TEACHING DOSSIER

R. W. McIntyre

Andrew W. Mellon Postdoctoral Teaching Fellow

The American University in Cairo
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TEACHING STATEMENT

No one can make a student learn anything. A genuine teacher is nothing but a skilled facilitator of a student’s personal, intellectual, and spiritual development. My primary goal as a teacher is to awaken students to the liberating power of critical reason and to find in the practice of philosophy a tool for self-expression and self-discovery.

While I believe there is still a very important role for traditional lecture-based pedagogy, I take a student-centered approach to teaching, preferring wherever possible to cede the floor to my students, allowing them to openly and freely engage with the material for themselves. I believe that this Socratic approach is the appropriate method for instruction in philosophy. Ideally, I play the role only of an intellectual midwife, eschewing lecturing in favor of an amicable elenchus.

The small class sizes here at the American University in Cairo have allowed me to develop innovative active learning techniques. Rather than introducing new concepts with a lecture, I try to help the students discover and articulate the main outlines of these concepts for themselves. For example, to introduce students to the Platonic dialogues and philosophical method, I might begin by asking the students to work together to come up with a list of moral virtues and identify the characteristics of people and actions that they believe exhibit those virtues. Next, I have the students write brief essays in which they select one of these moral virtues and attempt to find a definition that adequately captures the essence of that virtue. I then ask the students to pair with one another in class and discuss their definitions, paying special attention to the places where they have found disagreement. Together as a class, we then proceed to examine these definitions. When we have finished, the students come away with an appreciation for one of Socrates’s most important insights: that even if we find that we have failed to adequately define a given virtue, the attempt to discover and articulate a definition nevertheless illuminates our concept of that virtue; we learn something valuable, even if we have failed to find a final answer to our question. This exercise impresses that point more forcefully into a student’s mind than a traditional lecture would, since she has come to this insight by her own efforts.

I regularly experiment with new technology and media in the classroom. Recently, for example, I have begun incorporating social media to enrich the learning experience. I encourage students to use Twitter and Facebook to seek out and engage with someone with whom they have a principled disagreement and, then, using dialectical argument, to uncover some common ground with this other person and to get that person to explicitly recognize this common ground. Students then share their conversations at #ElenchusProject. We then discuss some of these conversations in class. I believe that it is important for students to apply philosophical methods of investigation and criticism to real-world situations. Engaging members of her own community in philosophical discussion not only helps a student contextualize the lessons learned in the more structured classroom setting, it drives home the point that by actively participating in philosophical inquiry, she is developing an important set of analytical tools that will be useful throughout the course of her life.

It is, of course, difficult to sustain this kind of discussion-focused teaching strategy and this is especially so in the large lecture halls of a public research institution. During my time at the University of California at Santa Barbara, I developed a solution to this problem that has also proved effective in the more intimate setting at the American University in Cairo. Since productive discussion between multiple students is not always possible in a large lecture hall, I have found that carefully designed writing assignments are a very good way to facilitate discussion by proxy. Many students struggle with philosophical writing—for many students, an introductory philosophy course is the very first class in which they have been asked to write a polished, argumentative essay. To help acclimate these students (and to surreptitiously coerce them into making drafts of their essays) I assign four to five short writing assignments throughout a term. These assignments are not graded, and a student receives credit for them only if she has made an honest attempt to complete the assignment. I then create paper prompts and exam questions based on these short assignments. In the short writing assignments, I ask the students expositional questions, while in their paper prompts and exam
questions I encourage creativity and personal exploration of the arguments and positions. The short assignments allow students the opportunity for self-assessment. Many students, after sitting down to write one of these assignments, come to the realization that their grip on the material was not as tight as they had initially believed. This gives them the chance to come to visit with me in office hours or by appointment so that we can discuss the material again, at their own pace. Thus, if a student has diligently and carefully completed my short writing assignments, then by the time she sits down to write her papers and take her final exam, she is well-prepared to engage in real philosophical activity.

Every student must feel that they belong in the classroom as co-equal participants in a supportive community of like-minded inquirers. This is only possible if the instructor is aware of and responsive to the needs of students from diverse backgrounds and identities. One must not just respect the diverse perspectives and narratives of the students. One must be mindful of the barriers that stand between the members of historically marginalized groups—such as students of color, women, LGBTQ students, students with disabilities—and success in higher-education. An instructor must take the initiative to adopt equity-minded practices, which consciously respond to the unique challenges encountered by these students. I try to focus on the ways in which my own behavior might unintentionally perpetuate the institutional dysfunction that hinders student success. When I find a student who is struggling or disengaged, I do not tackle the issue by asking, “What can this student do to make him or herself a better student?”; rather, I ask myself, “How can I improve my approach so that the student will view him or herself as an active participant in a community invested in his or her success?” To this end, it is important for the instructor to acknowledge and validate the cultural, religious, disability, and gender identities of the students, rather than ignoring them. I therefore strive to create a space in the classroom in which all voices can be heard and respected. I consider my course a success if my students leave with the belief that they can philosophize and that it matters that they do.
EVIDENCE OF TEACHING EFFECTIVENESS

TEACHING EXPERIENCE:

The American University in Cairo:

MA thesis supervisor:

Marian Reda Assad  Ongoing
Muhammad Sami  Summer 2017

MA thesis reader:

Hussein Barrada  Ongoing
Sherif Gamal Salem  Fall 2016

Instructor:

G = graduate; U = upper-division undergraduate course; L = lower-division undergraduate course

Philosophy of Science and Technology (U)  Fall 2019
Philosophical Thinking (L)  Fall 2019 (two sections)
Philosophical Thinking (L)  Summer 2019 (two sections)
Truth, Lies, and Logical Reasoning (L)  Spring 2019
Medieval Philosophy (U)  Spring 2019
Philosophical Thinking (L)  Spring 2019 (two sections)
Philosophical Logic (G)  Fall 2018
Philosophical Thinking (L)  Fall 2018 (two sections)
Philosophical Thinking (L)  Summer 2018 (two sections)
Informal Logic (L)  Spring 2018
Philosophy of Language (L)  Spring 2018
Philosophical Thinking (L)  Spring 2018 (two sections)
Medieval Philosophy (U)  Fall 2017
Philosophical Thinking (L)  Fall 2017 (three sections)
Philosophical Thinking (L)  Summer 2017 (two sections)
Early Modern Philosophy (U)  Spring 2017
Thomas Hobbes (G/U)  Spring 2017
Philosophical Thinking (L)  Spring 2017 (two sections)
Early Modern Philosophy (U)  Fall 2016
Philosophical Thinking (L)  Fall 2016 (two sections)

The University of California at Santa Barbara:

Full-Responsibility Instructor/Teaching Associate:

Medieval Philosophy to Rationalism (L)  Winter 2015
Metaphysics (U)  Summer 2014
Early Modern Philosophy (L)  Spring 2014
Medieval Philosophy to Rationalism (L)  Winter 2014
Critical Thinking (L)  Winter 2013
Critical Thinking (L)  Summer 2011
Teaching Assistant:

- Ancient Philosophy (L)
- Epistemology (U)
- Early Modern Philosophy (L)
- Ancient Philosophy (L)
- Epistemology (U)
- Ethics (U)
- Critical Thinking (L)
- Introduction to Philosophy (L)
- Introduction to Ethics (L)
- Critical Thinking (L)
- Metaphysics (U)
- Introduction to Philosophy (L)
- Critical Thinking (L)
- Introduction to Ethics (L)

Professor Voula Tsouna, Fall 2014
Tim Butzer, Summer 2013
Professor Thomas Holden, Spring 2013
Professor Voula Tsouna, Fall 2012
Amir Saemi, Summer 2012
Dr. Brandon Johns, Spring 2012
Dan Dolson, Winter 2012
Philip Atkins, Fall 2011
Sara Silverman, Spring 2011
Professor E. Sonny Elizondo, Winter 2011
Philip Atkins, Fall 2010
Timothy Linehan, Summer 2010
Justin Clark, Spring 2010
Josh May, Winter 2010
Wally Siewert, Fall 2009

TEACHING AWARDS AND NOMINATIONS:

Thirty-Fifth Annual Paul Wienpahl Award for Teaching Excellence by a Graduate Student, 2014-15
Graduate Student Association Excellence in Teaching Award, 2013-14 (nominated)
Academic Senate Outstanding Teaching Assistant Award, 2013-14 (nominated)

TEACHING CERTIFICATES:

Teaching Enhancement Certificate 1: Active Learning Techniques, Faculty Development Institute and the Center for Learning Technologies at the American University in Cairo, 2016.
QUANTITATIVE STUDENT EVALUATIONS  
As Andrew Mellon Teaching Fellow At the American University in Cairo 
Fall 2018-Summer 2019¹

(5) Excellent; (4) Above Average; (3) Average; (2) Below Average; (1) Unsatisfactory

Overall instructor evaluation, Summer 2019:

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<td>Provides helpful feedback on papers, exams and other assignments</td>
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¹ Evaluations for Fall 2016-Summer 2018 available on request.
SELECTED STUDENT COMMENTS:

As a Postdoctoral Teaching Fellow
The American University in Cairo

“One of the best and most inspiring professors I've ever taken a class with. He is very passionate about philosophy, and as a sciences major student I love how professor McIntyre always relates philosophy to sciences. Absolutely beneficial experience and loved all the stuff I learnt about logic. A very humorous and friendly professor also who always makes the class more fun.”

“Dr. Robert is extremely helpful. He explains topics clearly and makes every class more interesting than the last. Classes are organised as part-lecture-part-discussion, the latter of which depends on our understanding of the the former. Discussions are interesting and prompt us to think outside the box.”

“I was never interested in philosophy. However, dr. Robert has a way to get a person interested and to actually like the topics.”

“Very very very very helpful which is not something we usually get from many other professors. I really enjoyed the classes. I started to like philosophy because of you.”

“This class is really nice, discussions are really interesting and help all students get involved. Thank you for a wonderful semester!!”

“I really really really like prof. McIntyre. He's such an amazing soul, and an outstanding instructor. I'd love nothing more than to take other courses with him, and if possible, I really wanna be able to work with him at some point in the near future. Clone this professor, we need more of'em!!”

“The syllabus covers the main problems of philosophy. The readings are interesting and challenging. The professor's explanation is very rich in detail (nothing is done too quickly). The professor always manages to invent interesting examples to illustrate the philosophical problems. The elenchus done in-class was an interesting activity that mimics the objectives of the course.”

As a Teaching Associate/Full-Responsibility Course Instructor
University of California at Santa Barbara

“I have always been interested in philosophy but because of your class and lectures I have come to realize that it is one of my passions. … Your passion and love of the topic is what made me also love it and realize how great it is.

In my time here at UCSB I have never had a professor be so passionate and caring about the topic as well as the students in his class. It was a nice breath of fresh air and it made me realize that although I won't be able to major in philosophy for various reasons, I look forward to minoring in it and doing something that I love.

Thank you for being the best professor that I have had in my experience at UCSB and I have no doubt that you will continue to inspire people to follow the passions that they have”

“Not only have you sparked my interest in philosophy, but you’ve clarified all my questions and concerns as a beginner to this difficult readings! I truly enjoyed your lectures!”
“Rob is an amazing professor! Seriously one of the best I have had, very willing to communicate, very interested in what we are learning.”

“An absolutely outstanding professor. He puts much time and effort into each one of his lectures and clearly explains what would otherwise be uncomprehendable concepts, without fail. He is accessible and fair—truly the best professor I have had to date.”

“Rob is an extremely articulate professor who is clearly passionate about the course and the subject in general. You can really see his excitement with the class during interactive engagements and Q&A. I know he is still a Grad student but if any Phil TA should be given a full-time position in the Philosophy department, it’s Rob.”

“Awesome class Rob! I love how much you focus on making sure we actually get this stuff. Overall very well-done teaching.”

“I was hesitant to take a history of philosophy class fearing a dryness of subject, but I was pleasantly surprised. The lectures were engaging, the professor was eloquent, witty, and knowledgeable, and I really respect his vast knowledge and sound opinion on the subject. I look forward to another class with Prof. McIntyre.”

“Rob is clearly passionate about the subject matter. I initially thought he was a professor rather than a grad student. He’s one of the best teachers I’ve had this year, I would definitely recommend the class to others.”

“You were very enthusiastic and made me really LOVE philosophy (especially Hobbes). Thank you.”

“Really enjoyed the class! Plan on taking any other class he teaches! His enthusiasm for the material is inspiring.”

“For my 1st philosophy class ever I have to say having the thorough and concise teaching of Rob was incredibly lucky. Teaching style and the patience and eagerness to help were amazing and I’m glad I got to have him as a professor. He’s probably one of the better ones at this university. I hope he keeps teaching and would gladly take another with him!”

“This class was taught very clearly and easy to follow. I learned a lot about philosophy & found it more interesting than I presumed.”

“This was my first philosophy class and I loved it! Rob was very enthusiastic and always willing to help. He made himself available and has personally helped me numerous times. We always made sure we understood and cared about our learning of philosophy.”

“Very good course! I learned a lot and feel confident continuing on with a strong foundation in critical analysis.”

“This class incited an interest in philosophy in me! Well taught and hope to take more classes from you.”

As a Teaching Assistant
University of California at Santa Barbara
“In my first class with Rob, I could immediately see that he was devoted to facilitating his students’ success. Rob truly values advancing the education of his students above everything else. Rob is the opposite of pretentious; he is open and approachable and has the ability to make students feel comfortable asking questions even if they are struggling in a class. I believe that one of the most important characteristics of a teacher is the ability to instruct without diminishing a student’s self esteem or academic curiosity and this is a trait that Rob possesses.

Rob is one of the best discussion leaders; I have yet to witness a class where almost every single student participated in discussion every day by answering questions or offering up their own opinions. I think it is a truly remarkable gift that he is able to engage all of his students.

His top priority is the needs and interests of his students and he really encourages active learning. Rob is the kind of teacher we need to see more of; he makes students want to learn, and at the end of the day, that intellectual curiosity that he creates is one of the most important qualities that should be instilled in students.”

“Awesome ability to explain the subtleties between the early views that were hard to visualize. Inspiration to the type of philosophy student that I would like to be.”

“He is amazing—he knows so much and articulates it well. So enthusiastic it rubs off on his students.”

“Kind, easy to approach … His enthusiasm and genuine appreciation of the subject was contagious.”

“He is really good at clearly explaining and he seems like he loves sharing his knowledge and interest in philosophy! … He shared his passion and made the info much easier to understand. I’m really glad he was my TA and I would recommend him to anyone taking this class.”

“He is absolutely brilliant … he is one of the reasons I kept taking the 20 series (I had him for 20A [ancient Greek philosophy]).”

“Very enthusiastic about the material. Really breathed life into the subject. Always eager to help you. Willing to meet up to discuss. … Inspired interest for the subject.”

“His enthusiasm, knowledge, and willingness to help made this class enjoyable and interesting. … Helped me to understand and appreciate philosophy. Thanks for sparking my interest.”

“His enthusiasm and willingness to help are wonderful. … His passion for philosophy caused me to gain an interest.”

“He is extremely helpful and I never felt intimidated asking him questions. Really wants students to succeed and never makes you feel like you’re imposing on his time. … The tools I learned from Rob will most definitely help me in other philosophy classes. One best TAs I’ve ever had.”

“He’s very careful about explaining things thoroughly and makes sure the student understands completely. Tries to explain in another way if ineffective the first time. I didn’t really like this class at the beginning of the quarter, but Rob’s enthusiasm about the subject encouraged me to give the subject a chance. It’s interesting and relevant.”

“Very approachable, friendly, enthusiastic, and helpful. … Rob is the only reason I stayed in the class.”
“Cares about students doing well. Open to questions—always willing to help. Explains why we’re doing steps in a problem. … This was one of my favorite classes because of how he taught.”

“He’s very efficient at getting the material across and can explain ideas well. … Made philosophy seem interesting and applicable to real life in at least some regards.”

“I didn’t think I was going to like philosophy until I went to a couple of Rob’s office hours. He really made me enjoy it.”

“Explains concepts clearly and is always answering questions. Responds to e-mails quickly and is easy to contact outside of class. This was my first philosophy course that I was taking to fulfill a GE requirement, but I will probably take more now.”

“He is amazing. Clear, thorough, helpful … he made me genuinely appreciate philosophy and logic.”
STUDENT LETTERS OF SUPPORT

I

I have been requested to write this letter to speak to my experiences with professor Robert McIntyre’s classroom. But I will use this opportunity to also attest to the professor’s capacities outside the classroom, through speaking about the things I have learned as a result of having the professor as a teacher, a mentor, and a friend.

The professor is a remarkable teacher. Concede, demystify, rudimentary, constituents, gainsay, disseminate, and explicate. These words, among other ones, are some of the vocabulary that I have learned from the professor over the past few years. I write them down so that I do not forget them. But it was not only vocabulary that I learned from the professor. He taught me the importance of widening a scope of research in terms of secondary literature. I learned how to look for sources that could help me fulfill the requirements of research. I was placed into the wilderness, so to speak, wherein I learned how to begin research on the basis of a thesis question. The professor also taught me an indispensable tool for whenever anyone is embarking on a research: to be skeptical. To me, being a skeptic within the scope of research is to provoke the possibility of refuting one’s own argument. I learned to set my papers in ways such that there could be such a possibility.

The professor excelled in his teaching ways. He always provided the class with his special handouts. The handouts were concise and structured in a way such that they made it easy for anyone to follow through and understand the content. The professor possesses a unique quality that I think factors into him being a remarkable teacher: patience. Whenever he needed to explain something again, he was always able to present the class with an example that is not only funny, relatable, and creative, but also one that could make the information stick.

The professor is a remarkable mentor. He demonstrated his concerns regarding my performance and my well being when he noticed that I was distracted during a semester. The professor had faith in me, pushed me, and supported me by giving me more chances to prove my potential, for he knows how to spot potential and how to lend help in order to actualize that potential. Part of the reason why the professor is successfully able to appeal to the students as the supportive teacher who can always be present is the fact that he always has his office door open for any student to come by and speak about anything. This idea is reinforced by the fact that the professor constantly requests from his students to reach out to him whenever they had a question. He would tell them to stop by his office, or to send him an email asking for a meeting, upon which request he would say: “I live nearby, and I would be more than happy to come to campus in order to meet with you.” He is certainly one of the very few professors that I have come across, who have demonstrated such a degree of support.

The professor is a remarkable friend. I have learned the correct way to make a cappuccino from the professor. He told me about it on the day we agreed to go off-campus, have coffee, and talk about philosophy. This, I believe, speaks to the professor’s various ways of connecting to his students.

Anyone who is lucky enough to have the professor in their department is a person who has been blessed. I wish my professor the utmost best—he deserves that.

II

2 Some medieval thinkers referred to Aristotle as “the philosopher” in their works. I here refer to professor McIntyre as the professor in efforts to emphasize the amount of influence the latter has had on me.
As part of the requirements for the Philosophy major at the American University in Cairo, I took Professor McIntyre’s Informal Logic class. I had never felt necessarily challenged in any of my courses up until this specific philosophy course as I discovered that I struggled greatly with analytical philosophy. If I had taken the course with any other professor, I doubt I would have progressed as well I did by the final weeks. Dr. McIntyre truly is unlike any other professor, not only in the department, but out of my four year experience at AUC. I have never seen a professor so invested in the success of his students, not only in their academic achievements but in their understanding of the course material. Although the material at times felt heavy, Dr. McIntyre walks you through every detail and makes sure not to move on until every student understands. Unlike other professors who are peeved at the idea of having their lectures interrupted by those they’re giving the lecture to, McIntyre ensures and would even work through several examples in order to illustrate his point for every confused student.

Even though I still found myself struggling to comprehend the material, Dr. McIntyre made sure to let me know that he was always available, even when many of my classes clashed with his office hours, he would spend as much time as I needed working through logical fallacies. We worked on several examples until I excelled at doing them by my own. Numerous students have also struggled with the strains of analytical philosophy, but would still take the course for the sake of knowing that it’s taught by an excellent professor who is genuinely passionate about what he teaches. This passion Dr. McIntyre has for philosophy is evident in his teaching, and he manages to excite the student in subjects that would normally be considered mundane. He has incited my interest not only in analytical philosophy, but in pursuing philosophy within academia. His love for philosophy is evident not only in his teaching, but in many of our animated discussions that ranged from Hume to Descartes. His office is full of books and he’ll readily discuss any of them with you. Even after the end of the course, Dr. McIntyre has always made it known to all his students that his door is always open for any philosophical questions or discussions. I distinctly remember having emailed Dr. McIntyre a question regarding Descartes’ dream argument despite the fact that he was not the professor assigned to the course. He provided a thorough response over email and offered to further discuss the topic during his office hours and that genuinely attests to the kind of professor he is.

Additionally, friends who have no interest in philosophy would take the course for the sake of the learning experience and environment that Dr. McIntyre creates in the classroom. Overall, Dr. McIntyre has greatly impacted my university experience at AUC especially by developing my interest in philosophy.
SAMPLE SYLLABI
PHIL 2100-09

Philosophical Thinking

*Living without philosophizing is exactly like having one’s eyes closed without ever trying to open them*

— René Descartes

Instructor: Dr. R.W. McIntyre
Lectures: UW 2:00–3:15 HUSS C141; Ramadan Schedule: 1:15–2:25
E-mail: robert.mcintyre@aucegypt.edu
Office hours: M 9-11 and by appointment, 1090 HUSS

Course Description:

This course concerns the human desire to know. It is, therefore, a course in learning how to understand and how to be understood. It teaches students to listen to what others say, interpret what others have written, and take responsibility for one’s own words. This is accomplished through reading texts of great intellectual distinction, patiently practicing the art of interpretation without easy answers, and carrying out a sustained effort to write thoughtfully. This course encourages students to think independently, responsibly, and critically.

This course is an introduction to the problems of philosophy and the method of philosophical inquiry. Our class will be structured around a series of philosophical questions: What is the nature of reality and can we know anything about it? Can I know whether I am dreaming? Does God exist? Is it possible to reconcile Divine foreknowledge with freedom of the will? These are questions that each of us asks at some point in our lives. Philosophy is the attempt to precisely formulate, understand, and answer questions such as these. In this course we will look with a critical eye at various classic and contemporary attempts to answer these ultimate questions.

We shall start our class by learning some fundamental critical thinking tools. Then we shall exercise these critical thinking tools in an investigation of some of the above-mentioned philosophical questions.

Course Goals and Learning Outcomes:

This course is designed to help students develop skills essential to “philosophical thinking.” Students shall learn how to identify arguments and how to distinguish different kinds of arguments. Students shall learn how to sensitively interpret philosophical texts and how to extract arguments from texts. Students shall learn how to analyze and critically evaluate arguments in a rigorous fashion, assessing arguments for validity, soundness, cogency, and strength. Students will engage in discussion and learn how to communicate their ideas in an effective manner. Students will develop the capacity to criticize other people’s opinions in a respectful, yet honest fashion, and will learn how to accept constructive criticism. Finally, students shall construct their own written arguments, justifying and critiquing philosophical positions. Along the way, students will be exposed to classic texts in the Western philosophical canon, as well as contemporary philosophical works.

Required Texts:

See the schedule below. I will post readings to our Blackboard page about a week in advance.

Recommended Reading:


Both of these are very breezily-written, accessible introductions to philosophy by eminent modern philosophers. We will not discuss these texts in class, but they are worth reading.

**Assignments and Exams:**

**Reading Assignments:** I will assign readings every week. I will announce the readings in lecture and on our course webpage.

**Attendance:** AUC’s attendance policy\(^3\) states that a student missing 9 or more classroom hours may receive an automatic failure for the course. I will abide by this regulation and students who miss the equivalent of 9 or more classroom hours open themselves to penalty. I will also not accept any excuses for absences without written verification from some identifiable AUC administrative or medical office.

**Note:** *It is your responsibility to drop the course, if you decide to drop; I will not drop you.*

**Earning points:** Your grade is determined by the number of points you earn. Points may be earned by the following means:

**Participation** – 10 points/class meeting (total of 240 points possible).

You will receive full points for participation only if you are an active participant in our in-class discussion. Do not expect a perfect grade for being a bag of organs metabolizing in a chair. If you are late to class or you are playing on your phone or otherwise distracted and not fully engaged during lecture, you will receive a maximum of 5 points for that class meeting.

**Social Elenchus** – 50 points/project (total of 300 points possible)

Start a dialogue with someone with whom you have a principled disagreement. Use the Socratic method to get that other person to (a) recognize that you share common ground in the debate and to (b) confess his or her own ignorance. Share your conversations at #ElenchusProject via Twitter (see above) or via Facebook at the Elenchus Project page.

**Note:** You may do a maximum of six Social Elenchus projects.

**In-class exam** – 100 points/exam (total 300 points).

**Elenchus Projects** – 300 points. You may either (a) write a research paper of 5-10 pages, in which you present and explore a philosophical thesis or (b) do an oral presentation in which you present and explore a philosophical thesis or (c) do a multimedia presentation in which you present and explore a philosophical thesis or else (d) some other project of your choice. **Due date: May 5, 2019 by 11:59 pm.**

This is pretty wide open. You must, however, present a prospectus for your project by April 10 at the latest. A late prospectus or a late project will expose you to the possibility of a point-penalty.

**Final Exam** – 200 points. The final will take place on May 21, 11:30-1:30. This date is set by the Registrar and is the only day the final will be administered. **There will be no make-ups.**

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3 http://schools.aucegypt.edu/academics/ALI/ALIN/Pages/Attendance-Policy.aspx
Note: Things change—the Fates are fickle. Consequently, it may become necessary to alter or amend the information found on this syllabus. It is your responsibility to remain abreast of those changes.

I take the AUC Code of Academic Ethics very seriously. I will not tolerate plagiarism and cheating—violators will be reported to the Academic Integrity Committee and will be prosecuted pursuant to AUC’s Disciplinary Procedures. In accordance with AUC’s policies, I may require students to use Turnitin (turnitin.com). If you are confused about what constitutes plagiarism, consult the Department of Rhetoric and Composition’s webpage on plagiarism (http://schools.aucegypt.edu/academics/rhet/FAQ/Pages/Plagiarism.aspx), or come see me.

Grading:

You will begin our course with zero points, at the level of “Jordan Peterson.” The highest rank you can achieve is “Philosophical Royalty,” with 1240 points:

<table>
<thead>
<tr>
<th>Level</th>
<th>Points</th>
<th>Grade</th>
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<tr>
<td>Philosophical Royalty</td>
<td>1240-1178</td>
<td>A</td>
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<tr>
<td>Level 9</td>
<td>1177-1116</td>
<td>A-</td>
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<tr>
<td>Level 8</td>
<td>1115-1054</td>
<td>B+</td>
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<tr>
<td>Level 7</td>
<td>1153-992</td>
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<td>Level 6</td>
<td>991-930</td>
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<td>Level 5</td>
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<td>Level 4</td>
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<td>Level 3</td>
<td>805-744</td>
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<td>Level 1</td>
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<tr>
<td>Ayn Rand</td>
<td>619-558</td>
<td>D-</td>
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<tr>
<td>Jordan Peterson</td>
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</tbody>
</table>

Your grade will be determined by the total number of points you have accumulated throughout the semester.

Student Support:

Office of Student Support (SOS): The SOS provides “student counseling for emotional wellness, student mentoring for academic success and promotes appropriate student conduct to ensure that students learn and abide by AUC community ethics and values.” I strongly encourage you to seek out their assistance if you are struggling with emotional and academic issues. Their website: http://schools.aucegypt.edu/studentlife/-gethelp.

AUC Writing Center: Should you need additional assistance with basic writing skills, I encourage you to contact the AUC Mohamed Taymour Writing Center. Information regarding the locations of the Writing Center and scheduling appointments can be found at http://schools.aucegypt.edu/academics/writing-center. They can help you with grammar and essay composition. Students who attend the Writing Center with drafts of their papers often do better than other students because their papers are well-structured and clear.

Disability Policy: AUC operates in accordance with the Rehabilitation Act of 1973 and the Americans with

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5 See: http://schools.aucegypt.edu/academics/integrity/Disciplinary
Disabilities Act of 1990. Should you require accommodations, please speak with me ASAP and make arrangements with Disability Services through the OSS. Please consult the website: http://schools.aucegypt.edu/studentlife/gethelp/Pages/disabilityserv.aspx

Tentative Schedule:

**Week 1:** Philosophy and the Platonic Socrates
- Reading: *Euthyphro* and *Apology.*

**Week 2:** The Platonic Socrates
- Reading: *Apology*

**Week 3:** The Basics of Logic and Argumentation.

**Week 4:** The Basics of Logic and Argumentation.

**Week 5:** The Basics of Logic and Argumentation.

**Exam #1:** Sunday, March 3.

**Week 6:** Epistemology and the Skeptical Challenge

**Week 7:** Epistemology and the Skeptical Challenge

**Week 8:** Epistemology and the Skeptical Challenge.

**NO CLASS** Wednesday, March 20—Middle East Society for Analytic Philosophy, First International Conference, AUC New Campus, March 19, 20, 21.

**Week 9:** Epistemology and the Skeptical Challenge

**Week 10:** Ethics and Politics:

**Exam #2:** Wednesday, April 3.

**Week 11:** Ethics and Politics

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6 For more information, see: http://www.aucegypt.edu/news/stories/auc-provides-supportive-learning-environment-people-disabilities

**Elenchus Project Prospectus:** Wednesday, April 10.

**Week 12:** The Self


**Spring Break:** Sunday, April 21-April 28

**Week 13:** NO CLASS

**Week 14:** The Self


**No Class:** Wednesday, May 1 (Labor Day).

**Elenchus Project:** Sunday, May 5, 11:59 pm.

**Week 15:** The Existence of God

-Ramadan schedule.

**Exam #3:** Sunday, May 12.

**Week 16:** The Existence of God

**Final:** Tuesday, May 21, 11:30-1:30
PHIL 5115: Philosophical Figures
Thomas Hobbes

"To philosophers alone is it permitted to be learnedly insane."
--Thomas Hobbes, Anti-Wite III.5, fol. 17

Instructor: Dr. R.W. McIntyre
TA: Sarah Hammad
Lectures: UW, 3:35-4:55 Waleed C127
E-mail: robert.mcintyre@aucegypt.edu
Office Hours: W 5-7 and by appointment, HUSS 1090

Course Description:

In this course we will explore the philosophy of Thomas Hobbes (1588-1679). Arguably the first modern political scientist, Hobbes is well-known for his contributions to political theory and ethics. He is, however, underappreciated as a metaphysician and philosopher of mind and language. This course will cover not only his political and ethical theory, but also his theories of human nature, language and communication, metaphysics, and epistemology. Topics include: Hobbes’s materialist theory of the mind, the passions, and will; his views on language, truth, and meaning, and the interrelations between speech and thought; his views on normativity, the State of Nature, and his contractarian theory of ethics and political authority; his views on individual and corporate personhood; his views on religion and ecclesiology. We will take special care to situate Hobbes in his historical context, paying close attention to his debates with contemporaries such as René Descartes and Bishop John Bramhall.

Learning Outcomes:

In this class students will be exposed to the philosophical and political theories of Thomas Hobbes. We will read and thoroughly examine one of the canonical philosophical texts of the Western tradition: Leviathan. Students will also read some lesser-known works by Hobbes and his contemporaries. Additionally, students will read secondary scholarly literature and relevant works of 20th and 21st century philosophy. Students will learn how to sensitively interpret philosophical texts and how to assess and analyze philosophical arguments. Students will also develop and exercise critical thinking skills and will compose their own arguments in writing. Students should walk away from this class with not only a deeper appreciation for the power and relevance of Hobbes’s ideas, but also the beautiful subtlety of the philosophy of the 17th and 18th centuries.

Required Texts:


3. Selected text from primary sources and secondary literature, posted to the course Blackboard page.

A Partial Bibliography of Secondary Literature:


**Assignments and Exams:**

**Reading Assignments:** I will assign readings from our textbooks every week. I will announce the readings in lecture and on our course webpage.

**Undergraduates:**

**Participation – 5%:** Your participation grade will be based on attendance and also on your general willingness to engage in discussion in section or in office hours. (Don’t expect a perfect grade merely for being an organic body).

*Note:* AUC’s attendance policy states that a student missing 9 or more classroom hours may receive an automatic failure for the course. I will abide by this regulation and students who miss the equivalent of 9 or more classroom hours open themselves to penalty. I will also not accept any excuses for absences without written verification from some identifiable AUC administrative or medical office.

**Homework – 15%:** I will assign 4-5 short writing assignments throughout the term. You shall (typically) have one week to complete them. They will be about 1-2 pages in length on a topic of my choosing. You will receive credit/no credit. You will receive credit if and only if it is on time and you have made an honest attempt to complete the assignment (don’t b.s. it!).

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7 [http://schools.aucegypt.edu/academics/ALI/ALIN/Pages/Attendance-Policy.aspx](http://schools.aucegypt.edu/academics/ALI/ALIN/Pages/Attendance-Policy.aspx)
Paper 1 – 20%: 2-3 pages, on a topic of my choosing. **Assigned** Wednesday, March 22; **Due** Sunday, April 2

Paper 2 – 30%: 4-6 pages, on a topic of my choosing. **Assigned** Wednesday, April 26; **Due** May 7

Final Exam – 30%: The final will take place on **Sunday, May 21**, 2:30-4:30. *This is the only day the final will be given. There will be no make-ups.*

You must complete both papers and take the final exam to pass this course. It is your responsibility to drop the course; we will not drop you.

**Graduate students:**

Research paper – 100%: 15-20 pages. Please feel free to consult with me as your ideas evolve.

**Note:** Things change—the Fates are fickle. Consequently, it may become necessary to alter or amend the information found on this syllabus—it is your responsibility to remain abreast of those changes.

I take the AUC Code of Academic Ethics very seriously.8 I will not tolerate plagiarism and cheating—violators will be reported to the Academic Integrity Committee and will be prosecuted pursuant to AUC’s Disciplinary Procedures.9 In accordance with AUC’s policies, I may require all students to use Turnitin (turnitin.com). If you are confused about what constitutes plagiarism, consult the Department of Rhetoric and Composition’s webpage on plagiarism (http://schools.aucegypt.edu/academics/rhet/FAQ/Pages/Plagiarism.aspx), or come see me.

**Grading:**

I use a method for determining a student’s final grade that is common at most universities and colleges in the United States. A student receives a letter grade on their assignments according to the following rubric:

A (4.0) = Excellence. The student demonstrated total mastery of the course material and achieved all of the learning outcomes outlined for the course. This student excels, exhibiting a high degree of creativity, going well beyond a mere facility with course concepts and skills. Excellent critical engagement and very willing to engage.

A- (3.7) = Very good, near excellence. The student demonstrated almost total mastery of the course material and nearly achieved all of the learning outcomes outlined for the course. Shows creativity that goes beyond mere facility with concepts and skills. Minor misunderstandings, but excellent critical engagement and very willing to engage.

B+ (3.3) = Very good. The student demonstrated a high degree of competence in the course material and achieved most of the learning outcomes outlined for the course. The student did not exhibit complete mastery of the requisite skills and concepts. Not quite as creative; more serious misunderstandings; fair critical engagement and willing to engage.

B (3.0) = Good, above average. The student demonstrated a fairly high degree of competence in the core course material and achieved a number of learning outcomes for the course. The student did not master some of the requisite skills and concepts, but is making good progress in that direction. Perhaps shows some creativity, but makes errors exposing more serious misunderstandings. Makes some attempt at critical engagement.

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8 Please consult the AUC Code of Academic Ethics handbook, available for download at: http://schools.aucegypt.edu/academics/integrity.
9 See: http://schools.aucegypt.edu/academics/integrity/Discip
B- (2.7) = Good, near average. Good grasp of core concepts of the course and shows progress in mastering core learning outcomes. No real creativity or serious attempt at critical engagement.

C+ (2.3) = Average. Reasonable grasp of core concepts and can perform some of the skills requisite to the learning outcomes; however, has not achieved a significant number of these outcomes. Confusions involving key concepts show misunderstanding. No attempt at creativity or critical engagement. Student responds by rote. Responses are unclear (e.g. grammatical errors) and, perhaps, a little sloppy.

C (2.0) = Below average. Does not have a reasonable grasp of core concepts and cannot perform many of the skills requisite to achieve the learning outcomes. Serious confusions involving key concepts that demonstrate more serious misunderstandings. No serious attempt at creativity and engagement, in some cases bordering on a demonstration of a willful lack of effort. Student responses are by rote. Serious lack of clarity (e.g. severe grammatical mistakes) or sloppiness in writing that hampers the instructor’s ability to interpret the student’s response.

C- (1.7) = Poor. Student does not demonstrate a reasonable grasp of the material, or even basic familiarity with the core concepts. Misses most of the learning outcomes and cannot demonstrate skills necessary to the core learning outcomes. No attempt engagement and no attempt at creativity, perhaps demonstrating a willful lack of effort. Responses are garbled and sloppy, seriously lacking in clarity to the point of incoherence (e.g. severe grammatical errors). Use of secondary sources borders on outright plagiarism.

D+ (1.3) and below = Very poor. The student demonstrates no grasp of the material, nor a basic familiarity with the core concepts. Does not achieve the learning outcomes and cannot demonstrate the skills necessary to the core learning outcomes. No attempt at engaging with the material and no attempt at creativity. Severe problems with clarity and expression, to the point of incoherence. Use of secondary sources comes close to out-and-out plagiarism.

F (0.0) = Failure. Student either (1) did not turn in the project at all, or (2) did not even attempt to address the premise of assignment at all, or else (3) plagiarized, in which case the student will be reported to the Dean and may receive a failing grade for the course.

Please note that I do not assign “A+” to any assignment or as a final grade—4.0 is the highest GPA point score available. Please note, too, that I take the decision to assign grades lower than a “C” very seriously.

There is no extra credit—please do not ask for it. For the sake of fairness, your grade will be determined solely on the basis of your performance on the assignments listed above.

Student Support:

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Disabilities Act of 1990. Should you require accommodations, please speak with me ASAP and make arrangements with Disability Services through the OSS. Please consult the website: http://schools.aucegypt.edu/studentlife/gethelp/Pages/disabilityserv.aspx

Tentative Schedule:


Week 2: Sun. 2/5 and Wed. 2/8: Materialism and Empiricism.

   Homework #1: Assigned, Wed. 2/8

Week 3: Sun. 5/12 and Wed. 5/15: Language and the mind (part 1).

   Homework #1: Due, Sun. 5/12
   Homework #2: Assigned Wed. 5/15

Week 4: Sun. 5/19 and Wed. 2/22: Language and the mind (part 2).

   Homework #2: Due, Sun. 5/19

Week 5: Sun. 2/26 Wed. 3/1: Language and the mind (part 3).

   Homework #3: Assigned, Wed. 3/1.

Week 6: Sun. 3/5 and Wed. 3/8: Science, conventions, and skepticism

   Homework #3: Due, Sun. 3/5.

Week 7: Sun. 3/12 and Wed. 3/15: The passions and value

Week 8: Sun. 3/19 and Wed. 3/22: Determinism, freedom, and deliberation

   Paper #1: Assigned, Wed. 3/22

Week 9: Sun. 3/26 and Wed. 3/29: Human nature and the sources of conflict


Week 11: No class Sun. 4/9 and Wed.4/12: SPRING BREAK!!!

Week 12: Sun. 4/16 (Holiday, no class) and Wed. 4/19: Covenants and the Commonwealth

   Homework #4: Assigned, Wed. 4/19.

Week 13: Sun. 4/23 and Wed. 4/26: Covenants and the Commonwealth (part 2).

   Homework #4: Due, Sun. 4/23
   Paper #2: Assigned, Wed. 4/26

Week 14: Sun. 4/30 and Wed. 5/3: Sovereignty, personation, and the liberty of subjects

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10 For more information see: http://www.aucegypt.edu/news/stories/auc-provides-supportive-learning-environment-people-disabilities
**Week 15:** Sun. 5/7 and Wed. 5/10: Religion

**Paper #2:** Due, Sun. 5/7

**Week 16:** Sun. 5/14 and Wed. 5/17: Religion (part 2) and wrap-up.

**FINAL EXAM:** Sunday, May 21, 2:30-4:30
Applied Ethics

Instructor: Dr. R.W. McIntyre

Lectures:

E-mail:

Office hours:

Catalogue Description:

This course is an introductory survey of issues in applied ethics. Students will learn how to use philosophical theory and argumentation to provide answers to concrete, real-world ethical problems. Topics may include biomedical ethics, environmental ethics, business ethics, the ethics of technology and engineering, and social justice.

Course Description:

Applied ethics is the branch of philosophy dedicated to using philosophical theory and argumentation to provide practical answers to concrete, real-world ethical problems. As such, it studies diverse topics and a wide array of questions. Is abortion morally permissible and, if so, under what circumstances? Can we use fetal stem cells for experimentation and disease treatment? Is it permissible to use animals for scientific testing? What obligations do the wealthy have to alleviate the suffering of the poor? Is it permissible to build robots to perform jobs currently performed by human beings? What should we do with the workers displaced by such technology, if it is permissible to displace them? What kinds of social responsibilities must corporations shoulder? Are the wage practices of multinational corporations ethically defensible? Under what circumstances are engineers accountable for the harm caused by their creations, even if that harm is not directly intended? In this course we shall explore rational and thoughtful attempts to answer questions such as these.

Course Goals and Learning Outcomes:

This course is designed to help students develop skills essential to applied ethical reasoning. Students will learn how to identify arguments and how to distinguish different kinds of arguments. Students will learn how to sensitively interpret ethical positions, and how to rigorously analyze and critically evaluate ethical arguments. Students will engage in discussion and learn how to communicate their ideas effectively, developing the capacity to criticize ethical positions in a respectful, yet honest fashion. Finally, students will construct their own written arguments, justifying and critiquing philosophical positions. Students should walk away from this course better equipped with the tools necessary for rational ethical discourse and responsible civic engagement.

Texts:


Assignments and Exams:

Undergraduates:

Reading Assignments: I will assign readings every week. I will announce the readings in lecture and on our course webpage.

Attendance: AUC’s attendance policy states that a student missing 9 or more classroom hours may receive an automatic failure for the course. I will abide by this regulation and students who miss the equivalent of 9 or more classroom hours open themselves to penalty. I will also not accept any excuses for absences without written verification from some identifiable AUC administrative or medical office.

Note: It is your responsibility to drop the course, if you decide to drop; I will not drop you.

Reflection essays – 15%: I will assign 3 short writing assignments throughout the quarter. You shall (typically) have one week to complete them. They will be about 1-2 pages in length on a topic of my choosing. You will receive credit/no credit. You will receive credit if and only if it is on time and you have made an honest attempt to complete the assignment (don’t b.s. it!). An assignment is “one time” if and only if it is handed in to me not more than 5 minutes after the lecture has begun. After that time, it is considered late and you shall receive no credit. I will not accept excuses.

“Elenchus” projects – 25%: In-class debates and group presentations. There will be 2 of these during the semester. 70% of your elenchus project grade will be determined by your individual effort; 30% by your participation and your performance as a group.

Argumentative essay – 30%: 3–5 pages. Part of your grade will depend on completing an in-class peer-review workshop.

Final Exam – 30%: The final will take place on Date Time. This date is set by the Registrar and is the only day the final will be administered. There will be no make-ups.

Graduate students:

Research Essay – 100%: Please submit a 15–20-page research essay by DATE TIME. Please feel free to consult with me as your ideas evolve. Your essay topic does not need my approval, but you might want to run it by me anyway.

Note: Things change—the Fates are fickle. Consequently, it may become necessary to alter or amend the information found on this syllabus. It is your responsibility to remain abreast of those changes.

I take the AUC Code of Academic Ethics very seriously. I will not tolerate plagiarism and cheating—violators will be reported to the Academic Integrity Committee and will be prosecuted pursuant to AUC’s Disciplinary Procedures. In accordance with AUC’s policies, I may require students to use Turnitin

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11 http://schools.aucegypt.edu/academics/AL1/ALIN/Pages/Attendance-Policy.aspx
12 Please consult the AUC Code of Academic Ethics handbook, available for download at: http://schools.aucegypt.edu/academics/integrity.
13 See: http://schools.aucegypt.edu/academics/integrity/Discip
If you are confused about what constitutes plagiarism, consult the Department of Rhetoric and Composition's webpage on plagiarism (http://schools.aucegypt.edu/academics/rhet/FAQ/Pages/Plagiarism.aspx), or come see me.

Grading:

I use a method for determining a student's final grade that is common at most universities and colleges in the United States. A student receives a letter grade on their assignments according to the following rubric:

A (4.0) = Excellence. The student demonstrated total mastery of the course material and achieved all of the learning outcomes outlined for the course. This student excels, exhibiting a high degree of creativity, going well beyond a mere facility with course concepts and skills. Excellent critical engagement and very willing to engage.

A- (3.7) = Very good, near excellence. The student demonstrated almost total mastery of the course material and nearly achieved all of the learning outcomes outlined for the course. Shows creativity that goes beyond mere facility with concepts and skills. Minor misunderstandings, but excellent critical engagement and very willing to engage.

B+ (3.3) = Very good. The student demonstrated a high degree of competence in the course material and achieved most of the learning outcomes outlined for the course. The student did not exhibit complete mastery of the requisite skills and concepts. Not quite as creative; more serious misunderstandings; fair critical engagement and willing to engage.

B (3.0) = Good, above average. The student demonstrated a fairly high degree of competence in the core course material and achieved a number of learning outcomes for the course. The student did not master some of the requisite skills and concepts, but is making good progress in that direction. Perhaps shows some creativity, but makes errors exposing more serious misunderstandings. Makes some attempt at critical engagement.

B- (2.7) = Good, near average. Good grasp of core concepts of the course and shows progress in mastering core learning outcomes. No real creativity or serious attempt at critical engagement.

C+ (2.3) = Average. Reasonable grasp of core concepts and can perform some of the skills requisite to the learning outcomes; however, has not achieved a significant number of these outcomes. Confusions involving key concepts show misunderstanding. No attempt at creativity or critical engagement. Student responds by rote. Responses are unclear (e.g. grammatical errors) and, perhaps, a little sloppy.

C (2.0) = Below average. Does not have a reasonable grasp of core concepts and cannot perform many of the skills requisite to achieving the learning outcomes. Serious confusions involving key concepts that demonstrate more serious misunderstandings. No serious attempt at creativity and engagement, in some cases bordering on a demonstration of a willful lack of effort. Student responses are by rote. Serious lack of clarity (e.g. severe grammatical mistakes) or sloppiness in writing that hampers the instructor’s ability to interpret the student’s response.

C- (1.7) = Poor. Student does not demonstrate a reasonable grasp of the material, or even basic familiarity with the core concepts. Misses most of the learning outcomes and cannot demonstrate skills necessary to the core learning outcomes. No attempt engagement and no attempt at creativity, perhaps demonstrating a willful lack of effort. Responses are garbled and sloppy, seriously lacking in clarity to the point of incoherence (e.g. severe grammatical errors). Use of secondary sources borders on outright plagiarism.

D+ (1.3) and below = Very poor. The student demonstrates no grasp of the material, nor a basic familiarity with the core concepts. Does not achieve the learning outcomes and cannot demonstrate the skills necessary
to the core learning outcomes. No attempt at engaging with the material and no attempt at creativity. Severe problems with clarity and expression, to the point of incoherence. Use of secondary sources comes close to out-and-out plagiarism.

F (0.0) = Failure. Student either (1) did not turn in the project at all, or (2) did not even attempt to address the premise of assignment at all, or else (3) plagiarized, in which case the student will be reported to the Dean and may receive a failing grade for the course.

Please note that I do not assign “A+” to any assignment or as a final grade—4.0 is the highest GPA point score available.

There is no extra credit—please do not ask for it. For the sake of fairness, your grade will be determined solely on the basis of your performance on the assignments listed above.

Student Support:

Office of Student Support (SOS): The SOS provides “student counseling for emotional wellness, student mentoring for academic success and promotes appropriate student conduct to ensure that students learn and abide by AUC community ethics and values.” I strongly encourage you to seek out their assistance if you are struggling with emotional and academic issues. Their website: http://schools.aucegypt.edu/studentlife/gethelp.

AUC Writing Center: Should you need additional assistance with basic writing skills, I encourage you to contact the AUC Mohamed Taymour Writing Center. Information regarding the locations of the Writing Center and scheduling appointments can be found at http://schools.aucegypt.edu/academics/writing-center. They can help you with grammar and essay composition. Students who attend the Writing Center with drafts of their papers often do better than other students because their papers are well-structured and clear.

Disability Policy: AUC operates in accordance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Should you require accommodations, please speak with me ASAP and make arrangements with Disability Services through the OSS. Please consult the website: http://schools.aucegypt.edu/studentlife/gethelp/Pages/disabilityserv.aspx

Tentative Schedule:

Week 1: What is applied ethics and why does it matter?

Week 2: Bioethics and biomedical ethics: The Abortion Debate

Readings:


-Reflection paper #1

Week 3: Bioethics and biomedical ethics: Euthanasia and suicide

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14 For more information see: http://www.aucegypt.edu/news/stories/auc-provides-supportive-learning-environment-people-disabilities

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Readings:
- David Hume, “On Suicide” (davidhume.org)
- Elenchus project #1 preparation

Week 4: Elenchus project #1

Week 5: Bioethics and biomedical ethics: Research ethics

Readings:

Week 6: Bioethics and biomedical ethics: Research ethics

- “Should We Prohibit the Use of Chimpanzees and Other Great Apes in Biomedical Research?” in Caplan and Arp, 2014.
- Reflection paper #2

Week 7: Business ethics: Corporations and corporate governance

Readings:
- Edward Freeman, “A Stakeholder Theory of the Modern Corporation” (1994)
- Elenchus project #2 preparation

Week 8: Elenchus project #2

Week 9: Business ethics: The role of corporate leadership and ethical business practices

- Reflection paper #3

Week 10: Robots and Society: Intelligent machines and rights

- Issac Asimov, I, Robot (selections).
- “A Body to Kick, But Still No Soul to Damn: Legal Perspectives on Robotics” in Bekey, et al., 2012
- Argumentative essay assigned

Week 11: Robots and Society: Intelligent machines and rights

- Issac Asimov, I, Robot (selections).
-“Designing People to Serve,” in Bekey, et al., 2012.
-“Moral Machines and the Threat of Ethical Nihilism,” in Bekey, et al., 2012

Week 12: Robots and Society: Intelligent machines and rights
-“The Ethics of Robot Prostitutes,” in Bekey, et al., 2012.
-Peer review

Week 13: Robots and Society: War and social justice
-Paper due

Week 14: Environmental Ethics: Sustainability
-“Sustainability” in Boylan, 2013.

Week 15: Loose ends and review

Final Exam: DATE TIME.