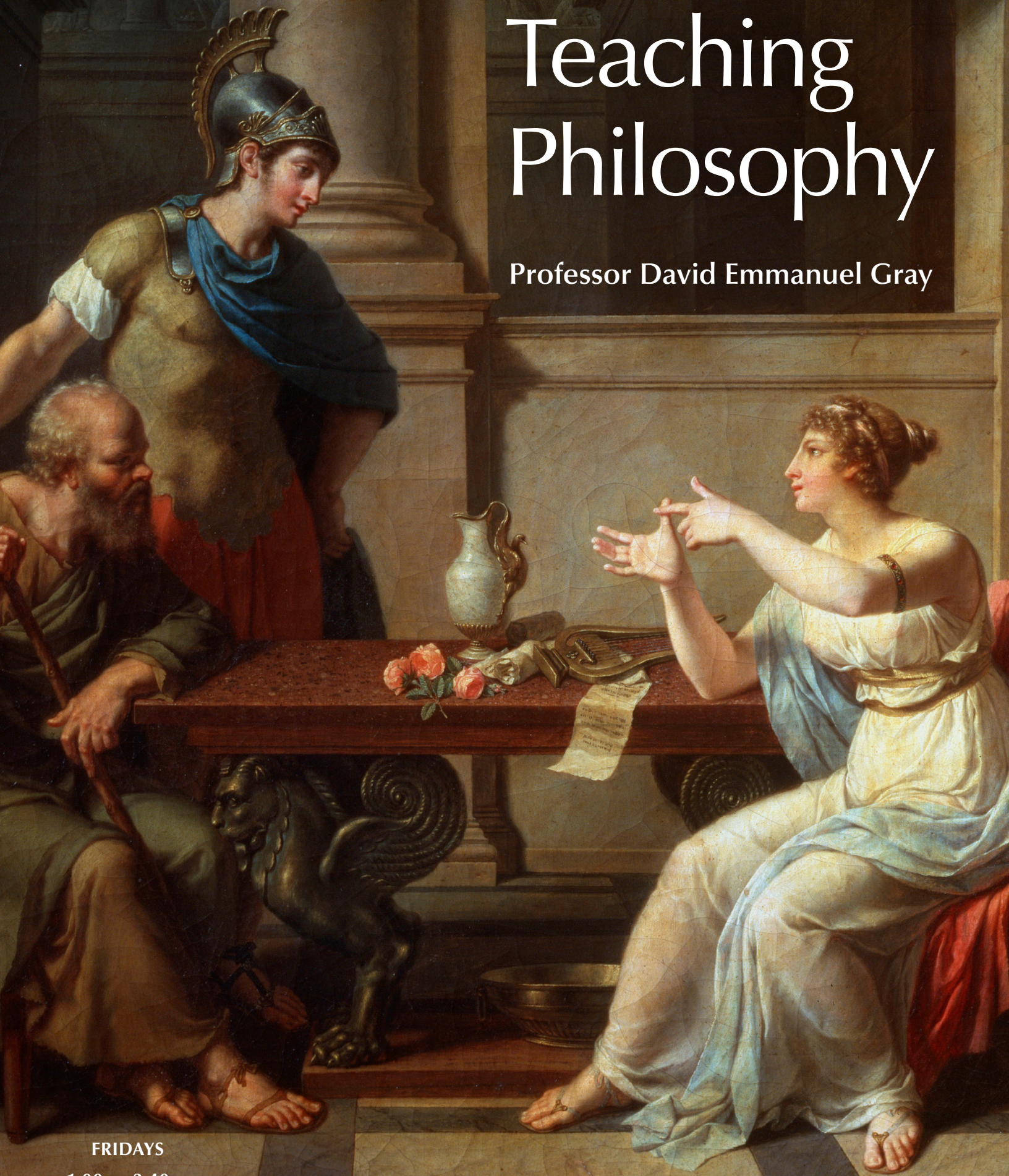


PHI 604 SPRING 2022

# Teaching Philosophy

Professor David Emmanuel Gray



FRIDAYS

1:00PM–3:40PM

PARK HALL 141



# TEACHING PHILOSOPHY

**Time** Fri: 1:00PM–3:40PM  
**Location** Park Hall 141  
**Instruction Mode** LEC (Lecture) and P (In Person)  
**Credits** 3.00

**Instructor** Professor David Emmanuel Gray  
**Contact** 📍 Park Hall 118, ✉️ [degray@buffalo.edu](mailto:degray@buffalo.edu), 📧 @ProfessorDEG  
**Student Meetings** Mon, Wed, Fri: 10:00AM–12:00PM  
 Tue, Thu: 9:00AM–1:00PM

## Course Overview

### Description

In this course, we will work together in critically engaging with the scholarship on teaching and learning in order for you to...

- Cultivate your background knowledge on current pedagogies;
- Identify and engage challenges associated with teaching philosophy, including concerns of inclusivity and diversity along with increasing general student interest in philosophy; and
- Develop a robust, empirically grounded, teaching philosophy.

This course will discuss these and related topics in the context of assisting you in the design and teaching of your own philosophy courses. We will focus on syllabus design, reading selection, presentation/lecture styles, assignments and activities, assignment structures and design, online vs. traditional classrooms, use of classroom technology, and so on. This will provide you with experience designing courses and making (and justifying) pedagogical decisions, all while giving you opportunities to use and evaluate the theories and concepts discussed throughout the course.

By the end of the course, you should have at least three well-designed syllabi in hand, the ability to generate syllabi for a range of classes, and a draft of your statement of teaching philosophy, a key component for many academic job searches.

### Purpose & Student Learning Outcomes

This course introduces you to practice of teaching philosophy with the primary purpose of preparing you to design and teach courses of your own.

To help guide us, this course has five learning outcomes. By this May, you will be able to...

1. Formulate your own robust and informed pedagogical viewpoint;
2. Design a variety of philosophy courses with well-organized syllabi that are informed by the scholarship on teaching and learning;
3. Create fair and useful assessments, grading policies, and feedback procedures;
4. Employ practical classroom techniques, strategies, and activities that foster student learning; and
5. Analyze and evaluate pedagogical practices as they relate to the discipline of philosophy.

In addition, this course also has a secondary purpose of assisting in your professional development, better preparing you for life after graduation.

Everything you do in this course has those purposes and outcomes in mind. **If you ever feel that what you are doing is not going in those directions, let me know and we will adjust accordingly!**

In designing this course, I have drawn on a wealth of material. Of particular note are the syllabi from Lewis Powell's Teaching Philosophy course taught at UB in Spring 2020; Tracie Mahaffey's Teaching Philosophy course taught at Florida State University in Fall 2018; Melissa Jacquart and Jesse Wright, "Teaching Philosophy Graduate Students about Effective Teaching," *Teaching Philosophy* 40, no. 2 (June 2017): 123–160; Martin Benjamin, "A Graduate Seminar on Teaching Philosophy," *APA Newsletter on Teaching Philosophy* 3, no. 1 (Fall 2003):176–180; and the Center for Educational Innovation's New Faculty Academy on Teaching taught at UB in Fall 2020.

### Your Background

Beyond being a Ph.D. student in the Philosophy Program, you are not expected to have any particular background for this course. The material is chosen to introduce fundamental concepts and strategies for teaching and course design for those new to thinking about pedagogy. However, we will also consider challenges for teaching and course design that will be of interest to those already engaged with research on pedagogy.

### Announcements & Other Communication

I will email important information to you throughout the semester, so routinely check your UB email for updates. Otherwise, I will gladly answer your questions, discuss your work, or respond to your concerns. Please see me at my office (Park Hall 118) or get in touch via email ([degray@buffalo.edu](mailto:degray@buffalo.edu)).

### Learning Resources

There are no textbooks to buy for this course. I have posted all the readings, along with assignments, course materials, and a schedule on UB Learns.

### Requirements & Grading

This course is S/U (i.e., Pass/Fail) and required for the Ph.D. program. Thus, you are expected to complete **all** work for this course in order to pass.

In particular, the following elements are all **required** to pass:

- Attendance & Participation
- Statement of Teaching Philosophy
- Three Sample Syllabi:
  - A. Introduction to Philosophy (PHI 101),
  - B. Contemporary Moral Problems (PHI 105) **or** Introduction to Ethics (PHI 107) **or** another common low-level, service course that aligns well with your expected AOC, and
  - C. Your dream course.
- Two Teaching Demonstrations

Your performance on these will be *not* be graded, but you will receive feedback. I will do my utmost to ensure that feedback is useful for your own reflections on teaching.

In addition, that feedback will also be shared with the Director of Graduate Studies in Philosophy for making decisions about our department's summer and winter teaching at UB. It will also be consulted when the department is asked by other regional colleges and universities to recommend graduate students for adjunct work.

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# Course Overview (Continued)

## Course Structure

This course follows the principle of experiential learning, where you learn not only from me but also from your discussions and interactions with your classmates. Indeed, like any activity, you get better at teaching (and at philosophy) the more you actually *do* it. Therefore, we will work in- and out-of-class with many examples. This means that the quality of the course depends critically on your individual attention and participation. The purpose of us coming together as a class is to learn and practice these activities as a group.

Our class meetings will therefore be driven by discussion of the readings and their applications. So come to class prepared, having read and reflected on that assigned materials for that day. I will also set aside time for in-class activities. This gives you the opportunity to actively discuss and even practice the material with each other, rather than passively absorbing what others may say about teaching. To help keep you engaged, I will do my best to make our class meetings worthwhile and time well spent. I will also take special care to create an environment where you feel comfortable asking questions and expressing your own views.

However, a few words of warning about this interactive format:

1. Recognize that philosophy is a full-contact sport, but we are all on the same team. In our discussions, we must cooperate and work together wrestling with the course material—while not attacking the person(s) involved. Disrespectful behavior will not be tolerated.
2. To get the most out of our class meetings, please do not confuse this cooperative style of learning with mere conversation or informal, organized chatting.

The value of your contribution to this shared experience explains the strict attendance policy (see below).

## Participation & Attendance

Given the importance of attendance, I will take roll promptly at the start of each class meeting. If you are not sitting in your seat at that time, you will be marked absent. If you show up after that then you will be marked as late. However, if you show up more than 20 minutes late, you remain marked as absent.

Most importantly, **students with more than 2 unexcused absences will automatically fail this course**. For this calculation, 2 late arrivals will count as an unexcused absence. An absence may be excused only upon you completing a make-up assignment that we both agree upon.

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# Course Schedule

| wk | Date       | Topic/Reading   | Assignment   |
|----|------------|---|--|
| 1  | 2/4 (Fri)  | <b>The First Day of Class</b><br>Immerwahr, John. "From Self-Centered to Learner-Centered."<br><i>Teaching Philosophy</i> 39, no. 1 (March 2016): 34–50.<br>Green, Paul. "How to Motivate Students: A Primer for Learner-Centered Teachers."<br><i>American Association of Philosophy Teachers Studies in Pedagogy</i> 1 (2015): 47–60.<br>Concepción, David W. "Reading Philosophy with Background Knowledge and Metacognition." <i>Teaching Philosophy</i> 27, no. 4 (December 2004): 351–368.  |  |
| 2  | 2/11 (Fri) | <b>Teaching Philosophy</b><br>Graff, Gerald. "The Problem Problem and Other Oddities of Academic Discourse."<br><i>Arts and Humanities in Higher Education</i> 1, no. 1 (June 2002): 27–42.<br>Bradley, Peter. "The Ambivalence toward the Purpose of Teaching Philosophy in our Community." In <i>Philosophy Through Teaching</i> , edited by Emily Esch, Kevin Hermsberg, and Rory E. Kraft, Jr., 37–42. Charlottesville, VA: Philosophy Documentation Center, 2014.<br>Ladd, John. "Kant as Teacher." <i>Teaching Philosophy</i> 5, no. 1 (January 1982): 1–9.<br>Greenberg, Milton. "A University Is Not a Business (and Other Fantasies)."<br><i>Educause Review</i> 39, no. 2 (March/April 2004): 10–16.  |  |
| 3  | 2/18 (Fri) | <b>Teaching &amp; Learning Philosophy (TLP)</b><br>Stedman, Kyle. "Attack of the Cloned Teaching Statements." <i>Plugs, Play, Pedagogy</i> , recorded September, 2014. Podcast, 48:39. <a href="https://plugsplaypedagogy.podigee.io/2-attack-of-the-cloned-teaching-statements">https://plugsplaypedagogy.podigee.io/2-attack-of-the-cloned-teaching-statements</a> .<br>Kelsky, Karen. "Just Say No to the Weepy Teaching Statement." In <i>The Professor Is In: The Essential Guide to Turning Your Ph.D. into a Job</i> , 164–172. New York: Three Rivers Press, 2015.<br>Kearns, Katherine D., and Carol Subiño Sullivan. "Resources and Practices to Help Graduate Students and Postdoctoral Fellows Write Statements of Teaching Philosophy." <i>Advances in Physiology Education</i> 35, no. 2 (June 2011): 136–145.<br>Cox, Janelle. "4 Teaching Philosophy Statement Examples." <i>ThoughtCo</i> . Last Modified March 6, 2020. <a href="https://www.thoughtco.com/teaching-philosophy-examples-2081517">https://www.thoughtco.com/teaching-philosophy-examples-2081517</a> .   | Bring 3 copies of your draft <b>Statement of Teaching Philosophy</b> for peer review to class. |
| 4  | 2/25 (Fri) | <b>Course Design &amp; Learning Outcomes</b><br>Avenues: The World School. "Grant Wiggins - Understanding by Design (1 of 2)." YouTube video, 10:51. February 28, 2013. <a href="https://youtu.be/4isSHf3SBuQ">https://youtu.be/4isSHf3SBuQ</a> .<br>Avenues: The World School. "Grant Wiggins - Understanding by Design (2 of 2)." YouTube video, 14:22. March 7, 2013. <a href="https://youtu.be/vgNODvvsxgM">https://youtu.be/vgNODvvsxgM</a> .<br>Darby, Flower, and James M. Lang. "Surfacing Backwards Design." In <i>Small Teaching Online: Applying Learning Science in Online Classes</i> , 5–25. San Francisco: Jossey-Bass, 2019.<br>Allen, Deborah, and Kimberly Tanner. "Putting the Horse Back in Front of the Cart: Using Visions and Decisions about High-Quality Learning Experiences to Drive Course Design." <i>CBE—Life Sciences Education</i> 6, no. 2 (2007): 85–89.<br>Soulsby, Eric. "Learning Objectives and Outcomes." In <i>Assessment Notes</i> , 12–22 and 77–82. University of Connecticut, January 15, 2009. <a href="https://www.scribd.com/document/309900171/Eric-Soulsby-Assessment-Notes-pdf">https://www.scribd.com/document/309900171/Eric-Soulsby-Assessment-Notes-pdf</a> . |  |
| 5  | 3/4 (Fri)  | <b>Assessment &amp; Its Scaffolding</b><br>Darby, Flower, and James M. Lang. "Guiding Learning Through Engagement." In <i>Small Teaching Online: Applying Learning Science in Online Classes</i> , 27–46. San Francisco: Jossey-Bass, 2019.<br>Cholbi, Michael. "Intentional Learning as a Model for Philosophical Pedagogy." <i>Teaching Philosophy</i> 30, no. 1 (2007): 35–58.<br>Concepción, David W. "Engaging Novices: Transparent Alignment, Flow, and Controlled Failure." In <i>Philosophy Through Teaching</i> , edited by Emily Esch, Kevin Hermsberg, and Rory E. Kraft, Jr., 129–136. Charlottesville, VA: Philosophy Documentation Center, 2014.  |  |



# Course Schedule (Continued)

| wk   | Date       | Topic/Reading   | Assignment  |
|------|------------|---|---|
| 6    | 3/11 (Fri) | <p><b>Activities &amp; Teaching Methods</b></p> <p>Darby, Flower, and James M. Lang. "Fostering Student Persistence and Success." In <i>Small Teaching Online: Applying Learning Science in Online Classes</i>, 131–151. San Francisco: Jossey-Bass, 2019.</p> <p>Lumpkin, Angela, Rebecca M. Achen, and Regan K. Dodd. "Student Perceptions of Active Learning." <i>College Student Journal</i> 49, no. 1 (Spring 2015): 121–133.</p> <p>Sadler, Brook J. "How Important Is Student Participation in Teaching Philosophy?" <i>Teaching Philosophy</i> 27, no. 3 (September 2004): 251–267.</p> <p>Norlock, Kathryn J. "Grading (Anxious and Silent) Participation: Assessing Student Attendance and Engagement with Short Papers on a 'Question For Consideration'." <i>Teaching Philosophy</i> 39, no. 4 (December 2016): 483–505.</p>  |   |
| 7    | 3/18 (Fri) | <p><b>Teaching Introduction to Philosophy</b></p> <p>Cahn, Steven M. "Teaching Introductory Philosophy." In <i>In the Socratic Tradition: Essays on Teaching Philosophy</i>, edited by Tziporah Kasachkoff, 3–5. Lanham, MA: Rowman &amp; Littlefield, 1998.</p> <p>Garver, Newton. "Introducing Philosophy." In <i>In the Socratic Tradition: Essays on Teaching Philosophy</i>, edited by Tziporah Kasachkoff, 7–20. Lanham, MA: Rowman &amp; Littlefield, 1998.</p> <p>White, V. Allen and Jo A. Chern. "Teaching Introductory Philosophy—A Restricted Topical Approach." In <i>In the Socratic Tradition: Essays on Teaching Philosophy</i>, edited by Tziporah Kasachkoff, 21–28. Lanham, MA: Rowman &amp; Littlefield, 1998.</p> <p>Mills, Charles W. "Non-Cartesian Sums: Philosophy and the African-American Experience." <i>Teaching Philosophy</i> 17, no. 3 (September 1994): 223–243.</p>   | Bring 3 copies of your draft <b>Syllabus for Introduction to Philosophy (PHI 101)</b> for peer review to class. |
| 3/25 |            |  <b>Spring Break</b>   |   |
| 8    | 4/1 (Fri)  | <p><b>Fostering an Inclusive &amp; Caring Community of Inquiry</b></p> <p>Darby, Flower, and James M. Lang. "Building Community." In <i>Small Teaching Online: Applying Learning Science in Online Classes</i>, 27–46. San Francisco: Jossey-Bass, 2019.</p> <p>Burns, Kelly A. "Minimizing and Managing Microaggressions in the Philosophy Classroom." <i>Teaching Philosophy</i> 37, no. 2 (2014): 131–152.</p> <p>Kruger, Jessica S., Sophie Godley, and Sarah Cercone Heavey. "Developing a Culture of Caring in Classrooms: Best Practices During a Global Pandemic and Beyond." <i>Pedagogy in Health Promotion</i> (October 12, 2021). <a href="https://journals.sagepub.com/doi/abs/10.1177/23733799211051403">https://journals.sagepub.com/doi/abs/10.1177/23733799211051403</a></p> <p>Alexander, Janet and Beth Kelch. "Academics Should Make Time for Self-Care, Even If Just a Few Minutes Each Day." <i>Inside Higher Ed</i> (July 9, 2021). <a href="https://www.insidehighered.com/print/advice/2021/07/09/academics-should-make-time-self-care-even-if-just-few-minutes-each-day-opinion">https://www.insidehighered.com/print/advice/2021/07/09/academics-should-make-time-self-care-even-if-just-few-minutes-each-day-opinion</a>.</p> <p><i>This day we will have a guest: Dr. Jessica Kruger (Clinical Assistant Professor, Department of Community Health and Health Behavior and Director of Teaching Innovation and Excellence, School of Public Health and Health Professions, University at Buffalo).</i></p> |   |
| 9    | 4/8 (Fri)  | <p><b>Diversity in the Philosophy Classroom</b></p> <p>Norlock, Kathryn. "Gender Perception as a Habit of Moral Perception: Implications for Philosophical Methodology and Introductory Curriculum." <i>Journal of Social Philosophy</i> 43, no. 3 (Fall 2012): 347–362.</p> <p>Thompson, Morgan. "Explanations of the Gender Gap in Philosophy." <i>Philosophy Compass</i> 12, no. 3 (March 6, 2017).</p> <p>Thompson, Morgan, Toni Adleberg, Sam Sims, and Eddy Nahmias. "Why Do Women Leave Philosophy? Surveying Students at the Introductory Level." <i>Philosophers' Imprint</i> 16, no. 6 (March 2016).</p> <p>Dotson, Kristie. "How Is This Paper Philosophy?" <i>Comparative Philosophy</i> 3, no. 1 (January 2012): 3–29.</p> <p><i>This day we will also have some guests: Dr. Sarah Vincent (Clinical Assistant Professor, Department of Philosophy, University at Buffalo) and Dr. Tracie Mahaffey (Senior Teaching Faculty, Director of Undergraduate Studies, and Honors Teaching Scholar; Department of Philosophy, Florida State University)</i></p>   |   |

# Course Schedule (Continued)

| wk  | Date       | Topic/Reading  | Assignment  |
|-----|------------|--|---|
| 10  | 4/15 (Fri) | <p><b>Teaching Ethical Issues</b></p> <p>Bomstad, Linda. "Advocating Procedural Neutrality." <i>Teaching Philosophy</i> 18, no. 3 (September 1995): 197–210.</p> <p>Martin, Mike W. "Advocating Values: Professionalism in Teaching Ethics." <i>Teaching Philosophy</i> 20, no. 1 (March 1997): 19–34.</p> <p>Suen, Alison. "Teaching Taboo Topics: Why It Matters and How to Pull It Off." <i>Teaching Philosophy</i> 40, no. 1 (March 2017): 87–102.</p> <p><b>Content Warning:</b> <i>The examples in the last article, by Alison Suen, may make you extremely angry and/or uncomfortable. We will definitely want to talk during this class meeting about using potentially sensitive material when teaching!</i></p>  | Bring 3 copies of your draft <b>Syllabus for Contemporary Moral Problems (PHI 105)</b> or <b>Introduction to Ethics (PHI 107)</b> or another common low-level, service course that aligns well with your expected AOC for peer review to class. |
| 11  | 4/22 (Fri) | <p><b>Improving Student Reading</b></p> <p>Darby, Flower, and James M. Lang. "Making Connections." In <i>Small Teaching Online: Applying Learning Science in Online Classes</i>, 179–233. San Francisco: Jossey-Bass, 2019.</p> <p>Concepción, David W. "Reading Philosophy with Background Knowledge and Metacognition." <i>Teaching Philosophy</i> 27, no. 4 (December 2004): 351–368.</p> <p>Morrissey, Claire and Kelsey Palghat. "Engaging Reading." <i>Teaching Philosophy</i> 37, no. 1 (March 2014): 37–55.</p>  |   |
| 12  | 4/29 (Fri) | <p><b>Improving Student Writing</b></p> <p>Walsh, Kate Padgett, Anastasia Prokos, and Sharon R. Bird. "Building a Better Term Paper: Integrating Scaffolded Writing and Peer Review." <i>Teaching Philosophy</i> 37, no. 4 (December 2014): 481–497.</p> <p>Nilson, Linda. "Improving Student Peer Feedback." <i>College Teaching</i> 51, no. 1 (Winter 2003): 34–38.</p> <p>Earl, Dennis. "The Four-Sentence Paper: A Template for Considering Objections and Replies." <i>Teaching Philosophy</i> 38, no. 1 (March 2015): 49–76.</p>   |   |
| 13  | 5/6 (Fri)  | <p><b>Feedback &amp; Grading</b></p> <p>Darby, Flower, and James M. Lang. "Giving Feedback." In <i>Small Teaching Online: Applying Learning Science in Online Classes</i>, 107–129. San Francisco: Jossey-Bass, 2019.</p> <p>Jönsson, Anders. "Facilitating Productive Use of Feedback in Higher Education." <i>Active Learning in Higher Education</i> 14, no. 1 (December 2012): 63–76.</p> <p>Close, Daryl. "Fair Grades." <i>Teaching Philosophy</i> 32, no. 4 (December 2009): 361–398.</p> <p>Kohn, Alfie. "The Case Against Grades." <i>Educational Leadership</i> 69, no. 3 (2011): 28–33.</p> <p>Harrell, Maralee. "Grading According to a Rubric." <i>Teaching Philosophy</i> 28, no. 1 (2005): 3–15.</p> <p><i>Optional:</i> Vitale, Sarah E. and David W. Concepción. "Improving Student Learning with Aspects of Specifications Grading." <i>Teaching Philosophy</i> 44, no. 1 (March 2021): 29–57.</p> <p><i>Optional:</i> Stommel, Jesse. "How to Ungrade." <i>Jesse Stommel</i> (March 11, 2018). <a href="https://www.jessestommel.com/how-to-ungrade/">https://www.jessestommel.com/how-to-ungrade/</a>.</p> |   |
| 14  | 5/13 (Fri) | <p><b>Cultivating Yourself as an Instructor</b></p> <p>Darby, Flower, and James M. Lang. "Developing as an Online Instructor." In <i>Small Teaching Online: Applying Learning Science in Online Classes</i>, 199–225. San Francisco: Jossey-Bass, 2019.</p> <p>Cahn, Steven M. "How to Improve Your Teaching." In <i>In the Socratic Tradition: Essays on Teaching Philosophy</i>, edited by Tziporah Kasachkoff, 31–36. Lanham, MA: Rowman &amp; Littlefield, 1998.</p> <p>SUNY Online Teaching. "OSCQR Rubric and Process (OSCQR 3.1 - 4 minute description)." YouTube video, 4:08. October 4, 2018. <a href="https://youtu.be/Nos1AkokUdU">https://youtu.be/Nos1AkokUdU</a>.</p>  |   |
| 15  | 5/16 (Mon) |  | <b>Final Teaching Portfolio</b> (Statement of Teaching Philosophy and Three Sample Syllabi) due at 11:59PM.   |
| TBA |            | Check UB's final exam schedule, once it is posted, for when and where we will meet for your final teaching demonstrations.   | <b>Final Teaching Demonstration.</b>  |



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# Course Policies

## Reasonable Accommodations

You are a human being with all the usual challenges associated with human finitude. Illness, family emergencies, job interviews, other professors, and so on will inevitably lead to legitimate conflicts over your time. If you expect that you will be unable to turn in an assignment on time, please notify me as soon as possible and we can agree on a reasonable accommodation.

## Sharing Course Materials

All my course materials, available digitally or distributed in hardcopy during class, are protected by copyright laws. You may use these materials and make copies for your own personal use, but unauthorized distribution and/or uploading of course materials without my written permission is strictly prohibited.

## Mobile Phones, Laptops & Related Technologies

Student interactions with portable technology devices can harm the dynamics of the classroom. Unless I tell you otherwise, you must silence mobile phones prior to class and not use them during class. All laptops should be closed unless you have made prior arrangements with me and have demonstrated that using a laptop is necessary for your learning.

## Photography & Recording Etiquette

To maintain an open academic environment that encourages class discussions about potentially controversial, sensitive, and/or personal issues, I ask that you please refrain from taking photographs or making audio and/or video recordings during class.

If you know you are going to be absent from class in advance and would like an audio recording of our class meeting, let me know. I will ask the class' permission to record that meeting, If everyone is comfortable with that, I will do so and make it available to you. However, any such recordings may not be shared with anyone else and all copies must be destroyed by the end of the course.

## Academic Integrity

Academic integrity is embodied by commitments to honesty, trust, fairness, respect, diligence, and rigor in the pursuit of knowledge. As a student in this class, academic integrity means following all directions on assignments, clearly distinguishing your own original work from the work done by others in your assignments, and seeking help whenever you are struggling. This is laid out in the academic honor code for this course. You are also expected to sign an agreement to adhere to that code.

In this class, the typical violation of academic integrity involves *plagiarism*. Examples of this include cutting-and-pasting material without proper citation, paraphrasing ideas from external sources without attribution, and borrowing ideas from a classmate without reference and/or acknowledgment.

While I treat violations of academic integrity on a case-by-case basis, I carefully follow the University at Buffalo's process of consultative resolution. According to this process, when I suspect an academic integrity violation, I first meet with the student for an explanation. If, after that meeting, I remain convinced that there is a violation, I will report it to the Chair of the Philosophy Department, the Dean of the College of Arts and Sciences, and the Academic Integrity Office. This protects the student's right to appeal any such decision.

In particularly severe cases, or when the student has committed previous academic integrity infractions, there may also be further penalties imposed by the Academic Integrity Office. For more information, please visit their website:

<https://academicintegrity.buffalo.edu>

If you ever find yourself tempted to violate these standards of academic integrity, please seek an alternative course of action. Email me for a reasonable accommodation, or turn in partially completed work. I assure you that the impact will be far more generous in these ways.

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# Academic Honor Code for Teaching Philosophy

Students at the University at Buffalo, because they part of a community of scholars, must share its commitment to learning and discovery. The nature of this commitment generates fundamental obligations to the highest standards of academic integrity, honesty, and ethics. Adhering to these principles ensures that the academic endeavors we undertake garner us the greatest personal satisfaction and intellectual gain.

The University at Buffalo academic community is composed of learners—individuals dedicated to an open exchange of ideas and who share their ideas for the purpose of improving knowledge for all people. In order for this academic enterprise to be successful, we must embrace personal, ethical, and moral principles to guide our interactions.

These principles require personal integrity, a commitment to honesty without compromise, as well as truth without equivocation and knowing when to place the good of the community above the good of the self. Obligations once undertaken must be met, commitments kept.

The discovery, advancement, and communication of knowledge are not possible without these commitments. Creativity cannot exist without acknowledgment of the creativity of others. New knowledge cannot be developed without credit for prior knowledge. Without the ability to trust that these principles will be observed, our academic community cannot exist.

The commitment of its faculty, staff, and students to the highest of personal, ethical, and moral standards also contributes to the respect in which the University at Buffalo degree is held. Students must not destroy or otherwise diminish that respect by their failure to meet these standards.

## Student Responsibilities

For this course, it is important that no one gains an unfair advantage through academic misconduct. Academic misconduct is any act that does or potentially could improperly distort student grades or other academic records. Such acts include, but are not limited to, the following:

- Possessing, using, or exchanging improperly acquired written or verbal information in the preparation of any assignment included in the course;
- Substitution for, or unauthorized collaboration with, another student or person in the commission of course requirements;
- Submission of material that is wholly or substantially identical to that created or published by another person or persons, without adequate citation and/or acknowledgment; and
- False claims of performance or work that has been submitted by the student.

In addition, each student enrolled in this class must sign an honor agreement affirming their commitment to uphold this code. This agreement may reappear on assignments to remind everyone of their responsibilities.

## Faculty Responsibilities

As the instructor, I am also expected to help create an environment where honesty flourishes. To that end, I will do my utmost to make it known as specifically as possible, on multiple occasions, what constitutes appropriate academic conduct as well as what comprises academic misconduct in this course. I will also remain consistent in how I enforce this policy with all my students.

Throughout all this, I will also provide clarification to any student questions concerning any of the above.



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# University Policies

## Accommodations for Students with Disabilities

The University at Buffalo is committed to providing reasonable accommodations for equal access to this course for all students. To access accommodation services, you must initiate the request with Accessibility Resources at Student Life.

If Accessibility Resources determines that your request for accommodation is reasonable, they will provide you with an Accommodation Memo. Keep in mind that you will need a new Accommodation Memo each semester. (If you are a returning student and your needs have not changed, you can simply contact Accessibility Resources for an updated Accommodation Memo.)

Once you receive your Accommodation Memo, it is your responsibility to inform faculty and staff of any accommodations that they may need to know about. The Accessibility Resources staff will explain in more detail how (and when) to share this Accommodation Memo with others.

For more information, please visit

<https://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html>

## Sex Discrimination & Sexual Harassment

The University at Buffalo is committed to ensuring that all members of our community can work and learn in a safe environment, free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and stalking.

For my part, I am committed to preserving a classroom and university environment in which each student can contribute and learn free from discrimination, harassment, and sexual misconduct. I am also committed to supporting survivors and those impacted by intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, and so on.

Please note that **all University at Buffalo faculty members are required to report disclosures of sexual misconduct to the Office of Equity, Diversity and Inclusion (EDI)**. If you disclose an incident of sexual misconduct to me in- or outside of the classroom (with the exception of disclosures in assignments), I am required to share that with EDI. EDI, in turn, reach out to provide support, resources, and the option to meet. EDI will keep all information private, and will only proceed with an investigation with the consent of the student, or if there is a risk to the health or safety to the reporting student or others if the university does not take action.

For more information, please contact the University at Buffalo's Title IX Coordinator at 716-645-2266, or visit

<http://www.buffalo.edu/equity/obtaining-assistance/sex-discrimination-and-sexual-harassment.html>

For confidential assistance, you may also contact a Crisis Services Campus Advocate at 716-796-4399.

## Support for Students' Health & Wellness

Take care of yourself. Do your best to maintain a healthy lifestyle by eating well, exercising, avoiding drugs and alcohol, getting enough sleep, and taking some time to relax. This will help you achieve your goals and cope with stress.

If you are struggling with strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, health concerns, or unwanted sexual experiences, know that you are not alone. There are many helpful resources available, and an important part of the university experience is learning how to ask for help. Asking sooner rather than later is almost always helpful.

Counseling, Health Services, and Health Promotion are here to help. To schedule an appointment with a counselor, visit their office in 120 Richmond Quad or call 716-645-2720.

If you or someone you know is feeling suicidal or in danger of self-harm, call the University Police to speak to the counselor on call at **716-645-2222** or the Erie County Crisis Services 24-hour hot-line at **716-834-3131**. You may also find support via the Crisis Text Line by **texting "GOT5" to 741-741**.

If the situation is life threatening, call **911**.