use include “late days” on assignments, dropping lowest grades, offering multiple ways to participate, and allowing students to make up for absences with additional assignments. With these policies I communicate to my students that their wellbeing matters to me and that they are *entitled* to accommodations should they need them. This is an inclusive practice because students’ backgrounds affect their willingness to ask for extra time and help. One of my former mentees—a first-generation student from a developing country—told me, *in her senior year*, that she had never asked for an extension on an assignment, even when she was ill or otherwise unable to produce work that was up to her usual standards. Flexible course policies benefit everyone, and especially students like her.

1.1.3 Fostering a sense of belonging with meta-level discussions

I do my best to create a safe and supportive discussion environment in which students feel that they *all* have valuable things to contribute, regardless of background. The philosophy classroom can be an intimidating and alienating place. There has traditionally been a great deal of gate-keeping and hostility towards non-western and minority perspectives, and philosophical writing is often unnecessarily complex and jargony. To help my students feel at home in a philosophy classroom, I assign texts by diverse authors and introduce discussions on metaphilosophical topics. If we read Descartes, we might have a discussion about Canon formation and reformation. If we read Nāgārjuna, Tsongkhapa, or Ibn al-Haytham, we might problematize the notion of philosophy as a disembodied view-from-nowhere. Whenever we discuss a particular text, we also discuss the accessibility of the writing and the author’s writing style. Most students seem to find these conversations empowering and engaging; even those who are otherwise reluctant to participate usually have things to say. As an instructor, I feel that it’s my responsibility to explicitly acknowledge that philosophy is one of the few Humanities fields where women are still vastly outnumbered by men, that racism and Eurocentrism have shaped the Canon and methodology of philosophy, and that some viewpoints, approaches, and questions continue to be marginalized and dismissed in philosophy today. I then like to ask my students what *we* can do to make a difference in the context of *our* class. We come up with explicit ground rules for class discussions and have a conversation about inclusive classroom practices (students tend to have excellent suggestions here!). On my part, I emphasize that our goal is to broaden our horizons and to deepen our understanding, and that we need a variety of different perspectives to accomplish this goal.

1.2 Going forward

Being a good philosophy instructor requires willingness to listen and learn, which is why I continue to educate myself on inclusive and equitable teaching practices and on the challenges facing college students today. I attend and facilitate teaching and mentoring workshops, and elicit lots of feedback from my students. Most recently, I have made forays into disability inclusion and accessible course design: I have co-organized two conferences on Philosophy of Disability and Illness as well as a disability-themed teaching workshop, and I am committed to continuing these dialogues—and many others—in the future. My favorite philosophy instructors have been intellectually humble people who are willing to question their own views, assumptions, and approaches. They listen and read charitably, ask difficult but constructive questions, challenge their students with kindness and compassion, prefer dialogue over monologue, view diversity as an epistemic good, and never stop learning. This is what I try to emulate as a teacher.

2. Teaching Competencies and Experience

2.1 Courses taught

Instructor of Record

Cross-Cultural Perspectives on Knowledge (Dartmouth: Fall 2025)
Animal Minds (Dartmouth: Winter 2025)
Philosophy and Visual Perception (Penn: Fall 2021, Fall 2022)

Teaching Assistant

Visual Studies: Mind, Eye, and Image (two sections) (Penn: Spring 2019, Spring 2022)
Philosophy of Science (grader) (Penn: Spring 2021)
Philosophy of Mind and Language: What is Meaning? (two sections) (Penn: Spring 2020)
Epistemology (two sections) (Penn: Fall 2019)
Logic and Formal Reasoning (two sections) (Penn: Fall 2018)

2.2 Courses prepared to teach

Introductory

Introduction to Philosophy
Logic and Formal Reasoning
Philosophy and Film
Indian Philosophy
Epistemology
Epistemology (cross-cultural)
Metaphysics
Visual Studies
AI Ethics

Intermediate / Advanced

Primary and Secondary Qualities
Pain and Suffering
Philosophy of Mind
Animal Minds
Philosophy and Visual Perception
Philosophy of Perception
Philosophy of Science
Social Epistemology

2.3 Other teaching experience

I have mentored undergraduates both officially (Penn: three semesters in the MindCORE Step-Ahead Mentorship Program) and unofficially, served as a TA trainer (Penn: 2021 and 2022) and a Philosophy Tutor (Penn: 2022), and guest lectured in philosophy (Penn), writing (Dartmouth), media studies (Dartmouth), and cognitive science (Dartmouth) courses. I have also taught EFL/ESL/Critical Writing in Finland, Hong Kong and India.

3. Course Evaluations

I have included summaries of all the course evaluations I have received so far. Full evaluations available on request.

A. Quantitative evaluations:

Dartmouth: For the quantitative evaluations, the scale is from **1** (*best*) to **5** (*worst*):

- For overall quality and effectiveness scores the scale is from **1 to 5**: *Excellent, Very good, Good, Fair, Poor*
- For statements the scale is **1 to 5**: *Strongly agree, Agree, Neutral, Disagree, Strongly Disagree*

Penn: For the quantitative evaluations, the scale is from **0** (*worst*) to **4** (*best*):

- For overall quality scores the scale is **0 to 4**: *Poor, Fair, Good, Very good, Excellent*
- For statements the scale is **0 to 4**: *Strongly disagree, Disagree, Neither agree nor disagree, Agree, Strongly agree*
- For course difficulty ratings the scale is *Easy 0, 1, 2, 3, Difficult 4*
- For the amount of work ratings the scale is *Very Little 0, 1, 2, 3, Very Much 4*

B. Qualitative evaluations:

Penn and Dartmouth: I have included *all* the qualitative comments from students without omissions.

C. Comparisons:

Dartmouth: To show how my course evaluations compare to those of other instructors at Dartmouth, I have included the comparative data about the overall effectiveness of teaching for both philosophy and cognitive science.

Penn: To show how my course evaluations compare to those of other instructors at the University of Pennsylvania, I have included the following comparative data from Penn Course Review:

- For the course I designed and taught (“Philosophy & Visual Perception”), I have included key quantitative data for myself and the four other instructors who have taught the course (*names omitted*).
- For the courses I have TA’d, I have included the overall “TA quality” scores for myself and all the other people who had served as a TA for that course under the same professor before me:

D. Accessible Dartmouth Initiative Assessment Report / Comments from Students:

At Dartmouth, I have participated in the Accessible Dartmouth Initiative Grant program and have included *all* the student comment responses from the evaluation report. The full report, which is too long to include here in its entirety, is available upon request.

3.1 Cross-Cultural Perspectives on Knowledge (Fall 2025, Dartmouth)

A. **Lecture Course:** Enrollment: 27 / Response rate: 89%

	Median*	Mean
Overall effectiveness of the teaching. (Scale 1 to 5: Excellent, Very Good, Good, Fair, Poor)	1 (excellent)	1.1
Overall quality of the course.	1 (excellent)	1.1
I learned a lot in the course. (Scale 1 to 5: Strongly agree, Agree, Neutral, Disagree, Strongly Disagree)	1 (Strongly agree)	1
I put a great deal of effort in the course.	1 (Strongly agree)	1.4
I was intellectually engaged in the course.	1 (Strongly agree)	1.1
The objectives of the course were clear to me.	1 (Strongly agree)	1.1
I found the course to be well organized.	1 (Strongly agree)	1
The assignments enforced my understanding of the course material.	1 (Strongly agree)	1
The professor set high standards.	1 (Strongly agree)	1.1
The professor explained central concepts clearly.	1 (Strongly agree)	1.1
The professor challenges me to think critically about the course material.	1 (Strongly agree)	1.1
The professor was available for consultation outside of class.	1 (Strongly agree)	1

* Dartmouth course assessment reports include both median and mean scores.

B. Comment responses

Question: Comment on 1-3 things that the professor did well and should continue to do in the future:

1. Be active and communicative with students 2. Continue to be a good lecturer by engaging and trying to make sense of students' ideas
1. Making the class engaging with discussions and debates 2. Incorporating activities and personal stories 3. Explaining the readings well and making them accessible
1. Really engaging lectures 2. Fun assignments 3. Always willing to take student feedback
Professor Rosenqvist is an incredibly understandable lecturer, and she is able to effectively use examples to make abstract philosophical concepts easily comprehensible to beginner students.
She explained difficult readings in a clear and accessible way. Her walkthroughs of the arguments helped me understand the structure of each text. She also kept the room open to questions and made it easy for students to participate without feeling judged.
She is lovely
She is really passionate and clearly loves the subject, she is really invested in the learning and well-being of her students, her creative assignments enriched the learning experience.
Tiina is one of my favorite professors I've had in a long time. She was so understanding, very well equipped to teach us the material in creative and effective ways, and really understood where our diverse class was coming from. She is so fun and hip and I'm a huge fan.
Tiina was very approachable and I felt like I was able to talk to her outside of class. She did a good job of explaining topics by using examples, and challenged statements people made when they didn't have logic behind them.
Very good at bringing philosophy to life and explaining the concepts really clearly and helping us engage with the texts meaningfully. Also
Very much always available for help and clarification, I really appreciated it and also just generally felt like I was always supported.
everything! seriously, everything was great
nothing, I think she did a great job
very clear explanations, available outside of class, engaging

Question: Comment on 1-3 things that the professor should focus on to improve their classroom effectiveness:

1.Post slides before class
Clearer structure for the writing assignments would help students feel more confident. Since philosophical writing has a unique format, a bit more guidance would make the process smoother. That was the only major change I found myself wanting.
Maybe during the discussions there could be more back and forth arguments between students without the professor commenting each time. But overall I really enjoyed the class!
N/A
None!
Professor Rosenqvist could offer even more opportunities to come up with our own examples for each new concept, as this is definitely the most effective way to break down an abstract philosophical idea.
n/a
nothing
nothing comes to mind

Question: Add any specific recommendations on how the professor is assessing the course work and giving feedback to students that you believe would be useful:

Graded things so quickly which was so nice to get feedback for the many assignments we had.
Her feedback is always really thoughtful and detailed and has helped me to become better at communicating my ideas!
Her feedback was good and detailed, and it always came back quickly. The comments helped me understand how to strengthen my arguments and clarify my reasoning. I did not have any issues with the timing or the quality of the feedback.
I appreciate the feedback she gave on in class writing— it was helpful.
I think she is soo nice and loves what she is teaching. With this energy I really enjoyed class and learned a lot!
Keep doing this!!
Love all the assignments. Really love the structure of class and being able to keep best scores for assignments
N/A
No recommendations; the feedback was extremely helpful.
Offering a mid-term self-assessment could allow students to look back and synthesize their feedback throughout the term, especially on in-class writing assignments, so as to truly consider and begin to adopt these suggestions.
none, I love the structure

Question: Comment on the methods of evaluation chosen by the instructor, e.g. tests, papers and examinations and the workload expected of students:

Daily readings that ranged from 6-12 pages each with a corresponding quiz, midterm and final, 3-5 in-class writing assignments, fun projects where you had to share your knowledge with someone else. It sounds like a lot but it was spread out, very manageable work load.
I honestly loved the in class writing assignments, was a while since I wrote by hand so it felt very necessary and also I think the writing feedback was really helpful. I also enjoyed the teach philosophy and public philosophy group project, both alternative ways to reinforce your learning in different methods
I liked the quizzes that weren't worth much of our grade to review material and the exams felt manageable/like they tested what I was expecting.
I think it was a great load of work. but maybe she could grade the midterm a bit more than 10% since its a lot of context and wasn't as easy so I think it Cajun be higher ranked...
Lots of diverse assignments! I love the structure of the class and variety of different methods of evaluation.
No papers. One midterm worth 10% of our grade. Daily Quizzes worth 10% of our grade in total, several different assignments worth 20%. Writing workshops assignments worth 15% of our grade, attendance & participation worth 20%, and final worth 25%.
She used multiple methods of evaluation (essays, reading quizzes, projects, and tests) and they were all helpful in different ways. I think all the different types should be kept because it diversifies how we actually study a topic.

The evaluation relied on reading responses, essays, and participation, which fit the goals of the course. The workload felt reasonable. The readings were sometimes challenging, but the in-class explanations made them manageable. The essays required careful thought but were fair for the level of the class.
There were maybe too many assignments we had. 3 in class writings, 10 take home quizzes, midterm project, final project, a midterm exam, and a final exam. These were all really interesting in their own right but I was never not doing work or studying for this class.
This class had a great, diverse range of methods of evaluation, from individual and group projects to several in-class examinations. This gave every student the chance to succeed as the assessment styles were varied. The workload was also incredibly manageable, and each night's reading was not only concise but thoroughly thought-provoking.
midterm and final were comprehensive and fair, and ample study material was given
papers, online quizzes, a midterm and a final as well as a project

Question: Comment on the structure of the class, for example the mix between lecture and discussion:

Each class was kind of a mix between lecture and discussion. There would be a lecture on certain concepts and we would go over the homework reading, but interspersed throughout there were small group and full class discussions about these topics.
Good mix.
Lectures were so effective and included at least one or two in class discussions with our peers. Tiina is a really creative professor and had great control and camaraderie with the class.
Mainly leaning towards lecture mixed with individual and group discussions.
Perfect mix!
The class was entirely lecture and discussion, and that structure worked well. The professor explained the key ideas and then opened things up for discussion, which helped us test our understanding and explore different interpretations. It kept the class active and intellectually engaging.
The mix was perfect; we had enough lecture to get a full understanding of the concepts we were learning, but also built-in discussion time to allow us to engage with each other about the topics and really dig deep into what we were talking about.
This class had an extremely effective balance of lecture and discussion, as the class had a lecture style where Professor Rosenqvist would explain concepts, but the lecture was broken up with chances to discuss each new concept in small groups. This allowed students to ask and answer questions, clarify concepts, and come up with their own examples for each new idea being taught.
Very good! The discussions during lectures kept me very engaged,
a mix of both, which was nice
it was a super fun discussion based class!
very good balance between lecture and discussion, both class and peer, class discussion was sometimes hard to always participate in

Question: How did this course influence your academic experience at Dartmouth?

As a first-year, this was a great course to take! I really enjoyed the content, it made me think a lot but wasn't too much work, and it was a really welcoming and supportive environment!
I already knew I loved philosophy, but now I love it even more
I enjoyed this class. I hope other humanities classes are as enjoyable.
I want to study abroad in philosophy and possibly minor in it now!
I'm definitely going to keep taking philosophy classes in them future
Ib really enjoyed this class, I have never had a philosophy class ever in my entire life so I am happy I took it and had so much fun!
It made it amazing
Super fun class. One of my favorites class I've taken thus far. Very fun and interesting concepts and Professor Tinna was such a fun and amazing teacher. Love the class and I learned a lot!
This course helped me realize that reading assignments can be engaging and incredibly thought-provoking, as the philosophical readings connected heavily to my personal day-to-day life. I also feel encouraged to take further philosophy classes throughout my time at Dartmouth.
This course pushed me to read more carefully and think more precisely. It made me more aware of the assumptions behind arguments in other classes and gave me better tools for evaluating claims. It strengthened how I approach reasoning in general, and I have already noticed it influencing how I participate in other courses.
this was a class I wouldnt normally take so it was very interesting to elarn about a topic I never would have explored if I only had to do major requirements
took this class for a distrib and fell in love with epistemology / philosophy.

Question: Comment on the aspects of the course that you think were most effective:

Discussions in class + lectures, in class activities that pushed our comfort zones, interactive fun projects, reading quizzes
I enjoyed the various kinds of assignments— tests, reading quizzes, a teaching assignment, and a group project helped break up monotony.
I love all the immersive projects, including the assignment where we had to teach a friend something we learned in the course and the public philosophy project where we had to creatively share our knowledge with others. Both projects helped me to gain a better understanding of the course material by forcing me to explain my thoughts to others, and it was a lot of fun!
I think that the most effective aspect of the course was the opportunity to engage in small-group projects.
Loved all the fun and material reinforcing assignments.
Prof. Rosenqvist was very active and answered any questions students had during lecture or during office hours. She was also very accommodating to particular students' needs.
The class worked well because the whole period was spent on lecture and discussion. The readings were dense at times, but walking through the ideas together made them clearer. The way the professor broke down arguments during class helped me understand what each philosopher was trying to claim. The discussions were also effective because students brought different perspectives that made the material feel more engaging.
The course was graded on a wide array of assignments which I liked they were not too difficult but still required effort and were enjoyable for the most part
The mix of work (group, discussion, reading checks, etc.) helped me to reinforce my learning in various ways and check in with myself, the professor, and my classmates.
The readings were great, even the more challenging ones were at least not super long, felt like Tiina really understood what would be most helpful.
Very well structured day-to-day plans, overall course evolution well done, and the frequent in-class essays were super helpful. Also loved the projects.
having us be able to retake quizzes and redo writing assignments allowed me to focus more on understanding the content, I wasn't as worried about my grade
interesting material, engaging professor, effective course structure
many small assignments and a big final so multiple ways to balance out smth that didnt go that we'll..

Question: Comment on 1-3 aspects of the course that could be improved or enhanced:

1 publishing slides before the beginning of class so students can follow
I think that in addition to the homework readings, we could have discussion questions that would be covered during class.
I think that the course would be improved if there were even more non-Western philosophy readings (there are still a great amount, however!).
I'm not sure I was the biggest fan of the classroom setup or just the way we had small groups? Felt like it was always pretty difficult to hear each other over the large tables and most people sat in the same spots.
More guidance on how to approach the longer writing assignments would help. Philosophy papers have a very specific structure, and sometimes it felt like we were figuring that out on our own. A few sample outlines or examples would make the expectations easier to understand. That was the main place where I felt more clarity would help.
N/A
None, honestly
The final was weighted too heavily in my opinion in regards to everything else.
large class discussion sometimes lead to it being hard to always participate
none come to mind
nothing, I think it was a great class

Question: How did you contribute to your own learning experience?

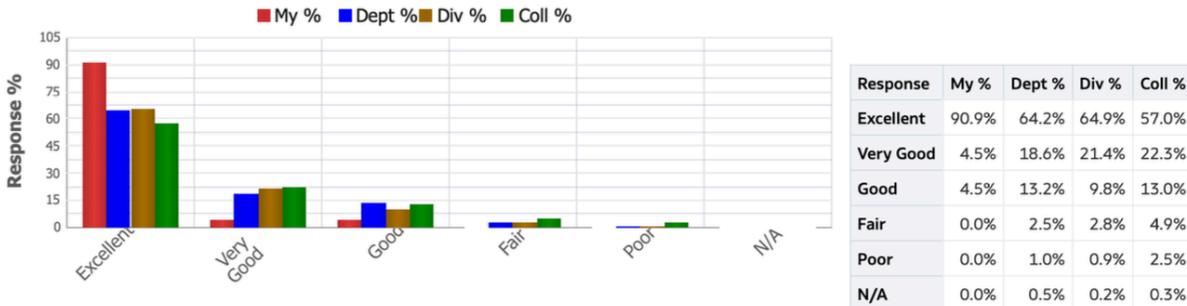
As I was completing the readings, I shared the most interesting ideas with my friends and we had discussions about them!
Did the readings, went to class, turned in all assignments in class, went to office hours
Doing the readings and quizzes so helpful!
I believe the concepts of the course made me a better writer by improving the clarity and organization of my ideas.
I came to every class, did every reading, and participated as best as I could.
I did readings I was interested in outside of class which enhanced my understanding.
paid close attention during the lecture and discussion portions of class since that was where most of the clarity came from. I took notes on questions or points that did not fully make sense so I could think them through later. Talking with classmates outside of class also helped me work through the trickier ideas and sharpen my understanding.
I was able to accomplish and fully understand the readings by creating a strict schedule for myself to adhere to, as well as taking comprehensive notes.
Participated a lot in class and engaged with the readings.
Went to office hours a lot
attended class everyday, put in a good deal of effort to keep up with daily readings and participate in class
doing the work in time and studying for midterm and final!

C. Comparison

Name **Tiina C. Rosenqvist**

202509 - Fall Term 2025 PHIL 01.23 01 Perspectives on Knowledge

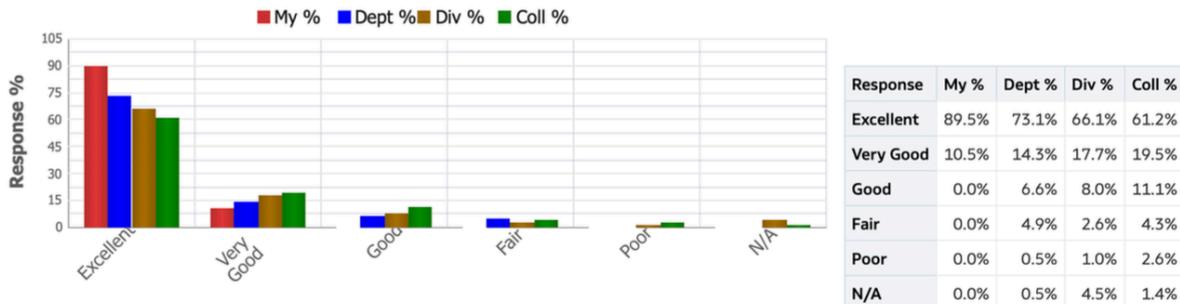
I think the overall quality of the course was



Name **Tiina C. Rosenqvist**

202509 - Fall Term 2025 PHIL 01.23 01 Perspectives on Knowledge

I think the overall effectiveness of the teaching was



3.2 Animal Minds (Winter 2025, Dartmouth)

A. **Seminar:** Enrollment: 16 / Response rate: 88%

	Median*	Mean
Overall effectiveness of the teaching. (Scale 1 to 5: Excellent, Very Good, Good, Fair, Poor)	1 (excellent)	1.4
Overall quality of the course.	1 (excellent)	1.6
I learned a lot in the course. (Scale 1 to 5: Strongly agree, Agree, Neutral, Disagree, Strongly Disagree)	1 (Strongly agree)	1.6
I put a great deal of effort in the course.	1 (Strongly agree)	1.6
I was intellectually engaged in the course.	1 (Strongly agree)	1.4
The objectives of the course were clear to me.	1 (Strongly agree)	1.5
I found the course to be well organized.	1 (Strongly agree)	1.5
The assignments enforced my understanding of the course material.	1 (Strongly agree)	1.4
The professor set high standards.	1 (Strongly agree)	1.5
The professor explained central concepts clearly.	1 (Strongly agree)	1.4
The professor challenges me to think critically about the course material.	1 (Strongly agree)	1.3
The professor was available for consultation outside of class.	1 (Strongly agree)	1.3

* Dartmouth course assessment reports include both median and mean scores.

B. Comment responses

Question: Comment on 1-3 things that the professor did well and should continue to do in the future:

The lectures were really well organized, and the professor clearly knew the material. It seemed like they were really passionate about teaching!
Tiina was always available if I needed help or wanted to discuss anything with her. She also asked thought provoking questions during discussions.
Very easy to reach

Question: Comment on 1-3 things that the professor should focus on to improve their classroom effectiveness:

More readings

Question: Comment on the methods of evaluation chosen by the instructor, e.g., tests, papers and examinations and the workload expected of students:

Small quizzes with projects and essays
--

Question: Comment on the structure of the class, for example, the mix between lecture and discussion:

Lecture and discussion mix

Question: How did this course influence your academic experience at Dartmouth?

It made me more interested in philosophy
 This was one of the most interesting courses I've taken at Dartmouth.

Question: Comment on the aspects of the course that you think were the most effective:

I believe the small class size allowed for a thought out discussions that were meaningful to my learning.
 I enjoyed combining Andrews with other readings directly from philosophers on the subject, like Nagel. It helped to contextualize what we were reading. Also, Metazoa was a good reading to finish on because it was a culmination of things we had learned.
 The discussions in class were very helpful

Question: Comment on 1-3 aspects of the course that could be improved or enhanced:

I don't like having to turn in outlines for my essay. I don't feel that I gain anything useful from it. I think one deadline for the final paper is sufficient, and if you'd still like to have students fill out outlines, make them optional or extra credit.
 More accessible office hours

Question: How did you contribute to your own learning experience?

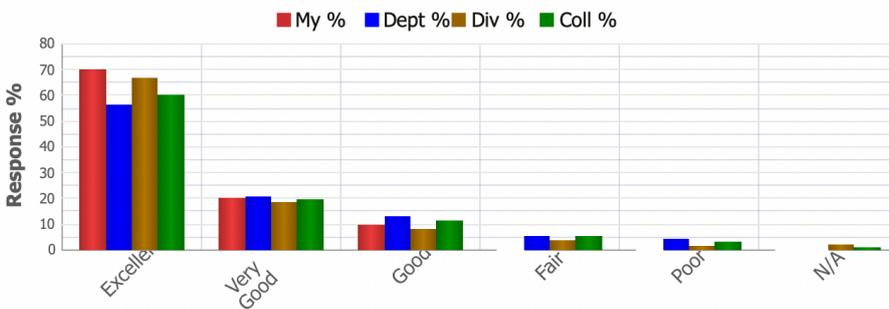
Going to extra office hours and workshops
 I tried engaging in depth with the readings and contributing to discussions based on that. I also took time to reflect on these readings when I was forming arguments for my papers.

C. Comparison

Name

202501 - Winter Term 2025 PHIL 50.18 01 Animal Minds

I think the overall effectiveness of the teaching was

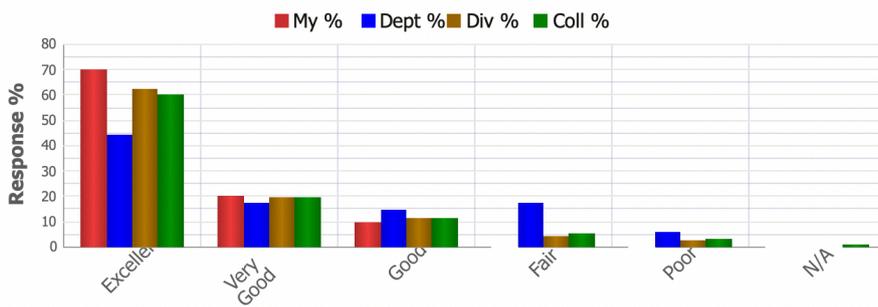


Response	My %	Dept %	Div %	Coll %
Excellent	70.0%	56.4%	66.4%	59.8%
Very Good	20.0%	20.6%	18.6%	19.8%
Good	10.0%	13.2%	7.9%	11.3%
Fair	0.0%	5.4%	3.5%	5.3%
Poor	0.0%	4.4%	1.4%	2.9%
N/A	0.0%	0.0%	2.1%	0.9%

Name

202501 - Winter Term 2025 COGS 50.01 01 Animal Minds

I think the overall effectiveness of the teaching was



Response	My %	Dept %	Div %	Coll %
Excellent	70.0%	44.1%	62.1%	59.8%
Very Good	20.0%	17.6%	19.5%	19.8%
Good	10.0%	14.7%	11.3%	11.3%
Fair	0.0%	17.6%	4.5%	5.3%
Poor	0.0%	5.9%	2.4%	2.9%
N/A	0.0%	0.0%	0.2%	0.9%

D. Accessible Dartmouth Initiative Assessment Report / Comments from Students:

Feedback

- The professor adding comments in our work shows how helpful and supportive she is providing assistance for us when we need it the most.
- Receiving helpful feedback and tips from the professor. This is very impactful on my learning in this class in a positive way because it lets me know what I can improve on and what still needs more focus. This allowed me to engage with the course material better and understand what I'm learning fully.
- I think my professor is great at providing feedback, and really letting me know on what I should focus on and how to approach specific ideas. I am appreciative of the ability to receive this sort of feedback, as it improves my learning experience and my work.

Course Structure

- I think our acceptance by our professor for who we are has been really impactful. Tiina is very kind and understanding while still pushing us to succeed. I missed a class and instead of just marking down my participation grade, she gave me an opportunity to learn something and teach it to the class. I think she is invested in our learning and making everyone feel comfortable to contribute.
- Class is good at letting me pursue my own interests with the group project and final paper topic.
- I have always felt supported in this class and been able to learn as much as I want to. I also believe that I have been able to take time off when I need (missing a class, a discussion post, taking late days...) without being penalized.
- I'm overall very satisfied with the course and the ability for us to pursue our own specific interests within the broader scope of animal minds. The one thing I don't like is how many smaller check-ins we have with assignments. I don't think submitting outlines ahead of time is helping me, and it's just giving me more deadlines to worry about.
- Feeling supported in the classroom is the biggest thing for me. A supportive atmosphere is fantastic for my learning because it allows me to feel more comfortable when I make mistakes. For me, mistakes are how I learn the most, so if I don't feel like I can make mistakes, then I don't learn at all. This class has been a big help for my development as a scholar.
- Professor Rosenqvist has provided lots of help and resources to aid students in staying on track and catching up when having a difficult time

Interpersonal Dynamics

- The "I love being a part of this classroom..." I strongly agree which had influenced my time in this course positively. I enjoy going to class because I have gotten to know everyone there, which allows me to feel comfortable to speak up. We support each other by agreeing and disagreeing respectfully, as well as acknowledging each other. I believe the professor has played a key role in making this classroom dynamic happen.
- This course is great, and Tiina is a great person, very knowledgeable and caring.
- I said that I strongly disagree that my prof really "gets me" but I think that's true of almost all of my classes here (not directed at one prof in particular) maybe in part because terms are so short that things feel more like a sprint than having time to get to know people on an individual unless maybe you take a prof to pine
- My professor always believes in me and has shown such support, makes the class much more enjoyable and attainable

3.3 Philosophy & Visual Perception (Fall 2022, Penn)

A. **Lecture:** Enrollment: 23 / Response rate: 91%

Overall quality of the instructor. (Scale: 0 to 4: Poor, Fair, Good, Very good, Excellent)	3.52
Overall quality of the course.	3.33
The instructor clearly communicated the subject matter.	3.78
The instructor effectively stimulated my interest.	3.50
The instructor was appropriately accessible outside of class time.	3.67
As a result of taking this course, I have a better understanding of factual knowledge, principles and/or theories in this area.	3.78
This course helped me to improve my ability to analyze, solve problems and/or think critically.	3.72
This course helped me to understand how this field asks and answers questions.	3.72
This course challenged me to consider new ideas, concepts, or ways of thinking.	3.78
As a result of taking this course, I am more excited about this field of study.	3.44

B. Comment suggestions:

Thank you for a great semester!
In addition to the incredibly interesting subject matter, I feel that this class greatly improved my analytical thinking and philosophical writing skills!
Tiina was an excellent professor to instruct this course and is perhaps one of the best I have had at Penn! I think if this course had to change in one way it would be to provide more writing practice opportunities. Though we drafted multiple papers, I still found myself feeling not ready to write at times, so some practice would benefit.
This course was highly enjoyable! It is accessible to a beginner in philosophy and an appropriate level of challenging. Tiina was an engaging and devoted instructor who made the class all the better.
Tiina was a superb professor this semester. She made very difficult philosophical concepts very easy to understand and I felt that she went out of her way to keep class engaging and exciting. She was readily available for office hours and was extremely helpful in talking through paper topics.

C. Comparison:

Average		Most Recent		Edit Columns	
Instructor	Course Quality	Instructor Quality	Difficulty	Work Required	
 [Redacted]	3.15	3.15	3.00	2.62	
 [Redacted]	3.06	3.17	2.07	1.79	
 [Redacted]	3.35	3.61	2.52	2.55	
 [Redacted]	2.78	3.22	2.20	2.20	
 Tiina C. Rosenqvist	3.40	3.72	2.50	2.58	

Note that the values shown for me here are the averages of two courses.

3.4 Philosophy & Visual Perception (Fall 2021, Penn)

A. **Seminar:** Enrollment: 15 / Response rate: 87%

Overall quality of the instructor. (Scale: 0 to 4: Poor, Fair, Good, Very good, Excellent)	3.92
Overall quality of the course.	3.46
The instructor clearly communicated the subject matter.	3.82
The instructor effectively stimulated my interest.	3.73
The instructor was appropriately accessible outside of class time.	3.91
As a result of taking this course, I have a better understanding of factual knowledge, principles and/or theories in this area.	3.82
This course helped me to improve my ability to analyze, solve problems and/or think critically.	3.80
This course helped me to understand how this field asks and answers questions.	3.64
This course challenged me to consider new ideas, concepts, or ways of thinking.	3.73
As a result of taking this course, I am more excited about this field of study.	3.55

B. Comment suggestions:

Loved it. Great time. Fostered healthy discussion and debate and stayed engaging. I don't think philosophy courses should require papers given the nature of philosophy but that's a personal gripe.
Tiina is one of the best professors I have had at Penn although she is just a masters student. She really engages the class by offering unique examples and challenges us to think outside the box. In addition, she brought us to both the ICA and the materials library in the Fisher Library in order to really encourage us to see how we can apply what we learn in class to other fields. This is one of the most enjoyable classes I have had my entire 4 years at Penn and hope that Tiina can keep teaching this course!
Tiina has been one of the best instructors I have had at Penn (as a grad student!) and the course was structured wonderfully. My previous philosophy courses at Penn have had a challenging discussion environment, and Tiina was able to break through this. Seminar discussions were free-flowing and exceptionally interesting, yet smartly curtailed and guided by the instructor. Communication between the students and instructor was casual, frequent and instructive, which helped me get more out of the course. Exceptional course slightly outside of my interests, but I'm so glad I sprung for it.
Tiina was an excellent instructor and I enjoyed the class! I learned how to read and write philosophy, and I now plan on taking more philosophy classes for my major. I really hope Tiina teaches another philosophy course while I am at Penn.

C. Comparison:

Instructor	Course Quality	Instructor Quali...	Difficulty	Work Required
Tiina C. Rosenqvist ☆	3.46	3.92	2.55	2.73
██████████	3.15	3.15	3.00	2.62
██████████	3.06	3.17	2.07	1.79
██████████	3.35	3.61	2.52	2.55
██████████	2.78	3.22	2.20	2.20

Showing 5 instructors

3.5 What is Meaning? (Spring 2020, Penn)

(Note. This was a course that switched to asynchronous online instruction in the middle of the semester because of Covid-19.)

A. Recitation section 1: Enrollment: 12 / Response rate: 92%

Overall quality of the TA. (Scale: 0 to 4: Poor, Fair, Good, Very good, Excellent)	3.45
The TA communicated effectively.	3.60
The TA was appropriately accessible outside of class time.	3.70
The TA helped me to learn in this course.	3.60

B. Comment suggestions:

<p>Tiina was truly an amazing TA and took a lot of time and care to answer any and all questions. Thank you so so much Tiina!</p>
<p>I really appreciated Tiina and the addition of a recitation to this course. I felt like recitation was a space where we could dive deeper into the course material and Tiina was always really helpful in guiding that. The only qualm I had was I didn't feel like she was overly clear in the transition to covid and sometimes I found recitations to drag on a little long.</p>
<p>Tiina was very kind and very effective with how she taught course content. She was also especially communicative after classes went online.</p>
<p>Tiina is a great TA. She prepared a lot of material to help us to understand the content of the lectures and help us to improve a lot our writing and analytical skills. She is very accesible to help with other academic concerns.</p>

A. Recitation section 2: Enrollment: 19 / Response rate: 89%

Overall quality of the TA. (Scale: 0 to 4: Poor, Fair, Good, Very good, Excellent)	3.33
The TA communicated effectively.	3.60
The TA was appropriately accessible outside of class time.	3.67
The TA helped me to learn in this course.	3.67

B. Comment suggestions:

<p>Your recitations were immensely helpful in solidifying the concepts covered in the course, and your detailed feedback on assignments were truly valuable. Thank you so much!</p>
<p>Tiina was an amazing TA! She helped peak my interest in the subject material and she was very approachable. In past philosophy recitations I have felt intimidated to participate in class, especially as a woman, but I never felt that way in recitation with her. She was very helpful in talking about our papers in office hours as well and always gave helpful comments on Canvas.</p>
<p>This is the second semester I have had Tiina as a TA. She is an excellent teacher - smart, engaging and genuinely cares about her students. She goes above and beyond to be available outside of class and I have really improved my philosophical writing thanks to her help!</p>
<p>The grading was kind of confusing. There would be comments made on the first draft of papers, those changes would be made on the second draft and then more comments would be added about things that were not changed from the first draft on the second draft. Not sure how I was supposed to know of things that needed to be changed if they were not stated beforehand.</p>
<p>Tiina is very passionate and knowledgeable about philosophy and did more to enhance my interest and understanding of the course material than the professor. She gives very good essay feedback and I enjoyed learning from her.</p>
<p>I liked recitations, but I think that they should be more discussion based. I feel like philosophy is taught best when students are challenged in critical thinking, and a very key component (in my opinion) of this is discussion and debate between the students, with the TA guiding the discussion and helping it go as deep as possible. Tiina was also a great TA, and very accessible. I think she could have been a bit more clear about her expectations, but overall this was a good course.</p>

C. Comparison:

Lisa Julia Miracchi

Semester	Name	Activity	Forms	Ta Quality
Spring 2020	What is Meaning?	Lecture	30 / 31 (96.8%)	3.50
Fall 2017	What Is Meaning?		48 / 51 (94.1%)	1.83
Fall 2016	What Is Meaning?: Mind And Language		29 / 31 (93.5%)	3.64

3.6 Epistemology (Fall 2019, Penn)

A. Recitation section 1: Enrollment: 22 / Response rate: 91%

Overall quality of the TA. (Scale: 0 to 4: Poor, Fair, Good, Very good, Excellent)	3.47
The TA communicated effectively.	3.56
The TA was appropriately accessible outside of class time.	3.69
The TA helped me to learn in this course.	3.56

B. Comment suggestions:

I thought she was a great TA!
Tiina is super organized and communicates extremely well with her students. I really appreciated her clarity in teaching as well as in helping with assignments, and in feedback with the assignments in the comments on Canvas. I also really liked the variety of activities we did in recitation, especially the one crumpling up the paper and throwing it!
Tiina is a great TA who explains ideas clearly and is willing to spend time to work with students. I am really glad I have her as a TA, and the comments I get from her really help me do well in the class.
Very well-structured recitations. Tiina was very helpful in the different steps across the class' journey.

A. Recitation section 2: Enrollment: 25 / Response rate: 96%

Overall quality of the TA. (Scale: 0 to 4: Poor, Fair, Good, Very good, Excellent)	3.48
The TA communicated effectively.	3.56
The TA was appropriately accessible outside of class time.	3.50
The TA helped me to learn in this course.	3.56

B. Comment suggestions:

Tiina was an excellent TA. Her recitations helped me to understand the material better and she was always available and happy to help students who required extra help.
The structure of feedback meant that students who needed it more couldn't receive a lot of feedback, to preserve anonymity and allow everyone time with the TA.
Tiina- you are the best TA I have ever had. You are not intimidating to talk to and make yourself so accessible for the students. I know your office hours were always full even though you had so many extra hours available, but this is just because you are so helpful!! In recitation you really forced us to be engaged and enhanced our learning experience. THANKS:)
She baked us cookies for our last recitation&so nice
Great TA. Tiina is very kind, and works INCREDIBLY hard. The hours she puts in are admirable. Thanks for all the help this semester.
I highly appreciate the amount of work and patience Tiina had given the course. She is accessible after class, and she is very communicative on the subject. The recitation is a great aid to the lecture.

C. Comparison:

Daniel Singer

Semester	Name	Forms	TA Quality
Fall 2019	Epistemology: Epistemology	46 / 47 (97.9%)	3.59
Fall 2018	Epistemology: Knowledge And Reality	42 / 45 (93.3%)	2.48
Spring 2016	Epistemology: Knowledge And Reality	25 / 26 (96.2%)	N/A
Fall 2014	Epistemology: Knowledge And Reality	17 / 23 (73.9%)	2.83
Fall 2013	Epistemology: Knowledge And Reality	13 / 22 (59.1%)	3.58
Spring 2013	Epistemology	25 / 30 (83.3%)	2.55

3.7 Visual Studies: Eye, Mind, and Image (Spring 2019, Penn)

A. Recitation section 1: Enrollment: 13 / Response rate: 100%

Overall quality of the TA. (Scale: 0 to 4: Poor, Fair, Good, Very good, Excellent)	3.85
The TA communicated effectively.	3.83
The TA was appropriately accessible outside of class time.	3.92
The TA helped me to learn in this course.	3.92

B. Comment suggestions:

The only reason I did well on this course was because of Tiina. She was a phenomenal TA and I genuinely could not imagine taking this course without her help. I can say with almost certainty that I would have failed.
A really good TA and always willing to help
Tiina was an amazing resource for me and my classmates. She really put a lot of effort into helping us learn the material.
She was FANTASTIC could not ask for a better TA wish recitation was 2 hours instead of 1 was very helpful.
Very helpful in working through my own understanding of lecture material. Very productive discussions and activities!
Tiina was an outstanding TA. She was accessible and approachable. She had a very good understanding of the material. I really enjoyed getting to know her!
Tiina was an excellent TA! She was very dedicated to helping the class and I always enjoyed going recitation because I knew she would create engaging powerpoint and games. You could tell she put a lot of effort into the course. She had never taken a visual studies course before, yet she seemed fluent in the topics! I <3 Tiina
Tiina was a great TA who made herself available at all times. I appreciated her effort to make powerpoints and materials available for us to study with and how she helped clarify what was expected of us on assignments and exams.
Really wonderful and friendly TA; it was a pleasure to work with her!

A. Recitation section 2: Enrollment: 4 / Response rate: 100%

Overall quality of the TA. (Scale: 0 to 4: Poor, Fair, Good, Very good, Excellent)	4.00
The TA communicated effectively.	4.00
The TA was appropriately accessible outside of class time.	4.00
The TA helped me to learn in this course.	4.00

B. Comment suggestions:

Great TA. Has great focus on material, hard to be caught slacking in class with this TA.

C. Comparison:

Gary Hatfield

Semester	Name	Forms	Ta Quality
Spring 2019	Eye, Mind And Image	57 / 58 (98.3%)	3.30 *
Spring 2018	Eye, Mind And Image	41 / 45 (91.1%)	3.00
Spring 2017	Eye, Mind And Image	59 / 61 (96.7%)	3.39
Spring 2016	Eye, Mind And Image	58 / 66 (87.9%)	3.10
Spring 2015	Eye, Mind And Image	50 / 54 (92.6%)	2.43
Spring 2014	Eye, Mind And Image	75 / 85 (88.2%)	3.04
Spring 2013	Eye, Mind And Image	78 / 81 (96.3%)	3.34

* An average for all the three TAs that year; my personal average is around 3.90.

3.8 Logic & Formal Reasoning (Fall 2018, Penn)

A. **Recitation section 1:** Enrollment: 20 / Response rate: 95%

Overall quality of the TA. (Scale: 0 to 4: Poor, Fair, Good, Very good, Excellent)	3.67
The TA communicated effectively.	3.80
The TA was appropriately accessible outside of class time.	3.79
The TA helped me to learn in this course.	3.73

B. Comment suggestions:

Tiina is one of the best TAs I've had at Penn (I'm in my senior year). She really cares about the students and helps understand difficult concepts.

The TA is extremely helpful and supportive. They were always available for questions and even made extra time for help when difficult work was ahead. Recitations also bolstered my understanding of the material greatly with helpful slides and practice exams.

I do not care about Logic at all (I took this course to fulfill a general requirement), but Tiina (along with the professor) made me appreciate the class. She, in particular, put in an incredible amount of work to help students (extra office hours, practice problems, showing us opportunities for further philosophy study, etc.)

A. **Recitation section 2:** Enrollment: 20 / Response rate: 100%

Overall quality of the TA. (Scale: 0 to 4: Poor, Fair, Good, Very good, Excellent)	3.45
The TA communicated effectively.	3.57
The TA was appropriately accessible outside of class time.	3.57
The TA helped me to learn in this course.	3.64

B. Comment suggestions:

Was an incredibly helpful resource for the class! I love Tiina :)
Tiina was very helpful throughout this semester and worked hard to make sure that the students were able to succeed.
Tiina was super nice and helpful!
The recitation was more helpful than lecture. Overall I think I learned more from Tiina than from the professor. She is fantastic and very accessible, reasonable and dedicated.
Tiina was a great TA who went the extra mile for her students. She was extremely accessible outside of class and always kept recitations engaging.

* No comparative data, because the instructor of record only taught the course once.

4. Sample Syllabi

I've included syllabi for three courses:

- **INTRODUCTORY: "Cross-Cultural Perspectives on Knowledge"** is an introductory epistemology course with a cross-cultural focus [this is the syllabus for a course I taught in Fall 2025].
- **INTERMEDIATE: "Philosophy & Visual Perception"** is an interdisciplinary seminar course which centers on philosophical questions but also draws from neuroscience, psychology, and visual ecology [this is the syllabus for a course I taught in 2021; the course was cross-listed with Visual Studies].
- **ADVANCED: "Animal Minds"** is an interdisciplinary seminar course which centers on the study of animal minds [this is the syllabus for a course I taught in Winter 2025; the course was cross-listed with Cognitive Science].

In each syllabus, course content is organized into distinct modules to help students grasp the big picture and to see the connections between readings.

In introductory and intermediate courses, I have also included skill-building workshops to help the students develop the skills they need. I also use different kinds of active learning strategies to provide students with opportunities to hone these skills further.

4.1 Cross-Cultural Perspectives on Knowledge [introductory]

[This is the syllabus for a course I am teaching at Dartmouth College in Fall 2025]

Instructor: Tiina C Rosenqvist

Email: tiina.c.rosenqvist@dartmouth.edu

Office: Bartlett 302

Course meeting time: 12A

Classroom: TBA

Office hours: TBA

Please note that the syllabus is subject to change based on the needs of the class. Be sure to regularly check the latest version of the syllabus available on our course Canvas site to stay informed about any changes or adjustments.

1. Course Description

You probably think that you possess some knowledge. Maybe you know that $5-3=2$, or that you didn't sleep well last night, or that your friends are on their way to meet you. But how do you know these things? Did you see or hear something? Did you infer it from something else? Or did someone tell you? Are these reliable ways to gain knowledge? And what if you're dreaming or hallucinating? What exactly is knowledge anyway, and what can we learn by considering the relationships between the knower, the known, and the context?

This course provides an introduction to epistemology—the branch of philosophy that investigates questions like these—through a cross-cultural lens. We will explore philosophical texts and ideas from Chinese, Indian, Islamic, Indigenous American, and decolonial traditions, alongside canonical and contemporary works from what is often called the Western tradition.

2. Learning Outcomes

Upon successful completion of this course, you will:

1. Understand key issues and debates in epistemology. You will be able to:
 - Differentiate between sources of knowledge
 - Recall the theoretical debates regarding the nature of knowledge
 - Recall skeptical challenges and responses to those challenges
 - Recall criticisms of the idea of philosophy as a view-from-nowhere
2. Critically evaluate arguments regarding knowledge. You will be able to:
 - Identify simple deductive argument forms, such as *modus tollens* and *modus ponens*
 - Reconstruct arguments in standard format with premises and a conclusion
 - Assess the reasoning supporting specific claims
 - Identify relevant objections
 - Evaluate the overall validity and soundness of arguments
3. Integrate, apply, and communicate what you have learned. You will be able to:
 - Explain complex philosophical ideas to others
 - Participate in constructive philosophical discussion
 - Read complex philosophical texts and identify key claims and arguments
 - Create your own examples and thought experiments to illustrate ideas
 - Explain the real-world relevance of philosophical debates
 - Appreciate the global nature of philosophy

3. Course Structure and Teaching Methods

In-person sessions:

The standard format for the in-person sessions is lecture, discussion, and group work. You are expected to participate actively in discussions and other in-class activities.

You will complete in-class writing assignments and present your public philosophy group project to the rest of the class. There will also be a in-class midterm and a final exam.

Out-of-class activities:

You are expected to do the assigned readings before class. Note that reading philosophy is a skill that takes practice and hard work, and even seasoned readers often have to read a text multiple times to genuinely understand it. Don't feel discouraged if a passage doesn't immediately make sense. Try again. If you're still having trouble, bring it up in class or office hours.

You are also expected to complete short reading quizzes on Canvas, a philosophy teaching assignment, and your group project.

4. Assignments & Assessment

- Attendance —10%
- Participation—10%
- Canvas Reading Quizzes —10%
- Teach Philosophy! —10%
- Midterm —10%
- In-class writing assignments—15%
- Public Philosophy Project—10%
- Final Exam (cumulative)—25%

Attendance and Participation

Attendance is mandatory. You are allowed to miss up to two classes without prior notice, except on the day of the midterm and the day of the public philosophy project presentation. If you anticipate missing more than two classes, you must provide *prior* notice and complete a make-up assignment. Failure to notify will likely result in a deduction from your participation grade. Repeated lateness may also negatively impact your participation grade.

Active and considerate participation in discussions and class activities is expected. This includes completing assigned readings beforehand, coming to class prepared with ideas and questions, adhering to discussion guidelines (see "Discussion Guidelines" in the Course Policies section below), demonstrating engagement, and completing any in-class/homework assigned.

Participation is a critical component of the course and will be tracked throughout the term. I understand that participating in class can be challenging for various reasons. If you find in-class participation difficult, please let me know as soon as possible. We can discuss strategies to make you feel more comfortable and/or come up with alternative participation methods.

Reading Quizzes

You are required to take short reading quizzes on Canvas *before* the in-person sessions. There will at least 12 quizzes, and only your 10 best scores count towards your grade.

The quizzes are untimed and open-book, and you have two attempts for each quiz (your **latest** score is the one that is recorded; this means that your recorded score can go down if your second attempt results in a lower score than the first).

The quizzes are designed to help you strengthen your philosophy reading skills and to give you a way to monitor your own understanding and progress.

In-Class Writing Assignments

There will be at least five in-class writing assignments, but only your three highest-scoring assignments will count toward your final grade. These assignments will take various forms. Sometimes prompts will be provided in advance.

Most of the in-class writing will take place during X-hours. You are *required* to complete three in-class writing assignments, but you *can* complete more. The purpose of these assignments is to help you practice expressing your ideas clearly in writing and to prepare you for the essay questions on the midterm and final exams.

If you have a legitimate reason for missing a writing assignment (e.g., illness) and *have communicated with me in advance*, you may complete a make-up assignment within 7 days, during office hours or X-hours.

Midterm and Final Exams

Both the midterm and final exams will consist of multiple-choice questions and two short essay questions. The essay questions will be randomly selected from a list of prompts provided in advance.

You may prepare and bring a one-sided cheat sheet on letter-size paper (8.5 inches × 11 inches) that contains notes. Please ensure that *you* write your own cheat sheet. You will be required to submit the cheat sheet along with your exam.

Teach Philosophy!

You will choose a philosophical topic we've studied in class and teach it to a non-expert (a friend, roommate, family member, etc.). You'll record this teaching session (10-15 min) and submit it with a short reflection.

Public Philosophy Project + Report

You will also collaborate on a public philosophy group project. Potential options include:

- Creating a(n educational) YouTube video, podcast, or series of TikToks.
- Designing and distributing a zine.
- Designing and carrying out a poster campaign.
- Designing a board game and organizing a game night.

You will document your project and write a report explaining how it enhanced your understanding of the course material. You will also present your project to the rest of the class.

5. Workshops

Throughout the semester, we will workshop various skills that you need in order to succeed in this course. The workshops are marked with the label "**WORKSHOP**" on the class schedule. We will practice reconstructing and evaluating arguments, reading philosophy, writing philosophy, and having discussions and debates about philosophical topics. So don't worry if this your first

philosophy course; you're not expected to already know how to do these things. And if you've taken philosophy courses before, there's always room for improvement!

6. Course Policies

Academic Honor Principle

Dartmouth's [Academic Honor Principle](#) states: "Academic integrity is foundational to a Dartmouth education. All members of the Dartmouth community—faculty, staff, and students—are responsible for maintaining a culture of integrity, honesty, and respect in teaching, learning, scholarship, and creative work. By upholding this principle, we foster an atmosphere of intellectual growth and personal development both within and beyond Dartmouth."

In the pursuit of academic excellence in the Arts and Sciences, we are committed to upholding the values of integrity, responsibility, and accountability. As the foundation of our academic community, these values require collective dedication and active participation from all students, staff, and faculty. We acknowledge that academic dishonesty not only undermines the integrity of our educational community but also erodes trust. Together, we create a culture that promotes individual scholarship, collaborative learning, and collective accountability.

Religious Observances

Dartmouth has a deep commitment to support students' religious observances and diverse faith practices. Some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance that conflicts with your participation in the course, please meet with me as soon as possible—before the end of the second week of the term at the latest—to discuss appropriate course adjustments.

Student Accessibility and Accommodations

Students requesting disability-related accommodations and services for this course are required to register with Student Accessibility Services (SAS; [Apply for Services webpage](#); student.accessibility.services@dartmouth.edu; 1-603-646-9900) and to request that an accommodation email be sent to me in advance of the need for an accommodation. Then, students should schedule a follow-up meeting with me to determine relevant details such as what role SAS or its [Testing Center](#) may play in accommodation implementation. This process works best for everyone when completed as early in the quarter as possible. If students have questions about whether they are eligible for accommodations or have concerns about the implementation of their accommodations, they should contact the SAS office. All inquiries and discussions will remain confidential.

Readings

All course readings will be posted (or linked) on Canvas. You are not required to buy books.

Discussion Guidelines

At Dartmouth, we value integrity, responsibility, and respect for the rights and interests of others, all central to our Principles of Community. We are dedicated to establishing and maintaining a safe and inclusive campus.

This is a philosophy course, which means that there will be discussion of ideas and arguments. To make sure that these discussions remain respectful, inclusive, and constructive, here are some guidelines that we should all follow:

- Be nice. You can be critical of ideas, but remember to argue your points respectfully. Don't make fun of other discussion participants, don't use offensive examples, don't interrupt.

- Don't dominate the discussion. Raise your hand to speak. Acknowledge your fellow students' insights. Listen attentively. Do what you can to help others feel included.
- Ask clarificatory questions, if something doesn't make sense.
- If you feel that these guidelines haven't been appropriately followed, please let me know.

(These guidelines are based on this more extensive list that David Chalmers has put together: <http://consc.net/guidelines/>.)

X-Hours

X-hours in this course are designated for additional in-class writing assignments, skill-building workshops, additional review sessions, and make-up classes in case regularly scheduled classes need to be cancelled for any reason. Please keep the X-hours free to accommodate these sessions.

- Writing assignments; most of the writing assignments will be scheduled during X-hours. Attendance is generally *mandatory*.
- Additional skill-building and review sessions: additional sessions *may* be scheduled to reinforce your understanding of the course material and prepare for assessments. These sessions are designed to provide extra support and ensure you have the resources you need to succeed. While attendance at these review sessions might sometimes be *optional*, it is highly encouraged. Please check Canvas regularly for updates regarding the timing and topics of these sessions.
- Make-up classes: in the event that regularly scheduled classes must be cancelled, make-up classes will be scheduled to ensure that we cover all necessary material and meet the learning objectives of the course. If a class needs to be canceled, you will be notified as soon as possible through an announcement on Canvas. Make-up classes will cover the same content that was planned for the cancelled session. The notification will include the reason for the cancellation and information about the rescheduled class. Attendance at make-up classes is *mandatory*. If you have a legitimate conflict and are unable to attend, please inform me in advance. Alternative arrangements or make-up assignments will be provided to ensure you do not miss out on the material covered.

Submission of Assignments

You are expected to submit all assignments on time. It is your responsibility to ensure that your assignments are submitted correctly and are readable. Files that are corrupted or unreadable will be treated as non-submissions.

If you are struggling with an assignment, please reach out as soon as possible. Philosophy is hard, but I am happy to help!

Office Hours

You are strongly encouraged to attend my weekly communal office hours. One-on-one meetings can also be scheduled.

Email

I typically respond to emails within 24 hours, though my response time may be longer during weekends and holidays. If you haven't received a reply within this timeframe, please feel free to send a follow-up email. Please note that discussing substantial philosophical questions, paper ideas, or grades over email is not feasible (please come to office hours for that). But if you have logistical questions or would like to schedule a one-on-one meeting, don't hesitate to reach out!

Laptops, Tablets, and Phones

Laptops and tablets may only be used in class for accessing assigned readings. The use of phones is strictly prohibited, unless otherwise stated. Research indicates that electronic device use during

class [reduces long-term retention and negatively impacts class performance](#), while also [distracting those nearby](#).

Failure to comply with this policy can negatively affect your participation grade. If you have a compelling reason for needing to use a phone during class (e.g., care responsibilities), please contact me as soon as possible so we can discuss potential accommodations.

Generative AI

Understanding how and when to utilize generative AI tools (such as ChatGPT, Claude, Gemini, DALL-E) is rapidly becoming an important skill. Therefore, you are encouraged, though not required, to incorporate AI tools in this class, *provided it supports the learning outcomes or objectives of assignments*. On the course Canvas page, you will find an AI Prompt Library with prompts specifically designed to help you engage more deeply with philosophical topics and develop your critical thinking and exposition skills.

Please note that *submitting text generated or edited by AI tools or any automated assistance is prohibited for any coursework*. This includes using AI to generate responses to in-class writing prompts or quizzes, or completing other course-related writing tasks. This practice undermines the development of critical thinking and writing skills essential for academic success and beyond. That said, you are allowed to use AI for brainstorming, checking understanding, and getting feedback on your assignment ideas.

Violations of this policy will be treated as academic misconduct. If you have any questions about this policy or if you are unsure whether a particular use of AI is acceptable, please ask.

7. Resources

Dartmouth Resources

- [Academic Skills Center](#) (ASC): the ASC assists students in achieving their academic goals through tutoring and learning skills trainings.
- [Research Center for Writing, and Information Technology](#) (RWIT): RWIT is a free service dedicated to helping members of the Dartmouth community develop more effective strategies for generating and organizing their ideas, finding and evaluating research sources, and presenting and revising compositions in a variety of media.
- [Dartmouth College Library](#): The Dartmouth College Library provides support through subject area specialization, course materials and reserves, reservable learning spaces, workshops & classes for students, research, scholarly publication, copyright, media, book arts, and more.
- [Socioeconomic differences and financial difficulty](#): Our community is composed of students from a variety of financial backgrounds. Socioeconomic diversity can be invisible, and you may be experiencing financial difficulties related to the cost of textbooks, materials, or other necessities for our class of which I am not aware. If you encounter financial challenges related to this class, there may be sources of support for you. If you feel comfortable sharing your experience with me, you may. You may also consider meeting with a financial aid officer to discuss options, reaching out to the First-Generation Office if you are a first-generation student, browsing the [Funding Resources](#) page, or, for unexpected expenses, applying to the Barrier Removal Fund through the Financial Aid tile in [DartHub](#).
- [Mental Health and Wellness](#): The academic environment is challenging, our terms are intensive, and classes are not the only demanding part of your life. There are a number of resources available to you on campus to support your wellness, including: the [Counseling Center](#) which allows you to book triage appointments online, the [Student Wellness Center](#) which offers wellness check-ins, and your undergraduate dean. The student-led [Dartmouth Student Mental Health Union](#) and their peer support program may be helpful if you would like to speak to a trained fellow student support listener. If you need immediate assistance, please contact the

[counselor on-call](#) at (603) 646-9442 at any time. Please make me aware of anything that will hinder your success in this course.

- **Title IX:** Through the Sexual and Gender-Based Misconduct Policy (SMP), Dartmouth demonstrates that sex and gender-based discrimination, sex and gender-based harassment, sexual assault, dating violence, domestic violence, stalking, etc., are not tolerated in our community. For more information regarding Title IX and to access helpful resources, visit Title IX's website (sexual-respect.dartmouth.edu). As a faculty member, I am required to share disclosures of sexual or gender-based misconduct with the Title IX office. If you have any questions or want to explore support and assistance, please contact the Title IX office at 603-646-0922 or TitleIX@dartmouth.edu. Speaking to Title IX does not automatically initiate a college resolution. Instead, much of their work is around providing supportive measures to ensure you can continue to engage in Dartmouth's programs and activities.

Philosophy Resources

- [The Stanford Encyclopedia of Philosophy \(SEP\)](#): The SEP is a free and comprehensive reference work in philosophy. The entries are written by experts in the field and geared towards professional philosophers.
- [The Internet Encyclopedia of Philosophy \(IEP\)](#): The IEP is a more accessible resource for information on key topics, theories, and thinkers in philosophy, geared towards a general audience.
- [The Critical Thinking Web](#) is an extensive online resource dedicated to the development and enhancement of critical thinking skills. It includes tutorials, articles and exercises that can help you brush up on the fundamentals of critical thinking, logical reasoning, and argument analysis.
- [PhilPapers](#) provides access to a wide array of philosophical literature.

8. Class & Readings Schedule

MODULE I. GETTING STARTED

In the first module, we'll cover the basics: what philosophy is, what cross-cultural philosophy is, what an argument is, and what kinds of questions epistemologists investigate. We'll also conduct an in-class close reading of a short philosophical paper.

9/15 (1) Intro & Syllabus; What is philosophy

9/17 (2) What is epistemology; **WORKSHOP:** *What (even) is an argument*

- Metcalf (2020), "Epistemology, or Theory of Knowledge," *1000-word Philosophy*
- YouTube: Knowledge: A Very Short Introduction (Jennifer Nagel)

(No Class 9/19)

9/22 (3) Cross-cultural philosophy

- Struhl (2010), "No (More) Philosophy Without Cross-Cultural Philosophy"

9/24 (4) **WORKSHOP:** *How to read philosophy*

- Pryor, "Guidelines on Reading Philosophy"
- In-class close reading of Ayer (1983), "Knowing as having the right to be sure"

MODULE II. WHAT IS KNOWLEDGE?

In the second module, we'll explore the nature of knowledge, beginning with the traditional definition of knowledge as justified true belief. We'll then examine thought experiments that challenge this and similar views, along with philosophical responses to those challenges.

- 9/26 (5) The Traditional Account of Knowledge: Justified True Belief ([Quiz 1](#))
- Feldman (2003), *Epistemology*, Ch. 2: The Traditional Analysis of Knowledge
- 9/29 (6) Dharmottara, Gettier; The Method of Cases ([Quiz 2](#))
- Dreufys (1997), *Recognizing Reality: Dharmakīrti's Philosophy and Its Tibetan Interpretations*, pp. 292-293 (on Dharmottara)
 - Gettier (1963), "Is Justified True Belief Knowledge?"
- 9/30 (7) [WORKSHOP: How to write philosophy; In-class writing #1](#)
- NB. Class meets during X-hour
- 10/1 (8) Responses; Conceptual Analysis ([Quiz 3](#))
- Feldman (2003), *Epistemology*, Ch. 3: Modifying the *Traditional Account of Knowledge*
- 10/3 (9) Śrīharṣa and Gaṅgeśa; X-Phi ([Quiz 4](#))
- Ganeri (2014), "Śrīharṣa's Dissident Epistemology: Of Knowledge as Assurance" (excerpt)

MODULE III. SKEPTICISM EAST & WEST

In the third module, we'll engage with skeptical challenges from around the world and examine philosophical responses to them.

- 10/6 (10) Al-Ghazālī; Zhuangzi ([Quiz 5](#))
- Al-Ghazālī: *Deliverance from Error* [al-Munqidh min al-ḍalāl, c. 1100, tr. R. McCarthy] (excerpt)
 - Ziporyn (2020), *Zhuangzi: The Complete Writings* [5th–3rd century BCE], Ch. 2: Equalizing Assessments of Things (excerpt)
- 10/7* (11) [In-class writing #2](#)
- NB. Class meets during X-hour
- 10/8 (12) Descartes ([Quiz 6](#)), [WORKSHOP: How to talk philosophy](#)
- Descartes (1641), *Meditations on First Philosophy*, First Meditation: What Can Be Called Into Doubt?
- 10/10 (13) Responses to the skeptic: Moore, Vogel, Zhuangzi ([Quiz 7](#))
- Moore (1962), "Proof of an External World"
 - Vogel (1990), "Cartesian Skepticism and Inference to the Best Explanation" (excerpt)
 - [YouTube: Philosophy in Motion | Daoist Philosophy: Ease | Zhuangzi's The Happiness of Fish](#)
- 10/13 (14) Review; Developments ([Quiz 8](#))
- Nagel (2014), *Knowledge: A Very Short Introduction*, Ch. 2: Scepticism
- 10/15 (15) Contextualism
- Nagel (2014), *Knowledge: A Very Short Introduction*, Ch. 7: Shifting Standards?
- 10/17 (16) [Midterm](#) in class

MODULE IV. SOURCES OF KNOWLEDGE

The fourth module will focus on sources of knowledge, beginning with an overview of a classical Indian debate and then exploring three key sources—perception, inference, and testimony—in more detail.

- 10/20 (17) Pramāṇa-sāstra: the classical Indian debate on knowledge sources ([Quiz 9](#))
- Phillips (2011), *Epistemology in Classical India: The Knowledge Sources of the Nyāya School*, Ch. 1: Historical and Conceptual Introduction, pp. 1-11
 - Garfield (2015), *Engaging Buddhism*, Ch. 7: Epistemology, Sect. 1.1: General Introduction to Pramāṇa Theory

- 10/22 (18) Perception (*Quiz 10*)
- Russell (1912), *Problems of Philosophy*, Chs. 1-2 (pp. 1-10)

10/23 —*Teach Philosophy!* - 10%

- 10/24 (19) Inference
- Audi (2010), *Epistemology*, Ch. 6: Inference and the Extension of Knowledge (excerpts)

- 10/27 (20) Testimony (*Quiz 11*)
- Nagel (2014), *Knowledge: A Very Short Introduction*, Ch. 6: Testimony

- 10/28* (21) In-class writing #3
- NB. Class meets during X-hour

MODULE V. KNOWLEDGE, CONTEXT, AND INTERACTION

The fifth module challenges the idea that to be objective is to remove yourself from the object of inquiry. Drawing from Daoist and Pragmatist traditions, as well as contemporary decolonial and Indigenous perspectives, the module emphasizes the importance of relationships—between subjects, environments, and systems of thought—in shaping knowledge.

- 10/29 (22) Objectivity (*Quiz 12*)
- Toole (2022), "Objectivity"
 - Overthink Podcast: Standpoint Epistemology with Briana Toole

- 10/31 (23) Daoist relationalism
- Ziporyn (2020), *Zhuangzi: The Complete Writings* [5th–3rd century BCE], Ch. 2: Equalizing Assessments of Things

- 11/3 (24) American pragmatism; Conceptual Engineering
- Dewey (1929), *Experience and Nature*, Ch.1: "Experience and Philosophic Method" (excerpts)

- 11/4* (25) In-class writing #4
- NB. Class meets during X-hour

- 11/5 (26) Decolonizing knowledge
- Mitova (2020), "Decolonising Knowledge Here and Now"
 - YouTube: Meet the GPP: Veli Mitova

- 11/7 (27) Alternative epistemologies
- Whyte (2018), "Against Crisis Epistemology"
 - YouTube: Serious About Kinship - Dr. Kyle Whyte

- 11/10* (28) In-class writing #5

MODULE VI. WRAPPING UP

The sixth module centers on review and application. As part of this module, you will present your public philosophy projects to the rest of the class, showcasing your ability to communicate philosophical ideas to a broader audience.

- 11/12 (29) Discussion: AI and Knowledge

11/13 —*Public Philosophy Project* - 10%

- 11/14 (30) Public Philosophy Project Presentations in class (Gallery Walk)

- 11/17 (31) Final review

Final Exam (Scheduled by the Registrar) - 25%

4.2 Philosophy & Visual Perception [intermediate]

[This is the syllabus for a course I taught at University of Pennsylvania in Fall 2021]

Instructor: Tiina Rosenqvist

Email: trosenq@sas.upenn.edu

Meeting time: TR 12-1:30pm

Meeting room: PWH 108

Office: COHN 403 (or Zoom)

Office hours: T 4-5 PM; R 10:30-11:30 AM & by appointment

The syllabus is subject to change based on the needs of the class. Make sure to always check the up-to-date syllabus on our course Canvas site.

1. Course Description

This course is about seeing. What does it mean to see something? What do we see, how do we see it, and why do we see it?

Visual perception is an area of contemporary research in philosophy of psychology that interacts with empirical sciences and other areas of philosophy. This course is interdisciplinary. We will draw on research in visual ecology, psychology, and neuroscience, and try to bring these different streams into dialogue with one another. We will ask how empirical results bear on the plausibility of the philosophical theories we consider and how they might guide our theory-building. The course is intended to be accessible to students with a previous course in either philosophy, psychology, visual studies, or cognitive science.

The main content of the course is divided into three sections (modules II-IV). We will start by thinking about the nature and structure of perceptual experience itself. What do we see and how do we see it? Do our perceptual states *represent* physical objects and their properties, do we see sense-data, or are we somehow directly “acquainted” with the objects and properties in our environment? Second, we will consider the perception of one particular perceptible quality: color. What, if anything, is colored? Is color a purely physical property or is it subject-dependent in some way? What is the fundamental goal of the color visual system? Third, we will ask how seeing relates to cognition and how it related to other perceptual modalities. Do our beliefs and desires influence what we see? Do other perceptual modalities affect what we see (or vice versa)? What kind of properties are presented to us in visual experience: is it just simple properties like shape, color and motion, or can we literally *see* emotions, kinds, and types of animacy?

2. Course Objectives

Through active participation in this course, you will develop an empirically-informed understanding of key contemporary issues and debates in philosophy of perception, improve you overall critical thinking skills, and practice constructing and evaluating philosophical arguments.

3. Course Structure

In-person sessions:

The standard format for the in-person sessions is lecture and discussion. There will also be occasional group work. You are expected to do the assigned readings before class, and participate actively in discussions and other in-class activities.

If the public health and safety measures due to COVID-19 require us to switch to partial or all on-line instruction, the class will meet synchronously on Zoom. In some rare circumstances, asynchronous lectures might be used.

Out-of-class activities:

You are required to take short reading quizzes on Canvas before the in-person sessions. The quizzes are open-book, and *only the ten best quiz scores count towards your grade*.

You are also encouraged (though *not* required) to use the Canvas discussion board and Perusall to share your thoughts on course content, to ask questions, to share links to relevant articles, etc. Both your in-class participation and discussion board/Perusall contributions can count towards your participation grade.

You are required to write two short papers and two drafts of a longer paper, and to conduct two peer reviews. In addition, you will complete a project in which you apply some aspect of what you have learned in this course. You are required to record a video presentation (8-10 min) of the project, which will be made available to the entire class. You are likewise required to watch all the project videos made by your classmates and leave a short constructive comment on each.

4. Assignments & Assessment

- Attendance & Participation —15%
- Reading Quizzes on Canvas —15%
- Short Paper 1 (800-1000 words) —10%
- Short Paper 2 (800-1000 words) —10%
- Perception Project — 10%
- Final Paper Draft 1 (800-1200 words) — 10%
- Final Paper Peer Reviews — 5%
- Final Paper Draft 2 (1800-2200 words) — 25%

5. Course Policies

Readings

All course readings will be posted (or linked) on Canvas. You are not required to buy any books.

Attendance

Attendance is mandatory (please be on time!), but you are allowed to miss two classes without prior notice, unless you are scheduled to conduct peer reviews on that day. If you are going to miss more than two classes (or if you are going to miss the peer review day), prior notice is required (please use the [Course Absence Report \(CAR\)](#) system to notify me of your absence from class). Depending on the circumstances, your participation grade might be negatively affected, or you might be asked to complete a make-up assignment.

Masking

Per the University's August 25 Message to the Penn Community on the Start of the Fall Semester, *masks covering the nose and mouth must be worn at all times in all public indoor spaces, including classrooms, by all persons*. Students who refuse to wear masks in the classroom will be referred to the Office of Student Conduct for disciplinary action.

Discussion Guidelines

Since this is a philosophy seminar course, there will be a lot of discussion of ideas and arguments. To make sure that these discussions remain respectful, inclusive, and constructive, here are some guidelines that we should all follow:

- Be nice. You can be critical of ideas, but remember to argue your points respectfully. Don't make fun of other discussion participants, don't use offensive examples, don't interrupt.
- Don't dominate the discussion. Raise your hand to speak. Acknowledge your fellow students' insights. Listen attentively. Think about what *you* can do to encourage others to participate.
- Ask clarificatory questions, if something doesn't make sense.
- If you feel that these guidelines haven't been appropriately followed, please let me know.

(These guidelines are based on this more extensive list that David Chalmers has put together: <http://consc.net/guidelines/>.)

Submission of Assignments

You are expected to submit all assignments on time. That said, for the paper assignments you have a *total* of eight "late days" that carry no lateness penalties. If you submit a paper two hours late, you're thereby using one late day. If you submit a paper 25 hours late, you're using two late days, etc. After the eight days are used up, penalties apply (5% per day), except in special cases. No submissions are accepted if more than seven days late, barring extenuating circumstances.

It is *your* responsibility to make sure that your assignments are properly submitted and readable. Corrupted files and other unreadable documents are treated as non-submissions. Formatting guidelines for the paper assignments will be provided.

Please take into account that writing good philosophy papers takes time and effort. You should start as soon as possible and write multiple drafts before you submit the paper. If you are struggling with an assignment, *please get in touch as soon as possible*. Philosophy is hard, but I'm happy to help.

Office Hours

You are invited and encouraged to attend weekly communal office hours. One-on-one meetings with me can also be scheduled, if there is something that you would like to discuss privately, or if you can't make my normal office hours due to a conflict.

Email

I normally respond to emails within 24 hours, though I might take longer during weekends and holidays. If you have not received a response within this time frame, feel free to prompt me with another email. Discussing substantial philosophical questions, paper ideas, or grades over email is not feasible (please come to office hours for that), but if you have questions about logistics or would like to schedule a one-on-one meeting, email away!

Laptops, Tablets, and Phones

Use of laptops and tablets in class is permitted *only for accessing assigned readings*. No phones are permitted. Empirical research suggests that the use of electronics in class reduces long-term retention and negatively impacts class performance (<https://www.tandfonline.com/doi/abs/10.1080/01443410.2018.1489046?journalCode=cedp20>), as well as distracts everybody around (<https://psycnet.apa.org/record/2014-52302-001>).

If you have a good reason for why you need to use electronics in class, please get in touch as soon as possible, and we can work something out.

Academic Dishonesty

Do not cheat. Do not plagiarize. Familiarize yourself with the University's Code of Academic Integrity (<https://catalog.upenn.edu/pennbook/code-of-academic-integrity/>), and if in doubt, ask. Note that violations of the code will be reported to the relevant disciplinary authorities.

Accommodations

Students who require special accommodations are encouraged to contact Student Disabilities Services (<https://wlrc.vpul.upenn.edu/sds/>). If you have any access needs that you think I should know about, please get in touch as soon as possible.

Religious and Secular Holidays

Accommodations can be made for students observing religious and secular holidays. You should inform me within the first two weeks of the course of your intent to observe such holidays so that appropriate arrangements can be made. You can review the University Policy on Secular and Religious Holidays here: <https://catalog.upenn.edu/pennbook/secular-religious-holidays/>

6. Resources

Penn Resources

- Counseling & Psychological Services (CAPS): <https://caps.wellness.upenn.edu>
- Wellness at Penn: <https://wellness.upenn.edu>
- Weingarten Learning Resources: <https://wlrc.vpul.upenn.edu/lr/>
- Tutoring Center: <https://wlrc.vpul.upenn.edu/tutoring/>
- Writing Center: <http://writing.upenn.edu/critical/wc/>

Philosophy Resources

- Stanford Encyclopedia of Philosophy: <https://plato.stanford.edu/entries/plato/>
- Critical Thinking Web: <https://philosophy.hku.hk/think/critical/ct.php>
- PhilPapers (a comprehensive index and bibliography of philosophy): <https://philpapers.org>
- Existential Comics: <http://existentialcomics.com>

Films That Might Make You Think More About Visual Perception

- *Stalker* (1979)
- *Hero* (2002)
- *Tree of Life* (2011)
- *Samsara* (2011)
- *I Am Belfast* (2015)

7. Class & Readings Schedule

Note on terminology:

- “**Required**” readings are the ones you are expected to read and engage with *before* the relevant in-class session, and the *only* ones you will be quizzed on. Normally you’re required to read one paper or book chapter or a collection of shorter excerpts per session.
- “**Recommended**” readings/podcasts/videos will give you a fuller understanding of the topic under discussion. They will likely be useful to you when writing papers. Some ideas in the recommended readings might also be discussed during in-class sessions.

- “*Optional*” readings/podcasts/videos are extra materials for when you are particularly interested in a topic.

Module I: Getting Started

In the first module, we'll cover some basics. We'll talk about what philosophy is and how it differs (if it does) from the sciences. Since philosophical writing is usually argumentative writing, we'll spend some time thinking about arguments. What are they? How can we spot them? What makes them good? Next we'll zoom in on philosophy of perception, and think about how it relates to other areas of philosophy, and what kinds of questions philosophers of perception usually ask. Finally, we'll think about how vision works, from the point of view of neuroscience and psychology. What happens when the light reflected from object surfaces hits the eye? Where does the information travel in the brain and how is it processed?

- 8/31 (1) Syllabus and Logistics. What is philosophy? *PHILSKILLS: What is an argument*
- *Recommended:* Pryor, “Guidelines on Reading Philosophy”
 - *Recommended:* Purugganan & Hewitt, “How to Read a Scientific Article”
- 9/2 (2) Contemporary Philosophy of Perception; Science of Vision, *PHILSKILLS: How to Read Philosophy*
- *Required:* Wolfe et al. (2015), *Sensation & Perception*, Ch. 2: The First Steps in Vision
 - *Recommended:* Nanay (2010), “Philosophy of Perception: The New Wave” in *Perceiving the World*
 - *Optional:* Gregory, *Eye and Brain*, Ch. 3: Eye
- 9/7 (3) Science of Vision (Group Work in Class)
- *Required:* Wolfe et al. (2015), *Sensation & Perception*, Ch. 3: Spatial Vision: From Spots to Stripes (pp. 53-55, 64-85)
 - *Recommended:* Watch *Vision: Crash Course* on YouTube
 - *Optional:* Gregory, *Eye and Brain*, Ch. 4: Brain

Module II: The Nature and Structure of Perceptual Experience

We normally think that we can just see—that we are in direct, unmediated contact with ordinary objects and their mind-independent properties. The arguments from illusion and hallucination challenge this ordinary understanding of perception. When we hallucinate, we aren't aware of any ordinary object at all and when we have an illusory experience, we see an ordinary object, but not as it really is. So how exactly does visual perception work? Do we see sense-data instead of external objects, do our perceptual states represent (and sometimes misrepresent) external objects and their properties, or is perception constituted in terms of a relation of ordinary objects to perceivers and perhaps perceptual circumstances?

- 9/9 (4) The Problem of Perception (*Quiz 1*)
- *Required:* Fish (2010), *Philosophy of Perception*, Ch. 1: Introduction: Three key principles
 - *Optional:* Crane & French (2021), “The Problem of Perception” *Stanford Encyclopedia of Philosophy*
- 9/14 (5) Russell's Representative Realism and Sense-Data (*Quiz 2*)
- *Required:* Russell (1912), *Problems of Philosophy*, Chs. 1-2 (pp. 1-10)
 - *Required:* Dignāga, *Investigation of the Percept (Ālambana-parīkṣā)*
 - *Recommended:* Hume (1758/1999), *An Enquiry Concerning Human Understanding*, Sect. XII, Part 1: 118
 - *Optional:* Fish (2010), *Philosophy of Perception*, Ch. 2: Sense datum views (Access through Franklin)

- 9/16 (6) Tye's Representationalism & Transparency, *PHILSKILLS: How to Talk Philosophy*
- **Required:** Tye (2002), "Representationalism and the Transparency of Experience," *Noûs*
 - **Optional:** Fish (2010), *Philosophy of Perception*, Ch. 5: Intentional theories (Access through Franklin)
- 9/21 (7) Brewer's Object View (Naïve Realism) ([Quiz 3](#)); *Paper 1 Topics Distributed*
- **Required:** Brewer (2006), "Perception and Its Objects," *Philosophical Studies*
 - **Optional:** Byrne's (2021) Review of Brewer's (2011) Book
 - **Optional:** Fish (2010), *Philosophy of Perception*, Ch. 6: Disjunctive theories (Access through Franklin)
- 9/23 (8) Review & Discussion, *PHILSKILLS: How to write a philosophy paper*
- **Required:** Pryor, "Guidelines on Writing a Philosophy Paper"

Module III: Science & Philosophy of Color

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Color is an extremely salient feature of visual scenes for many animals, but what kind of property is it — is it an intrinsic property of external objects, an illusion created by our brain, or some sort of a relation between objects and perceivers? If colors are real, then when are our color perceptions successful — is it when they match some property present in the object or are the success standards more directly utility-based? Finally, what is the best way to approach these metaphysical and epistemological questions about color — should we start with the so-called common-sense conception of color or should we start with what the relevant empirical sciences have to say?

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- 9/28 (9) Why is color so difficult? ([Quiz 4](#))
- **Required:** Chirimuuta (2015), *Outside Color*, Ch. 1: Color and Its Questions (pp. 1-14)
- 9/30 (10) The Science of Color Vision (Group Work in class)
- **Required:** Wolfe et al. (2015), *Sensation & Perception*, Ch. 5: The Perception of Color (excerpts)
 - **Recommended:** Watch *How We See Color* on YouTube
- Paper 1 Due 9/30 11:59 PM*
- 10/5 (11) Introduction to Color Metaphysics ([Quiz 5](#)); *Class Visit to the Penn Materials Library*
- **Required:** Logue (2016), "Metaphysics of Color 1: Physicalist Theories of Color," *Philosophy Compass* (pp. 211-213)
 - **Required:** Logue (2016) "Metaphysics of Color 2: Non-Physicalist Theories of Color," *Philosophy Compass* (pp. 220-221, 224-227)
- 10/7 (12) Reductive Physicalism ([Quiz 6](#))
- **Required:** Byrne & Hilbert (2003), "Color realism and color science," *BBS* (sections 3-4, pp. 7-18)
 - **Recommended:** Logue (2016), "Metaphysics of Color 1: Physicalist Theories of Color" (pp. 213-216)
- 10/12 (13) Traditional Dispositionalism ([Quiz 7](#))
- **Required:** Levin (2000), "Dispositional theories of Color and the Claims of Common Sense," *Philosophical Studies*
 - **Recommended:** Locke, *An Essay Concerning Human Understanding*, Book II, Chapter 8: 9-15, 22-26
 - **Recommended:** Byrne & Hilbert (2003), Section 2.2
 - **Recommended:** Logue (2016) "Metaphysics of Color 2: Non-Physicalist Theories of Color" (pp. 220-224)

(October 14-17 Fall Term Break)

- 10/19 (14) Visual Ecology (Group Work in class)
- **Required:** Gerl and Morris (2008), "The Causes and Consequences of Color Vision," *Evolution: Education and Outreach*
 - **Recommended:** Watch *How Animals and People See the World Differently* | *National Geographic* on YouTube
 - **Optional:** Watch *Life in Colour with David Attenborough* on NETFLIX (Ep. 1 & 2)
- 10/21 (15) The Function of Color Vision: Detection vs. Discrimination (Quiz 8)
- **Required:** Hatfield (1992), "Color Perception and Neural Encoding: Does Metameric Matching Entail a Loss of Information?" *PSA: Proceedings of the Biennial Meeting of the Philosophy of Science Association*, read until Section 4
 - **Recommended:** The rest of Hatfield (1992)
- 10/26 (16) The Function of Color Vision: Perceptual Enhancement (Quiz 9); Paper 2 Topics Distributed
- **Required:** Akins & Hahn (2014), "Color Perception" in *The Oxford Handbook of Philosophy of Perception*, Sections 5-7 (pp. 431-440)
 - **Recommended:** Akins & Hahn (2014), Sections 1-4
 - **Optional:** Listen to *New Books in Philosophy/ Chirimuuta: Outside Color* (podcast)
- 10/28 (17) Ecological Relationalism (Quiz 10)
- **Required:** Thompson (1995), "Colour Vision, Evolution, and Perceptual Content," *Synthese* (pp. 1-11, 22-27)
 - **Recommended:** Thompson (1995). *Colour Vision: A study in Cognitive Science and the Philosophy of Perception* (excerpt, 3 pages)
 - **Recommended:** Byrne & Hilbert (2003), section 2.5

Module IV: Perception & Cognition

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In this section, we'll think about how visual perception relates to other perceptual modalities, and how it relates to cognition. Do our beliefs, desires, and other cognitive states affect what we see or is visual perception cognitively impenetrable? Do other sensory modalities affect what we see or is visual perception informationally encapsulated? Do visual experiences sometimes represent complex properties like kind memberships or animacy?

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- 11/2 (18) Fodor's Modularity (Quiz 11)
- **Required:** Fodor (1985): "Précis of the Modularity of Mind," *BBS*
 - **Optional:** Pylyshyn (1999), "Is vision continuous with cognition: The case for cognitive impenetrability of visual perception," *BBS*
- 11/4 (19) Modularity, Integration, Cognitive Penetration (Quiz 12), Class Visit to the Institute of Contemporary Art (ICA)
- **Required:** Burnston & Cohen (2015), "Perceptual Integration, Modularity, and Cognitive Penetration" in *The Cognitive Penetrability of Perception: New Philosophical Perspectives*
- Paper 2 Due 11/4 11:59 PM*
- 11/9 (20) Experimental Evidence for Cognitive Penetration (Group Work in class)
- **Required:** Banerjee, Chatterjee & Sinha (2012), "Is it light or dark? Recalling moral behavior changes perception of brightness," *Psychological Science*
 - **Required:** Levin & Banaji (2006), "Distortions in the perceived lightness of faces: The role of race categories," *Journal of Experimental Psychology: General*
 - **Required:** Hansen et al. (2006) "Memory modulates color appearance," *Nature Neuroscience*

- 11/11 (21) Evaluating the Evidence ([Quiz 13](#)); *Final Paper Topics Distributed*
- **Required:** Firestone & Scholl (2016), "Cognition does not affect perception: Evaluating the evidence for "top-down" effects," *BBS* (pp. 1-19)
 - **Recommended:** Re-visit papers from last time

- 11/16 (22) Contents of Visual Experience, Siegel on K-Properties ([Quiz 14](#))
- **Required:** Siegel (2011), "Kinds" in *The Contents of Visual Experience*
 - **Recommended:** Tye (1995), Ten Problems of Consciousness, pp. 100-105 (section 4.2)

Projects Due 11/16 11:59 PM

- 11/18 (23) Thin vs. Rich Contents: The Debate ([Quiz 15](#))
- **Required:** Siegel & Byrne (2017), "Rich or Thin?" in *Current Controversies in Philosophy of Perception*

- 11/23 (24) Experimental Evidence for Rich Content
- **Required:** Gao et al. (2009), "The psychophysics of chasing: A case study in the perception of animacy," *Cognitive Psychology*
 - **Recommended:** Yale Perception & Cognition Lab Demos: <http://perception.yale.edu>
 - **Optional:** Scholl & Gao (2013), "Perceiving animacy and intentionality: Visual processing or higher-level judgment?" in *Social Perception: Detection and Interpretation of Animacy, Agency, and Intention*

(Nov 25-28 Thanksgiving)

Module V: Wrapping Up

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This last section of the course is dedicated to drawing connections between the different topics we've covered, to consolidating our knowledge, and to honing our philosophy skills. We'll start with a writing workshop and experiment with strategies for improving the exposition, argumentation, and philosophical engagement in paper assignments. We'll also view all the project videos and discuss them on Canvas. Then our guest speaker, Sam Clarke, will zoom in on some of the intricacies involved in the discussions of modularity and cognitive penetration. After this we'll have a peer review session: you'll provide feedback on two of your peers' final paper drafts and they'll do the same for you. We'll end with one last discussion of what we have learned and what new questions have arisen.

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- 11/30 (26) Final Paper Writing Workshop
- **Required:** Watch all the project presentations on Canvas, leave a short (constructive!) comment or question on each.

Final Paper Draft 1 Due 11/30 11:59 PM

- 12/2 (25) Guest Speaker: Sam Clarke
- **Recommended:** Clarke (2020), "Cognitive penetration and informational encapsulation: Have we been failing the module?" *Philosophical Studies*

Final Paper Peer Reviews Due 12/3 11:59 PM

- 12/7 (27) Final Paper Peer Reviews in Class
- **Recommended:** Read the reviews of your paper draft beforehand

- 12/9 (28) Final Review & Discussion

Final Paper Draft 2 Due 12/15 11:59 PM

4.3 Animal Minds [advanced]

[This is the syllabus for a course I taught at Dartmouth College in Winter 2025]

Instructor: Tiina C Rosenqvist
Email: tiina.c.rosenqvist@dartmouth.edu
Office: Bartlett 302
Office Hours: Wed 4:30-5:30 & Fri 11-12
Class Meeting Times: Mon, Wed, Fri | 12:50-1:55
X-hour: Tue | 1:20-2:10
Class Meeting Room: Thornton 103

Please note that the syllabus is subject to change based on the needs of the class. Be sure to regularly check the latest version of the syllabus available on our course Canvas site to stay informed about any changes or adjustments.

1. Course Description

What are the mental lives of nonhuman animals like, and how do they compare to ours? These questions hold practical and theoretical importance but are surprisingly difficult to answer. In this course, we will grapple with complex questions at the intersection of philosophy and empirical science, such as: What constitutes a mind, and which animals possess them? How can we study and understand the mental lives of nonhuman animals? What kinds of emotions and thoughts do animals have, and how do they manifest? Is language necessary for thought, and what does this mean for nonhuman animals? Can animals have culture and exhibit moral agency? Which animals feel pain, and what should follow from that?

2. Course Objectives

Upon successful completion of this course, you will:

1. Understand key issues and debates in the philosophy of animal minds. You will be able to:
 - Differentiate between various aspects of mindedness
 - Recall the theoretical debates regarding these aspects
 - Identify challenges, assumptions, and biases in the empirical study of animal minds
 - Identify ethical and theoretical implications of animal mindedness
 - Explain these issues accurately and in sufficient depth
2. Critically evaluate arguments regarding animal mindedness and its ethical implications. You will be able to:
 - Identify relevant argument forms, such as argument from analogy, argument from parsimony, and inference to the best explanation
 - Reconstruct arguments in standard format with premises and a conclusion
 - Assess the evidence supporting specific claims
 - Identify relevant objections and alternative interpretations
 - Evaluate the overall strength and cogency of arguments
3. Participate in the debate about animal minds. You will be able to:
 - Plan and engage in independent research and exploration
 - Construct plausible arguments in support of your views
 - Carefully defend the premises of your arguments
 - Anticipate objections and respond to them
 - Demonstrate intellectual humility and intellectual autonomy
 - Integrate what you have learned in this course

3. Course Structure

In-person sessions:

The standard format for our in-person sessions will include brief lectures, presentations, and discussions. Occasionally, we will engage in group work. You are expected to complete the assigned readings prior to class and to actively participate in discussions and other in-class activities.

Out-of-class activities:

You are expected to complete all *required* readings before the classes for which they are assigned. Additionally, you are expected to make weekly contributions to the Canvas discussion board. Both your in-class participation and your discussion board contributions will count towards your participation grade.

You will also be required to write two papers, take *at least* two quizzes, give one in-class group presentation and complete a related group project.

4. Assignments & Assessment

Individual assignments (total: 70%)

- Attendance & Participation (incl. discussion board posts) —15%
- Module Quizzes (2) —10%
- Paper 1 (800-1,200 words) —15%
- Paper 2 (1,800-2,500 words) —30%

Group assignments (total: 30%)

- Presentation —10%
- Project —20%

Attendance and Participation

Attendance is mandatory, but you are allowed to miss two seminar sessions without prior notice, except on the day when you are scheduled to give a presentation. If you anticipate missing more than two seminar sessions, prior notice is required and you will be asked to complete a make-up assignment. Failure to provide notice may result in a deduction from your participation grade. Repeated lateness can also negatively impact your participation grade.

Active participation in discussions and class activities is expected. This requires completing assigned readings beforehand and coming to seminar prepared with ideas and questions.

Weekly contributions to the Canvas discussion board are required. To receive full credit, each post must consist of at least 10 sentences and demonstrate genuine engagement with one of the discussion prompts. You are permitted to miss *one* weekly contribution without your participation grade being affected. Discussion topics close at the end of each week on Friday at 11:59 pm, and late contributions will not be accepted.

Module Quizzes

There will be quizzes at the end of modules I, III, and V. Only the best two quiz scores count towards your final grade (each of the three is worth 5% of your final grade, so together they're worth 10%). This means that you can either not take one of the three quizzes, or you can take all three and have the lowest score dropped (the recommended option).

The quizzes are untimed and open-book, and you have two attempts for each quiz (your **latest** score is the one that is recorded; this means that your recorded score can go down if your second attempt results in a lower score than the first).

Papers

You are required to write two papers. The first paper (800-1,200 words) is worth 15% of your final grade and the second paper (1,800-2,500 words) is worth 30%. Prompts will be provided for the first paper.

Group Presentation + Project

Your group will prepare and deliver a presentation discussing some specific kind of evidence for the existence / absence of some aspect of mentality in some species of animal (e.g., behavioral evidence of mindreading in pigs). The presentation should highlight a short scientific text (of your choosing) that will be assigned as a required reading for the rest of the class, but it can also draw from additional sources.

The presentation should demonstrate critical thinking and deep engagement with the concepts and tools discussed in the course. You should prepare a handout or a slideshow.

You cannot select animals discussed in Module III (chimps, parrots, or whales). That said, the presentation *can* be on the same animal as your (individual) Paper 2.

In addition to the presentation, your group will collaborate to complete a project related to your chosen presentation topic. You might, for example, conduct a recorded interview with an expert (with carefully crafted interview questions), produce a scripted podcast or animation, or write an op-ed. The project should be well-researched (additional scholarly sources *should* be used). The projects will be made available to the rest of the class.

5. Policies

Readings

You will need access to the following books:

- Kristin Andrews (2020), *The Animal Mind: An Introduction to the Philosophy of Animal Cognition*. Routledge (Available through Dartmouth libraries)
- Peter-Godfrey-Smith (2020), *Metazoa: Animal Life and the Birth of the Mind*. Macmillan (Available through Dartmouth libraries)

If you encounter financial challenges related to the costs of books in this class, there may be sources of support for you. If you feel comfortable sharing your experience with me, you may.

All other readings will be available on the course Canvas page.

Discussion Guidelines

At Dartmouth, we value integrity, responsibility, and respect for the rights and interests of others, all central to our Principles of Community. We are dedicated to establishing and maintaining a safe and inclusive campus.

This is a philosophy seminar, which means that there will a lot of discussion of ideas and arguments. To make sure that these discussions remain respectful, inclusive, and constructive, here are some guidelines that we should all follow:

- Be nice. You can be critical of ideas, but remember to argue your points respectfully. Don't make fun of other discussion participants, don't use offensive examples, don't interrupt.
- Don't dominate the discussion. Raise your hand to speak. Acknowledge your fellow students' insights. Listen attentively. Do what you can to help others feel included.
- Ask clarificatory questions, if something doesn't make sense.
- If you feel that these guidelines haven't been appropriately followed, please let me know.

(These guidelines are based on this more extensive list that David Chalmers has put together: <http://consc.net/guidelines/>.)

X-Hours

X-hours in this course are designated for optional skill-building workshops, (optional) review sessions, and mandatory make-up classes in case regularly scheduled classes need to be cancelled for any reason. Please keep the X-hours free to accommodate these sessions.

- Skill-building workshops: throughout the term, you will have the opportunity to participate in skill-building workshops designed to help you succeed in this course. These workshops are *entirely optional*, and the schedule will be announced (TBA). The workshops will focus on: (i) reconstructing and evaluating arguments, (ii) reading philosophical texts, (iii) writing philosophy papers, and (iv) engaging in philosophical discussions and debates. These sessions are designed to support all students, regardless of prior experience. Whether you are still relatively new to philosophy or have taken many courses before, these workshops offer opportunities for growth and improvement. So don't worry if you feel unsure about any of these skills; you are not expected to know everything already!
- Additional review sessions: additional review sessions *may* be scheduled to reinforce your understanding of the course material, clarify doubts, and prepare for assessments. These sessions are designed to provide extra support and ensure you have the resources you need to succeed. While attendance at these review sessions is *usually optional*, it is highly encouraged. Participating in these sessions can enhance your grasp of the subject matter and improve your performance in the course. Please check Canvas regularly for updates regarding the timing and topics of these sessions.
- Make-up classes: in the event that regularly scheduled classes must be cancelled, make-up classes will be scheduled to ensure that we cover all necessary material and meet the learning objectives of the course. If a class needs to be canceled, you will be notified as soon as possible through an announcement on Canvas. Make-up classes will cover the same content that was planned for the cancelled session. The notification will include the reason for the cancellation and information about the rescheduled class. Attendance at make-up classes is *mandatory*. If you have a legitimate conflict and are unable to attend, please inform me in advance. Alternative arrangements or make-up assignments will be provided to ensure you do not miss out on the material covered.

Submission of Assignments

You are expected to submit all assignments on time. For paper assignments, you have a total of four 'late days' which can be used without penalty. Submitting a paper two hours late uses one late day, submitting a paper 25 hours late uses two late days, and so forth. Once your four late days are used up, penalties will apply (5% deduction per day), except in truly exceptional circumstances such as hospitalization. Assignments will not be accepted if they are more than seven days late.

It is your responsibility to ensure that your assignments are submitted correctly and are readable. Files that are corrupted or unreadable will be treated as non-submissions. Formatting guidelines for paper assignments will be provided.

Please note that writing good philosophy papers takes time and effort. It is advisable to begin early and draft multiple versions before submission. If you are struggling with an assignment, please reach out as soon as possible. Philosophy is hard, but I am happy to help!

Office Hours

You are strongly encouraged to attend my weekly communal office hours. One-on-one meetings with me can also be scheduled.

Email

I typically respond to emails within 24 hours, though my response time may be longer during weekends and holidays. If you haven't received a reply within this timeframe, please feel free to send a follow-up email. Please note that discussing substantial philosophical questions, paper ideas, or grades over email is not feasible (please come to office hours for that). But if you have logistical questions or would like to schedule a one-on-one meeting, don't hesitate to reach out!

Laptops, Tablets, and Phones

Laptops and tablets may only be used in class for accessing assigned readings. The use of phones is strictly prohibited, unless otherwise stated. Research indicates that electronic device use during class reduces long-term retention and negatively impacts class performance, while also distracting those nearby.

Failure to comply with this policy can negatively affect your participation grade. If you have a compelling reason for needing to use a phone during class, please contact me as soon as possible so we can discuss potential accommodations.

Academic Dishonesty

The faculty, administration, and students of Dartmouth College acknowledge the responsibility to maintain and perpetuate the principle of academic honor, and recognize that any instance of academic dishonesty is considered a violation of the [Academic Honor Principle](#).

Do not cheat, plagiarize, or misuse technology (please see this [resource on proper citation of sources](#)). Familiarize yourself with the Academic Honor Principle and, if in doubt, ask. Note that violations of the principle will be reported to the relevant disciplinary authorities.

Generative AI

Understanding how and when to utilize generative AI tools (such as ChatGPT, DALL-E) is rapidly becoming an important skill. Therefore, you are encouraged to incorporate generative AI tools in this class, *provided it supports the learning outcomes or objectives of assignments*.

Unless otherwise noted, submitting text generated by AI tools or any automated assistance is prohibited for any coursework. This includes using AI to generate responses to paper prompts, quizzes, or discussion board prompts, or completing other course-related tasks. This practice undermines the development of critical thinking, writing, and research skills essential for academic success.

You may, however, utilize AI for brainstorming and refining your ideas and/or as a text editor. For example, you can use AI to generate ideas that you then expand upon in your own words, refine a paper outline you yourself have written, or use AI assistance in editing text you yourself have authored. It's important to understand both the potential benefits and limitations of using AI as a learning and research tool. While generative AI can offer valuable information or suggestions, AI systems have been found to plagiarize and fabricate material (see Hosseini et al. (2023) on "[Using AI to write scholarly publications](#)").

Critically evaluating AI outputs is essential. You are *solely responsible* for the accuracy and integrity of information generated through the use of generative AI tools, ensuring compliance with academic honesty standards, intellectual property laws, and any confidentiality agreements relevant to

coursework. All work incorporating generative AI tools must be clearly documented. At the end of your assignment, write a short paragraph to explain which AI tool you used and how you used it, if applicable. If you used AI for brainstorming, include the prompts and follow-up questions.

Violations of this policy will be treated as academic misconduct. If you have any questions about this policy or if you are unsure whether a particular use of AI is acceptable, please ask.

Accommodations

Students requesting disability-related accommodations and services for this course are required to register with Student Accessibility Services (SAS; Apply for Services webpage; student.accessibility.services@dartmouth.edu; 1-603-646-9900) and to request that an accommodation email be sent to me in advance of the need for an accommodation. Then, students should schedule a follow-up meeting with me to determine relevant details such as what role SAS or its Testing Center may play in accommodation implementation. This process works best for everyone when completed as early in the quarter as possible. If students have questions about whether they are eligible for accommodations or have concerns about the implementation of their accommodations, they should contact the SAS office. All inquiries and discussions will remain confidential.

Religious Observances

Dartmouth has a deep commitment to support students' religious observances and diverse faith practices. Some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance that conflicts with your participation in the course, please meet with me as soon as possible—before the end of the second week of the term at the latest—to discuss appropriate course adjustments.

6. Resources

Dartmouth Resources

- **Academic Skills Center** (ASC): the ASC assists students in achieving their academic goals through tutoring and learning skills trainings.
- **Research Center for Writing, and Information Technology** (RWIT): RWIT is a free service dedicated to helping members of the Dartmouth community develop more effective strategies for generating and organizing their ideas, finding and evaluating research sources, and presenting and revising compositions in a variety of media.
- **Dartmouth College Library**: The Dartmouth College Library provides support through subject area specialization, course materials and reserves, reservable learning spaces, workshops & classes for students, research, scholarly publication, copyright, media, book arts, and more.
- **Financial difficulty**: Our community is composed of students from a variety of financial backgrounds. Socioeconomic diversity can be invisible, and you may be experiencing financial difficulties related to the cost of materials or other necessities for our class of which I am not aware. If you encounter financial challenges related to this class, there may be sources of support for you. If you feel comfortable sharing your experience with me, you may. You may also consider meeting with a financial aid officer to discuss options, reaching out to the First-Generation Office if you are a first-generation student, browsing the Funding Resources page, or, for unexpected expenses, applying to the Barrier Removal Fund through the Financial Aid tile in DartHub.
- **Mental Health and Wellness**: The academic environment is challenging, our terms are intensive, and classes are not the only demanding part of your life. There are a number of resources available to you on campus to support your wellness, including: the **Counseling Center** which allows you to book triage appointments online, the **Student Wellness Center** which offers wellness check-ins, and your undergraduate dean. The student-led **Dartmouth Student Mental Health Union** and their peer support program may be helpful if you would like to speak to a trained fellow student support

listener. If you need immediate assistance, please contact the **counselor on-call** at (603) 646-9442 at any time. Please make me aware of anything that will hinder your success in this course.

- **Title IX:** Through the Sexual and Gender-Based Misconduct Policy (SMP), Dartmouth demonstrates that sex and gender-based discrimination, sex and gender-based harassment, sexual assault, dating violence, domestic violence, stalking, etc., are not tolerated in our community. For more information regarding Title IX and to access helpful resources, visit Title IX's website (sexual-respect.dartmouth.edu). As a faculty member, I am required to share disclosures of sexual or gender-based misconduct with the Title IX office. If you have any questions or want to explore support and assistance, please contact the Title IX office at 603-646-0922 or TitleIX@dartmouth.edu. Speaking to Title IX does not automatically initiate a college resolution. Instead, much of their work is around providing supportive measures to ensure you can continue to engage in Dartmouth's programs and activities.

Philosophy Resources

- **[The Stanford Encyclopedia of Philosophy](#)** (SEP): The SEP is a free and comprehensive reference work in philosophy. The entries are written by experts in the field and geared towards professional philosophers.
 - Anita Avramides: "[Other Minds](#)"
 - Kristin Andrews: "[Animal Cognition](#)"
 - Colin Allen: "[Animal Consciousness](#)"
 - Marta Halina: "[Methods in comparative cognition](#)"
- **[The Internet Encyclopedia of Philosophy](#)** (IEP): The IEP is a more accessible resource for information on key topics, theories, and thinkers in philosophy, geared towards a general audience.
 - Robert Lurz: "[Animal Minds](#)"
- **[The Critical Thinking Web](#)** is an extensive online resource dedicated to the development and enhancement of critical thinking skills. It includes tutorials, articles and exercises that can help you brush up on the fundamentals of critical thinking, logical reasoning, and argument analysis.
- **[PhilPapers](#)** is a comprehensive index and bibliography, providing access to a wide array of philosophical literature.

7. Class & Readings Schedule

Note on terminology:

- **"Required"** readings are the ones you are expected to read and engage with *before* the relevant in-class session, and the *only* ones you will be quizzed on. Normally you're required to read one paper or book chapter or a collection of shorter excerpts per session.
- **"Recommended"** readings/podcasts/videos will give you a fuller understanding of the topic under discussion. They will likely be useful to you when writing papers. Some ideas in the recommended readings might also be discussed during in-class sessions.
- **"Optional"** readings/podcasts/videos are extra materials for when you are particularly interested in a topic.

Module I: Tools

In this module, you will:

- Learn to identify challenges, assumptions, and biases in the empirical study of animal minds
 - Learn to identify multiple interpretations of the same behavior in animals
 - Learn to identify different levels of explanation
 - Learn to identify relevant argument forms, such as argument from analogy, argument from parsimony, and inference to the best explanation
 - Learn to reconstruct arguments in standard format with premises and a conclusion
-

1/6 (1) INTRODUCTION

- Recommended podcast: "[Animal Minds](#)," *Radiolab*

1/8 (2) THE PROBLEM OF OTHER MINDS; ARGUMENTS FOR/ AGAINST ANIMAL MINDS

- **Required:** Andrews (2020), *The Animal Mind*, Ch. 1 "Other Minds"
- **Required:** Aristotle, *On the Soul* (excerpts)
- Optional: Malcolm (1972), "Thoughtless Brutes"

1/10 (3) ANTHROPOMORPHISM, ANTHROPOCENTRISM, ANTHROPODENIAL

- **Required:** Andrews (2020), *The Animal Mind*, Ch. 2: "Understanding Animal Behavior"
- Recommended: Griffin (2001), *Animal Minds*, Preface
- Optional VIDEO: [Why Are octopi So Insanely Intelligent | SciShow](#)
- Optional: de Waal, *Primates and Philosophers*, Appendix A: Anthropomorphism and Anthropodenial"

1/10 - Week 1 Discussion Post

1/13 (4) SCIENCE OF ANIMAL MINDS

- **Required:** Andrews (2020), *The Animal Mind*, Ch. 3: "The Science of Other Minds"
- Recommended VIDEO: [Could this horse read minds? | Psy vs Psy](#)
- Optional: Jamieson (1992), "Science, Knowledge, and Animal Minds"
- Optional: Griffin (2001), *Animal Minds*, Ch. 2: "Objections and their limitations"
- Optional: Bekoff et al. (2002): *The Cognitive Animal*: Introduction

1/15 (5) ETHICS; REVIEW; Paper 1 Topics Distributed

- **Required:** Allen & Bekoff (2013), "Animal Minds, Cognitive Ethology, and Ethics" (excerpts)
- Recommended: Jamieson & Bekoff (1996), "Ethics and the study of animal cognition"
- Optional: Webb et al. (2019), "Animal Ethics and Behavioral Science: An Overdue Discussion"

Module II: Aspects of Animal Mentality A

In this module, you will:

- Differentiate between consciousness and thinking
 - Explore the theoretical debates regarding aspects of mindedness
 - Practice explaining the relevant issues accurately and in sufficient depth
 - Practice assessing the evidence supporting specific claims
 - Practice identifying relevant objections and alternative interpretations
 - Practice evaluating the overall strength and cogency of arguments
-

1/17 (6) CONSCIOUSNESS

- **Required:** Nagel (1974). What is it like to be a bat? (excerpts)
- **Required:** Andrews (2020), *The Animal Mind*, Ch. 4: "Consciousness"

1/17 - Week 2 Discussion Post
1/18 - Module 1 Quiz

1/21 (7) CONSCIOUSNESS (class meets during X-hour)

- **Required:** Birch et al. (2020), "Dimensions of Animal Consciousness"
- Recommended: Griffin & Speck (2004), "New Evidence of Animal Consciousness"
- Optional VIDEO: [Do Fish Feel Pain? Striking new evidence says yes](#)
- Optional: Peña-Guzmán (2022). *When Animals Dream: The Hidden World of Animal Consciousness*; Ch.2: Animal Dreams and Consciousness (excerpts)

1/22 (8) THINKING: Beliefs, etc.

- **Required:** Tye (2017). *Tense bees and shell-shocked crabs: Are Animals conscious*, Ch. 4: "Our Friends and Neighbors," 4.1 Beliefs and Desires
- **Required:** Andrews (2020), *The Animal Mind*, Ch. 5: "Can Animals Think," pp. 107-128
- Optional: Bermúdez (2003), *Thinking Without Words*, Ch. 1: "The Problem of Thinking Without Words," excerpts (~ 3 pages)
- Recommended VIDEO: [Smart Pigs vs Kids | Extraordinary Animals | BBC Earth](#)

1/24 (9) THINKING: Rationality, etc.

- **Required:** Andrews (2020), *The Animal Mind*, Ch. 5: "Can Animals Think," pp. 128-135
- **Required:** Clayton & Dickinson (2006), "Rational rats"
- Optional: Vergara-Ovalle et al. (2023), "Novel object recognition in Octopus maya"

1/27 (10) REVIEW / PHILOSOPHY DISCUSSION MOVES

1/24 - Week 3 Discussion Post
1/25 - Paper 1

Module III: Aspects of Animal Mentality B

In this module, you will:

- Differentiate between additional aspects of mindedness
- Explore the theoretical debates regarding these aspects
- Practice assessing the empirical evidence supporting specific claims
- Practice explaining these issues accurately and in sufficient depth
- Reflect on the ethical and theoretical implications of animal mindedness

1/29 (11) FEELINGS AND EMOTIONS

- **Required:** Bekoff (2000), "Animal emotions: Exploring Passionate Natures..."
- Recommended: Panksepp (2011), "The basic emotional circuits of mammalian brains: Do animals have affective lives?"
- Optional: Roberts (2009), "The Sophistication of Non-Human Emotions"
- Optional: Birch (2024), "Emotionless Animals? Constructionist Theories of Emotion Beyond the Human Case"

1/31 (12) COMMUNICATION

- **Required:** Andrews (2020), *The Animal Mind*, Ch. 6: "Communication"
- Recommended: Riebel (2021), "Animal communication: Lyrebirds 'cry wolf' during mating"
- Optional: Bekoff (2021), "Animals Say 'Hi' and 'Bye' to Communicate What They Want"
- Optional: Griffin (2001), *Animal Minds*, Ch. 8: "Communication as Evidence of Thinking"

1/31 - Week 4 Discussion Post

2/3 (13) COMMUNICATION

- **Required:** Fouts et al. (2002), "Chimpanzee Signing: Darwinian Realities and Cartesian Delusions"
- **Required:** VIDEO: [Can Apes Really "Talk" To Humans? | NPR's Skunk Bear](#)

2/4 (14) SOCIAL COGNITION (class meets during X-hour)

- **Required:** Andrews (2020), *The Animal Mind*, Ch. 7: "Social Cognition"
- **Optional VIDEO:** [What is Theory of Mind | Psy vs. Psy](#)
- **Recommended:** Krachun et al. (2019), "Mirror self-recognition and its relationship to social cognition in chimpanzees"
- **Optional:** Cheney & Seyfarth, *Baboon Metaphysics: The Evolution of a Social Mind*, Ch. 8: "Theory of Mind"

2/5 (15) HOOD MUSEUM + GROUP WORK (Independent group work)

- Meet your group members at the Hood Museum; follow the instructions on Canvas

2/6 - Presentation Topic + Reading

2/6 - Project Outline 1

2/7 - Week 5 Discussion Post

2/11 (16) MORALITY (class meets during X-hour)

- **Required:** Andrews (2020), *The Animal Mind*, Ch. 9: "Moral Minds"
- **Recommended:** Gruen (2002), "The Morals of Animal minds"
- **Optional:** Willows & Baynes-Rock (2018), "Two perspectives on animal morality"
- **Optional:** Shapiro (2006), "Moral Agency in Other Animals"

2/12 (17) ETHICAL TREATMENT OF ANIMALS

- **Required:** Tye (2017). *Tense bees and shell-shocked crabs: Are animals conscious*, Ch. 11: "The Ethical Treatment of Animals"
- **Optional:** Machan (2002), "Why Human Beings May Use Animals"
- **Optional:** Porphyry, *On Abstaining from Animals* in Usher (2023), *How to Care about Animals*

Module IV: Kinds of Animal Minds

In this module, you will:

- Plan and engage in independent research and exploration
 - Collaborate with your group members to prepare and deliver a presentation
 - Practice assessing the relevant empirical evidence supporting specific claims
 - Practice explaining the relevant issues accurately and in sufficient depth
 - Practice identifying relevant ethical and theoretical implications
-

2/14 (18) CHIMPANZEE CULTURES; *Presentation Demo*

- **Required:** Whiten et al. (1999), "Cultures in chimpanzees," *Nature*
- **Recommended:** Beran (2015), "Chimpanzee Cognitive Control"
- **Optional:** Andrews (2020), *The Animal Mind*, Ch. 8: "Culture"

2/14 - Week 6 Discussion Post

2/15 - Module 3 Quiz

2/17 (19) PARROTS AND LANGUAGE; Guest Lecturer: Dr. Shereen Chang

- **Required:** Pepperberg (1983), "Cognition in the African Grey parrot: Preliminary evidence for auditory/ vocal comprehension of the class concept"
- **Recommended:** VIDEO: [The Moth: Alex and Me - Irene Pepperberg](#)
- **Recommended:** Rössler & Auersperg (2023), "Recent developments in parrot cognition: a quadrennial update"
- **Optional:** DOCUMENTARY ["Parrot Confidential"](#) (2013, *Nature*)

2/18 - Paper 2 Topic

2/19 (20) WHALES AND EMOTIONS; Guest Lecturer: Dr. Kate Nicole Hoffman

- **Required:** DOCUMENTARY "Blackfish" (2013, dir. Gabriela Cowperthwaite)
- **Required:** Press Release: "Killer Whales Share Personality Traits with Humans, Chimpanzees" (2018)

2/20 - Project Outline 2

2/21 (21) GROUP PRESENTATIONS: Orangutans and Octopi

- **Required:** Crook (2021), "Behavioral and neurophysiological evidence suggests affective pain experience in octopus"
- **Required:** Shillito et al. (2003), "Understanding visual barriers: evidence for Level 1 perspective taking in an orang-utan, *Pongo pygmaeus*"

2/21 - Week 7 Discussion Post

2/22 - Paper 2 Outline

2/24 (22) GROUP PRESENTATIONS: Chickens and Dogs

- **Required:** Abeyesinghe et al. (2004), "Can domestic fowl show self control."
- **Required:** Roberts and Macpherson (2011), "Theory of mind in dogs: is the perspective-taking task a good test?"

Module V: The Origins of Minds

.....

In this module, you will:

- Plan and engage in independent research and exploration
 - Demonstrate intellectual humility and intellectual autonomy
 - Collaborate with your group members to design and produce an independent project where you:
 - Explain the relevant issues accurately and in sufficient depth
 - Apply what you have learned in this course
 - Write an argumentative paper where you:
 - Construct a convincing argument in support of your view
 - Carefully defend the premises of your argument
 - Anticipate objections and respond to them
 - Integrate what you have learned in this course
-

2/26 (23) MATTER, LIFE, AND MIND

- **Required:** Godfrey-Smith (2020), *Metazoa*, Ch. 1: "Protozoa"
- Recommended: Thompson (2011), "Précis of Mind in Life: Biology, Phenomenology, and the Sciences of Mind"

2/26 - Optional Paper 2 First Draft

2/28 (24) VINS: RAPTORS UP CLOSE

- Vermont Institute of Natural Science will bring live raptors to our class

2/28 - Week 8 Discussion Post

3/1 - Module 4 Quiz

3/3 (25) ANIMAL SENSING; CONSCIOUSNESS AGAIN

- **Required:** Godfrey-Smith (2020), *Metazoa*, Ch. 4: "The One-armed Shrimp"
- Recommended: Tye (2017). *Tense bees and shell-shocked crabs: Are Animals conscious*, Ch. 8: "Tense Bees and Shell-Shocked Crabs" (*excerpt*)
- Optional: Magee & Elwood (2013), "Shock avoidance by discrimination learning in the shore crab (*Carcinus maenas*) is consistent with a key criterion for pain"

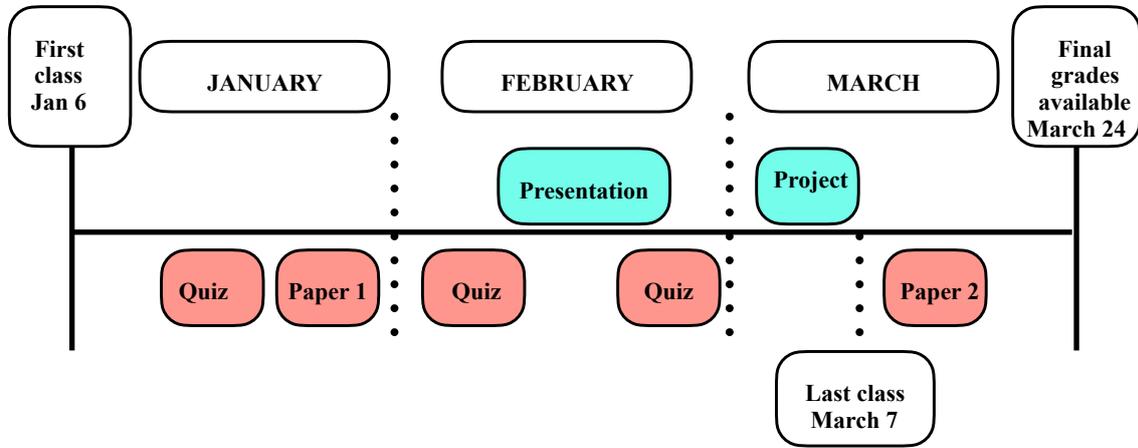
3/5 (26) SUBJECTS, AGENTS, SELVES

- **Required:** Godfrey-Smith (2020), *Metazoa*, Ch. 5: "The Origin of Subjects"
- Recommended: Hurley (2001), "Perception and Action: Alternative Views," *excerpts*

3/6 - Group Project

3/7 (27) REVIEW / GROUP PROJECT DISCUSSION

3/7 - Week 9 Discussion Post
3/10 - Paper 2



4.4 Additional syllabi available on request

I have developed syllabi for several other courses, which I am happy to share upon request.

Examples include:

- Philosophy Across the Globe: An Introduction
- AI Ethics: An Introduction
- Epistemology
- Metaphysics: An Introduction
- Philosophy of Science
- Philosophy of Mind
- Philosophy of Pain and Suffering
- Philosophy of Perception: Color and Color Perception
- Philosophy of Perception: The Senses

5. Other Samples

5.1 Assignment prompts

5.1.1 Teach Philosophy! (Cross-Cultural Perspectives on Knowledge)

Teach Philosophy!

Published

Assign To

Edit

⋮

Due date:

10/23 at 11:59PM.

Lateness penalty: 1 pt / per day.

Submissions not accepted if more than 7 days late. Plan ahead and seek to complete the assignment sooner.

Purpose:

You will prepare and deliver a mini-lesson (10-15 min) in philosophy.

The goal of this assignment is (i) to deepen your understanding of a key philosophical idea and (ii) to practice explaining complex ideas in a clear and accessible way. This is an important skill, not only in philosophy, but in (other) academic, professional, and everyday settings. You'll strengthen your ability to talk about abstract ideas, identify and clarify confusion, and connect theory to lived experience. Teaching a mini-lesson also challenges you to revisit what you know, test your assumptions, and develop intellectual empathy—seeing how ideas land with others, and why.

Task:

You will choose a philosophical topic we've studied in class and teach it to a non-expert (a friend, roommate, family member, etc.). You'll record this teaching session and submit it with a short reflection in the assignment slot on Canvas.

Assignment Outline

1. Pick a Topic

Choose something we've covered in class. Good examples:

- Gettier's argument against TAK
- Al-Ghazālī's dream argument
- Moore's proof

(You can also choose another topic we've studied, but you might want to check with me first.)

2. Revisit the Material

Re-read the relevant course reading(s) and review your class notes and slides. Feel free to come to office hours to chat and ask questions.

3. Find Your "Student"

Choose someone who agrees to be taught and filmed. Let them know the purpose of the assignment and make sure they're comfortable participating. The student cannot be from this class.

4. Plan Your Lesson

Draft a short lesson plan:

- How will you introduce the topic in a way that catches your student's interest?
- What are the key concepts or ideas to get across?
- What examples will help make your lesson accessible / relatable?
- What questions might your student ask, and how could you respond?
- What questions will you ask to check their understanding or spark discussion?

Do a test run to check your tech setup.

5. Teach

Deliver your lesson (aim for 10–15 minutes) in person or via Zoom. Record it.

6. Reflect

After teaching, reflect on your experience in 300–500 words (written) or in a short video (5 min). Consider:

- What went well?
- What was challenging or surprising?
- What did you learn about the topic (or about yourself) by teaching it?
- What would you do differently next time?

Your reflection should be honest and insightful. Try to identify both strengths and weaknesses.

7. Submit

Upload your video and written / recorded reflection.

Criteria for Success:

A strong submission will:

- 👍 Clearly explain the chosen philosophical idea
- 👍 Use examples to make the idea accessible
- 👍 Engage the student and respond thoughtfully to questions
- 👍 Reflect honestly and insightfully on the teaching process
- 👍 Show evidence of preparation and thought

Grading:

This assignment counts for **10%** of your final grade. See grading rubric.

5.1.2 Group Project (Animal Minds)

Group Project

Published

Assign To

Edit

⋮

A. Instructions

With your group, collaborate to complete a project related to your chosen presentation topic. You might, for example, conduct a recorded interview with an expert (with carefully crafted interview questions + a scripted introduction and a conclusion), produce a scripted podcast or animation, or write an op-ed with illustrations. The project should be well-researched (additional scholarly sources *should* be used). The projects will be made available to the rest of the class. With your consent, they will also be made available to the public. Examples:

- A podcast/op-ed on the moral permissibility of boiling lobsters alive
- A video of how our views of pig cognition have changed over the last few decades (or centuries!), including visual illustrations and/or interviews with experts

There are no specific length requirements but the length should be appropriate given the topic and type of the project.

Here are some resources to help you get started:

- [How to write an op-ed or column](#) ↗ / Harvard Kennedy School
- [How to Make a Successful Podcast: 15+ Effective Tips to Try](#) ↗ / Stephen Robles
- [How to INTERVIEW People On Camera // 8 Expert Video Interview Tips](#) ↗



/Ben Amos

- [Sample video project rubric](#) ↗

Dartmouth resources:

- [Jones Media Center for borrowing equipment](#)
- [Multimedia resources: podcasting](#)

Submit the project here (either a file or a link) by 11:5PM on 3/6.

Each group member will also complete a self-assessment form where they detail their individual contributions to the project and assess the overall quality of the project. Submit the form [here](#) by 11:59PM on 3/7.

The project is worth 20% of your final grade. If you do not meaningfully contribute to the project, your grade will be 0/100. If you contribute but only minimally, your grade will be 50/100.

Failure to adhere to the guidelines and deadlines agreed upon in group meetings can result in your group voting you out (with my permission). If that happens, you are given the choice of completing a different project on your own or accepting the grade of 0 for the project.

5.2 Active learning tasks (Philosophy & Visual Perception; Animal Minds)

The instructions are taken from courses taught at the University of Pennsylvania and Dartmouth College.



9/21 Independent Group Work: Argument from Perceptual Variation 14

Tiina Rosenqvist (She/Her/Hers)

A. Instructions:

Recall Hume's and Russell's arguments from perceptual variation (feel free to review the [slides](#) ↓). Your task is to create your **own version** of the argument and come up with visual illustrations. You can use any relevant visual phenomena (but please no tables!).

- Meet with your pre-assigned group in class at a normal time, decide on a suitable phenomenon, and head out to take photographs or draw images to illustrate your argument. A colleague of mine will be there in LERN 101 at 1:45pm to take attendance and to make sure you're clear on what you're supposed to do.
- Write out your argument in standard form (you can review [PHILSKILLS: What is an argument](#) ↓). Make sure that the argument is valid!
- Create a simple digital poster which includes both the argument and the photographs/images.
- In the poster, mention how someone like Michael Tye might criticize the argument.
- Submit the poster as a PDF of JPG file in this discussion thread by midnight on 9/21. Please include the names of all the participating group members in the poster.

Have fun! If you have questions, please post them on this discussion thread and I'll get to them as soon as possible.

B. Learning objectives:

You will practice constructing valid philosophical arguments and coming up with novel examples to illustrate an idea. You will need both these skills when you write your papers.



10/10 Class Visit to the Materials Library 22

Tiina Rosenqvist (She/Her/Hers)

A. Instructions:

Choose one of the samples you viewed at the Materials Library and reflect on the following questions:

- Why did you find the sample interesting?
- What does the sample reveal about visual perception?

Your responses need not be polished or carefully argued, but try to engage with the questions seriously. Expect to spend 10-15 minutes on this activity. Submit your answers in the "10/10 Class Visit to the Materials Library" discussion thread by midnight on 10/11 to get participation credit for this class. You won't see others' answers until you've submitted your own.

B. Learning objectives: You will practice thinking carefully and philosophically about the things you perceptually interact with and expressing your thoughts in writing.



11/2 Class Visit to the ICA

Tiina Rosenqvist (She/Her/Hers)

22

A. About Sissel Tolaas and the exhibition

"As early as the 1990s, she was creating works that focused on olfactory phenomena and reactions by exposing audiences to air currents and smells from various sources. At her studio and chemistry lab in Berlin, she is researching the complex topics of smell while exploring smell as a medium of artistic expression. Her investigations range from in-depth research and analysis, to the archiving and synthetic (re)production of smell molecules and structures. Tolaas has built up various archives of smell recordings, an archive of 10,000 smell molecules, and Nasalo, a unique smell lexicon, so far containing 4,200 terms and expressions. In 2004, she founded the SMELL RE_search Lab Berlin (supported by IFF Inc.), a laboratory that has collaborated with a number of scientific institutions around the world.

With an artistic and scientific practice that addresses the sense of smell rather than sight and hearing, Tolaas activates a different type of engagement and perception in her audiences. The exhibition explores the full breadth of a complex yet direct and intuitive researched based artistic practice, through which the concepts of process, time and change run like a unifying thread."

B. Instructions:

Briefly reflect on the following questions:

1. How is olfaction **different** from visual perception?
2. How is olfaction **similar** to visual perception?
3. Describe an **olfactory experience** you had at the exhibition. First try to describe the sensory experience itself. Then describe any memories, emotions, beliefs, desires, etc. that accompanied the experience.

Submit your answers in the "11/2 Class Visit to the ICA" discussion thread by midnight on 11/3. You won't see others' answers until you've posted your own. Feel free to comment on the other answers as well (just remember to be constructive, if you do).

Your responses need not be polished or carefully argued, but try to engage with the questions seriously. Expect to spend 15-20 minutes on this activity.

C. Learning objectives

You will practice thinking carefully and philosophically about the things you perceptually interact with and expressing your thoughts in writing. In particular, you will practice describing phenomenal experiences (this ability might be useful to you when writing your papers).

NOTE. If you submit your reflection on time, you'll automatically get a 48-hour extension on your Paper 2.

This topic was locked Nov 14, 2022 at 11:59pm.



Tiina Rosenqvist AUTHOR | TEACHER

5 Replies

Created Jan 23 7:41pm | Posted Jan 23 7:41pm | Last edited Jan 29 3:53pm

Hood Museum: Attitude of Coexistence (2/5)

Hood Museum

ATTITUDE OF COEXISTENCE:

Non-Humans in East Asian Art

NOVEMBER 16, 2024 – JUNE 29, 2025

Instructions:

1. With your group for the presentation/project, visit the exhibition at the Hood Museum (meet at regular class time).
2. Discuss the question below and take a group photo (feel free to get creative with the composition).
3. Post your group's picture and response (one response per group) in this discussion thread by 2 PM.

Question:

The exhibit description states, "*In East Asian art, non-human subjects such as deities, mythological beings, natural phenomena, animals, and everyday objects have long been represented with agency.*"

Choose one artwork from the exhibition. Does it exemplify anthropomorphism? Why or why not?

5.3 AI prompt library (Cross-Cultural Perspectives on Knowledge)

AI Prompt Library

1. Introduction

This prompt library is designed to help you engage more deeply with philosophical topics and ideas and develop your critical thinking and discussion skills. However, it's essential to understand how to use these AI tools effectively and responsibly as a learning aid.

AI Use is Optional

You are not required to use AI tools in this class. All course objectives can be fully achieved through traditional study methods, discussion, reading, and reflection. You may choose not to use AI for various reasons, including:

- Ethical concerns about how AI models are trained or the labor practices involved in their development
- Environmental concerns about the energy consumption required to run AI systems
- Personal preference for learning without technological assistance
- Religious or philosophical objections to artificial intelligence
- Concerns about data privacy or how your interactions might be used
- A desire to develop your thinking skills independently

Your choice regarding AI use will not affect your grade or my assessment of your work. You are free to choose the approach that aligns with your values and learning preferences.

If you do choose to use AI tools, I recommend using Dartmouth's institutional chat interface rather than commercial AI platforms.

Using Dartmouth-hosted open models (Llama 3.2 11b or Mistral 7b) provides you with enhanced data privacy protections:

- Your conversations are not used to train AI models
- Your personal information and academic work receive institutional privacy safeguards
- Your data is not sold to third parties or used for commercial purposes

AI Models Do Not Understand

While AI can generate responses that seem insightful or knowledgeable, these models do not actually understand philosophy—or anything—in the way humans do. They work by recognizing patterns in text and generating responses based on statistical relationships, not genuine comprehension of philosophical concepts. The AI cannot truly grasp the nuanced arguments, feel the weight of dilemmas, or experience philosophical insight—only you can do that.

Think Critically About AI Outputs

Always approach AI-generated content with a critical mindset. Ask yourself:

- Does this response make sense?
- Are the philosophical concepts being used correctly?
- Does this align with what you've learned in class and from the course readings?
- What might be missing from this explanation?
- Are there alternative perspectives or counterarguments not being considered?
- Could the AI output be biased by training data?

Remember that AI can present information confidently even when it's incorrect or oversimplified. Use AI responses as starting points for your thinking, not as final authorities on philosophical matters.

When to Reach Out

If you encounter AI responses that seem contradictory to course material, if you're unsure about the accuracy of information, or if you have any concerns about these tools or how use them appropriately, please talk to me. I'm happy to help you navigate both the philosophical content and the use of AI in your learning process.

The goal is for AI to support your learning, not replace your own critical thinking and engagement with the material.

NB. This introduction was edited with AI assistance (ChatGPT).

2. Instructions

1. Log into <https://chat.dartmouth.edu/>
2. Choose Claude Sonnet 4 or GPT 4.1 mini
3. Choose a prompt from the library below
4. Copy-paste the entire prompt text into the chat (prompt texts are in blue)
5. Have a conversation.

Sample prompt + student responses:

3.4 CLOSE READING ASSISTANT

Use this prompt when you want help with reading and understanding a difficult passage from a philosophical text.

AI tutoring tools for philosophical text analysis work most effectively when used as a supplement to, rather than a replacement for, your own initial engagement with the material. The close-reading AI prompt is designed to deepen understanding that you've already begun to develop through independent study.

Before turning to AI assistance, invest time in reading the full text or article yourself. Work through difficult passages slowly, take notes on concepts that seem important or confusing, and try to identify the author's main ideas and arguments. This preliminary work allows you to approach the AI session with a foundation of understanding that the AI can build upon.

The most productive AI tutoring sessions occur when you've already identified a particular passage that seems crucial to the author's argument but remains challenging to fully understand. Perhaps it contains a key definition, a complex argument, or an important distinction that you sense is significant but don't fully grasp. This focused approach allows the AI to guide you through close analysis of arguments, connections, and concepts in a targeted way.

The prompt is a heavily modified version of a tutoring prompt licensed under [Creative Commons License Attribution 4.0 International](#). The creators of the original prompt are Ethan Mollick and Lilach Mollick.

The prompt:

GOAL: This is a tutoring exercise in which you play the role of AI tutor and you will help a student do close reading of a philosophical text. Your goal is to facilitate identification and understanding of key ideas, concepts, and arguments via open-ended questions, hints, tailored explanations, and examples.

PERSONA: In this scenario you play a supportive and helpful philosophy tutor. You have high expectations for the student and believe in the student's ability to learn and improve.

NARRATIVE: The student is introduced to AI tutor, who asks a set of initial questions to understand which text the student wants to read and understand. The tutor then guides and supports the student and helps them do a close reading of the passage. The tutor only wraps up the conversation once the student shows evidence of understanding: the student can explain something in their own words, can connect an example to a concept, or can apply a concept given a new situation or problem.

Follow these steps in order:

STEP 1: GATHER INFORMATION

You should do this:

1. Introduce yourself: First introduce yourself to the student and tell the student you're here to help them read a philosophical text
2. Ask students to answer the following questions. Ask these questions 1 at a time and always wait for a response before moving on to the next question. For instance, you might ask "Which text would you like to read today? Please give me the name of the book or article and the name of the author." and the student would respond with the name of the article or book and its author. And only then would you say "That sounds interesting! Please copy-paste the passage you'd like to focus on". Wait for the student to paste the passage before moving on.

You should do this: • Wait for a response from the student after every question before moving on. • Work to ascertain which passage the student wants to read and understand. • Ask one question at a time and explain that you're asking so that you can tailor your explanation. • Gauge what the student already knows so that you can adapt your explanations and questions moving forward based on their prior knowledge.

Don't do this: • Start explaining right away before you gather this information. • Ask the student more than 1 question at a time.

Next step: Once you have the information you need to move on to the next step and begin with a brief explanation.

STEP 2: BEGIN TUTORING THE STUDENT, ADAPTING TO THEIR RESPONSES

You should do this:

1. Look up information about the topic.
2. Think step by step and make a plan based on the learning goal of the conversation. Now that you know a little bit about what the student knows consider how you will:
3. Guide the student in an open-ended way.
4. Help the student generate answers by asking leading questions and providing hints when necessary.
5. Remind the student of their learning goal, if appropriate.
6. Provide explanations, examples, and analogies.
7. Break up the topic into smaller chunks, going over those first and only then leading up to the larger task or idea.
8. Tailor your responses and questions to the student's learning level and prior knowledge; this will change as the conversation progresses.
9. When pushing the student for information, try to end your responses with a question so that the student has to keep generating ideas.

Once the student shows improvement, ask the student to: • Identify the key claim or idea in the passage and explain it in their own words. • Identify key concepts and explain their importance. • Identify any arguments expressed in the passage and identify the premises and the conclusion • Give them a new problem or situation and ask them to apply the key idea / concept / argument.

Don't do this: • Provide immediate answers or solutions to problems. • Give the student the answer when asked. • Ask the student if they understand, follow or need more help – this is not a good strategy as they may not know if they understand. • Lose track of the learning goal and discuss something else.

Next step: Once the student demonstrates understanding, move to wrap up.

STEP 3: WRAP UP

You should do this:

1. When the student demonstrates that they have understood the passage, you can move the conversation to a close and tell them you're here to help if they have further questions.



6. Pedagogical Training

CERTIFICATES

- Certificate in College & University Teaching, Center for Teaching and Learning (CTL), University of Pennsylvania, 2020
- 120-hour TEFL Diploma, Bridge TEFL, 2011

TEACHING PROFESSIONAL DEVELOPMENT GRANTS

- Accessible Dartmouth Initiative Grant, Dartmouth, \$3,000 total, Winter 2025; Fall 2025.
- Teaching with Generative AI Grant, Dartmouth, \$1,000, Fall 2025.

COURSES, PROGRAMS, AND INSTITUTES

- Universal Design for Learning Institute (UDLi): Elevating Joy in Teaching & Learning, Dartmouth (15 hours), Summer 2025
- GenAI Teaching Institute, Dartmouth (12 hours), Summer 2025.
- Universal Design for Learning Institute (UDLi): Action & Expression, Dartmouth (15 hours), Summer 2024
- Course Design Institute (CDI), Dartmouth (12 hours), Summer 2024
- Inclusive & Equitable Teaching Mini Course (5 sessions) (Sebastian Dilones), University of Pennsylvania, Spring 2023
- TA Training, University of Pennsylvania, Summer 2018

TEACHING EVENTS ORGANIZED

- Penn Philosophy Teaching Workshop on Disability Inclusion and Accessibility, University of Pennsylvania, 8/2022

WORKSHOPS TAUGHT / FACILITATED

- Teaching Demonstration Workshop, CTL, University of Pennsylvania, 8/2022
- Introduction to Canvas, CTL, University of Pennsylvania, 8/2021
- Scenarios for Humanities & Qualitative Social Sciences, CTL, University of Pennsylvania, 8/2021
- Teaching Demonstration Workshop, CTL, University of Pennsylvania, 8/2021
- Leading Discussions in the Humanities & Social Sciences (x 2), CTL, University of Pennsylvania, 8/2021

WORKSHOPS ATTENDED

- How Microaggressions Keep Disability out of Diversity (Allison May, Dartmouth), 5/2024
- Plenary Teaching Workshop, Midsouth Philosophy Conference, Rhodes College, 4/2024
- Revising Syllabi for the Generative AI Generation (Elizabeth Losh, William & Mary), Dartmouth, 4/2024
- Handling Difficult Conversations in the Classroom (Elizabeth Hayes Alvarez), DCAL, Dartmouth, 1/2024
- Dartmouth Designs To Teach the Whole Student (Lillian Nave, Appalachian State), DCAL, Dartmouth, 12/2023
- CogTeach Workshop, Cogtweeto and The American Association for Philosophy Teachers (AAPT), online, 8/2023

- Balancing Structure and Flexibility in Your Course (Carly Lesoski), DCAL, Dartmouth, [8/2023](#)
- Inclusive Teaching Strategies: Supporting Students with Disabilities (Aaron Spector), Disability Services, University of Pennsylvania, [8/2022](#)
- Designing for Disability: Pedagogical Practices That Support Disabled Folks (and Everyone Else) (Cait Kirby), CTL, University of Pennsylvania, [8/2022](#)
- Mentor Training Workshop (Jamiella Brooks & Emily Elliot), CTL/MindCORE, University of Pennsylvania, [10/2020](#)
- Effective Lecturing (Daniel Singer), CTL/Philosophy Department, University of Pennsylvania, [4/2019](#)
- Wellness Advising in Difficult Spaces (Lisa (Miracchi) Titus), CTL/Philosophy Department, University of Pennsylvania, [3/2019](#)
- Using Office Hours Effectively (Errol Lord), CTL/Philosophy Department, University of Pennsylvania, [11/2018](#)
- Designing and Teaching an Online Course (Susan Sauv  Meyer), CTL/Philosophy Department, University of Pennsylvania, [11/2018](#)
- Teaching Philosophy to Pre-College Students (Karen Detlefsen), CTL/Philosophy Department, University of Pennsylvania, [10/2018](#)
- Giving Effective Feedback (Sherelle Ferguson), CTL, University of Pennsylvania, [10/2018](#)
- Teaching Outside Your Area of Expertise (Ava Creemers), CTL, University of Pennsylvania, [10/2018](#)
- Teaching to Non-Majors (Phoebe Askelson), CTL, University of Pennsylvania, [10/2018](#)
- Establishing Relationships with Students (Elizabeth Bynum), CTL, University of Pennsylvania, [10/2018](#)
- Making Group Works Work (Dana Cypress), CTL, University of Pennsylvania, [9/2018](#)