



# PHIL\*4820 Philosophy Research Presentation

Fall 2019

Section(s): C01

Department of Philosophy

Credit Weight: 0.50

Version 1.00 - September 04, 2019

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## 1 Course Details

### 1.1 Calendar Description

The focus of this course is mastering the oral presentation of a philosophical argument, and engaging in respectful, intellectually honest discussion with one's audience. Students will develop and present a philosophical claim which they will explain and defend during a question period after the presentation. Students are expected to have topic for their presentation at the beginning of the course.

**Pre-Requisites:** 14.00 credits including 1.00 credits in Philosophy at the 3000-level

**Restrictions:** Restricted to students in Philosophy major.

### 1.2 Course Description

The focus of this course is on mastering the oral presentation of a philosophical argument, as well as engaging in respectful, intellectually honest discussion with one's audience. Over the course of the semester students will develop and present a philosophical argument, working independently, in class and one-on-one with the instructor. By the end of the semester students will be ready to present their work at an end-of-semester conference. Students are expected to have a topic for their presentation at the beginning of the course. It is also expected that once one has their topic, they will refine their presentations throughout the term, right up until their final presentations.

### 1.3 Timetable

**Day:** Tuesdays and Thursdays

**Location:** Mackinnon 342

**Time:** 10-11:20 AM

## 1.4 Final Exam

There is no final exam for this course.

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## 2 Instructional Support

**Instructor:** Peter Eardley

**Email:** peardley@uoguelph.ca

**Office:** Mackinnon 333

**Office Hours:** Wednesdays, 2:30-4

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## 3 Learning Resources

### 3.1 Texts

There are no assigned texts for this course. Students will choose their own primary and secondary sources as relevant to the topic of their presentation.

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## 4 Learning Outcomes

### 4.1 Course Learning Outcomes

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

1. Orally Articulate and Defend a position on a philosophical topic, either in class discussion or in a formal presentation, that is clear, accurate and well-reasoned.
2. Develop research methods for gathering a wide range of primary and secondary source materials, and synthesize these materials and evaluate their credibility.
3. Demonstrate Independence in articulating an original approach to a significant philosophical topic.
4. Write clearly and cogently on complex problems in philosophy.

5. Read extensively and systematically in a specialized area of philosophical research.

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## 5 Teaching and Learning Activities

### 5.1 Seminar

Topics:

#### Class Schedule

##### **Week 1 (September 05): Introductory Class**

Students will come to the first class with their presentation topics. The goal of this course is to help you develop a 20-minute presentation which is accessible to non-specialists and has a clearly established philosophical interest. During our first class, we will discuss the mechanics of the course, which will be to develop an oral presentation of one's research. We will also discuss what makes for a good presentation. Students will also sign-up for:

- Proposals, each with a respondent;
- First run of presentation, each with a respondents;
- Second run of presentation
- One-on-one meetings with Professor Eardley

##### **Week 2 (September 10 and 12): Getting Started**

Tuesday's class will be devoted to strategies for getting started with one's research. The discussion for this topic will be led by Yoonhee Lee, a librarian here at Guelph. Please bring your laptops to class.

During Thursday's class we will watch a video of a talk

by the Canadian philosopher Charles Taylor entitled "Secularism and Multiculturalism" as an example of how professional philosophers give public lectures. After the talk, the class will discuss the video with respect to form and content.

### **Week 3 (September 17 and 19): Proposals**

During Tuesday's meeting students will present a short (10-minute) pitch of their idea for their research presentation, which will involve:

- A description of the topic
- An explanation of the debate to which it contributes
- A preliminary statement of the thesis

Each proposal will receive a brief oral response by a designated student. Responses are meant to be helpful in guiding students to improve their presentations in terms of philosophical interest, clarity, analysis and soundness of argumentation. It is very important that these responses not be overly generous; critical feedback is essential in helping refine presentation skills. Having said that, criticism should be constructive and encouraging.

Thursday's class will be devoted to one-on-one (15-minute) meetings in my office to discuss strategies for moving forward with your proposal. You will sign up for a time slot.

### **Week 4 (September 24 and 26): Independent Work Week**

This week I will be in Europe for an academic conference. We will therefore not meet as a class. Rather, you will devote the normal class times on Tuesday and Thursday to independent study and to the

preparation of a 200-word report on how you spent the week (i.e., what you read that is relevant to your proposal, how it relates to your topic, etc.). You should email this report to me no later than Friday, September 27.

### **Week 5 (October 01 and 03): First Run of Presentation and Responses**

Students will give a first run of their 20-minute presentation (3 during Tuesday's class and 3 during Thursday's). The designated respondents will:

- Listen to the presentation, not having seen a written version beforehand (so they can judge its success as an oral presentation);
- Take notes, including a structured summary of the presentation;
- Make brief comments (1-2 minutes) in class;
- Afterwards respondents will write a 1-page comment on the First Run, suggesting areas for improvement (e.g. explanation of the philosophical interest, situating the argument in relation to some debate, improving the argument, consideration of possible objections, etc.).

### **Week 6 (October 08 and 10): One-on-One Meetings**

In lieu of meeting as a class on Tuesday and Thursday, I will meet with each of you individually in my office to discuss how you thought your first-run presentation went as well as strategies for going forward. You will sign up for a time-slot for these one-on-one meetings.

### **Week 7 (October 15 and 17): Fall Study Break and Video Lecture**

Tuesday is Fall Study Break. We will therefore not meet.

During Thursday's class we will watch a video of a talk by the American philosopher Martha Nussbaum entitled "What is Anger and Why Should we Care?" as yet another example of how professional philosophers give public lectures. After the talk, the class will discuss the video with respect to form and content.

**Week 8 (October 22 and 24): Independent Work Week**

No scheduled class meetings; students will work on their own time on their topics, preparing for a second run of their presentation.

**Week 9 (October 29 and 31): Check-in Meeting and Departmental Talk**

During Tuesday's normally scheduled meeting, I will meet with each of you one-on-one, in my office, to discuss your second-run presentation. You will sign up for a time slot.

In lieu of Thursday's meeting, students will attend the November 01 (Friday) Departmental Talk by Natalie Stoljar of McGill University. Location and time TBA. After the talk, students will write up a 300-word critical commentary on it, discussing the lecture both in terms of form and content, answering questions such as: What was the argument? Was the lecture clear? Was the pace of the lecture appropriate? Did you get a good sense of why the topic was significant? Etc. These 300-word commentaries will be discussed at our Monday meeting and the written report submitted to me after that class.

**Week 10 (November 05 and 07): Discussion of Stoljar Lecture and Second-Run Presentation**

During Tuesday's class, we will discuss your 300-word critical responses to Natalie Stoljar's departmental lecture.

During Thursday's class, students will give a second run of their 20-minute-long presentation. For the second run we will not have designated respondents, but instead all students will offer oral feedback on each presentation. It is expected that this presentation should be significantly more refined than the first run.

**Week 11 (November 12 and 14): Second-Run Presentations and One-on-One Meetings**

For Tuesday's class, we will continue with our second-run presentations and class feedback.

On Thursday, instead of meeting as a class, I will meet with each of you in my office to discuss your second-run presentation and strategies for improving your presentation for its final, public version. You will sign up for a time-slot at the beginning of term.

**Week 12 (November 19 and 21): One-on-One Meetings Continued and Video Lecture**

We will continue with our one-on-one meetings in my office in lieu of meeting as a class.

During Thursday's class we will watch a third and final video of a public lecture by the American political philosopher Yuval Levin entitled "In Search of Solidarity in the Age of Trump". After the talk, the class will discuss the video with respect to form and content.

**Week 13 (November 26 and 28): Conferences**

This week we will host a conference during our Tuesday and Thursday classes at which time each student will give their 20-minute presentation (i.e., the final and most refined version of their topic) and will handle questions from the audience. While all Philosophy Majors (and faculty and graduate students) will be invited to attend the conference, only those students enrolled in courses will be required to attend.

## 6 Assessments

### 6.1 Assessment Details

**Proposal (10%)**

**Response to Proposal (5%)**

**First-Run Presentation (15%)**

**Response to another student's first run (5%)**

**200-word Independent Work Week Report due on September 27 (pass/fail) (5%)**

**300-word critical response to Stoljar Talk due on November 05 (pass/fail) (5%)**

**Second-Run Presentation (15%)**

**Conference Presentation (30%)**

**Contribution to Q & A sessions at Conference (10%)**

## 7 University Statements

### 7.1 Email Communication

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

### 7.2 When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals



<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions

<https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml>

### **7.3 Drop Date**

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

Associate Diploma Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml>

### **7.4 Copies of Out-of-class Assignments**

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

### **7.5 Accessibility**

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance and not later than the 40th Class Day.

For Guelph students, information can be found on the SAS website

<https://www.uoguelph.ca/sas>

For Ridgetown students, information can be found on the Ridgetown SAS website  
<https://www.ridgetownc.com/services/accessibilityservices.cfm>

## 7.6 Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of all members of the University community-faculty, staff, and students-to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Undergraduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Graduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

## 7.7 Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

## 7.8 Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars

<https://www.uoguelph.ca/academics/calendars>