

TEACHING DOSSIER

Klaus Ladstaetter

My Approach to Teaching

Educated in Austria and in the USA, I know from the perspective of both a student and a teacher how important the exposure to multi-cultural learning is. I therefore have utmost respect for my students' diverse backgrounds and values – whether these are due to different educational, socio-economic, cultural, ethnic, racial, religious, gender-related, or other circumstances.

I am committed to maintaining high pedagogic standards. That I deeply care for my students' education is documented by their evaluations of my work with them. I very much appreciate the power of forceful reactions to philosophical ideas, and watching my students develop into thoughtful, critical persons has been an immensely rewarding experience for me.

My courses take either the form of lectures with integrated discussion, or of lectures with student presentations on selected topics. This way I can preserve my students' interest in the course material and at the same time motivate them to adopt the “Socratic method” of approaching philosophy – which is the method to which I feel deeply committed and which entails the commitment to a conception of lifelong learning in my view. The courses are designed:

- a. to provide a broad sampling of systematic problems and prominent figures in philosophy,
- b. to expose my students to various styles and methods of philosophical inquiry,
- c. to help them practice the philosophical habits of asking informed questions and producing reasoned arguments, and
- d. to help them engage points of view different from their own, both historical and contemporary.

Short meetings before or after class, extra meetings scheduled by appointment, and regular office hours throughout the semester give my students the opportunity for personal discussion of course contents, their standing in the course, and the broader career goals they are pursuing. I answer substantive student requests via e-mail within one business day, and for every course I also offer review sessions before exams.

Each course requires that my students spend a reasonable amount of time carefully preparing the assigned readings and homework, attend class on a regular basis and commit themselves to the common standards of academic honesty. The final grades are determined by a combination of homework, term papers, in-class essays and exams (sometimes including quizzes), and class participation.

In my past teaching I made use of the web. Work at schools with an implemented LMS gave me the opportunity to familiarize myself with Blackboard, WebCT, Angel, and Desire2Learn. So, I was teaching hybrid courses blending face-to-face interaction and live-lectures with web-based

technology. The web pages enabled me to communicate with my students via email and to post lecture notes, study questions, homework, paper topics, reading assignments, attendance lists, and grade books. But while I regard web-based technology as a way of enhancing my students' learning experience, I truly enjoy their attentive and active presence in the classroom.

ENCLOSURE

Syllabi (by course levels in approximate chronological order)

- Washburn University (KS)
- Symbiosis School for Liberal Arts (INDIA)
- The University of Kansas School of Continuing Education (KS)
- Siena College (NY)
- Bennington College (VT)
- SUNY at Albany (NY)

Teaching Evaluations (by course levels in chronological order)

- Washburn University (KS)
- The University of Kansas School of Continuing Education (KS)
- Siena College (NY)
- Bennington College (VT)
- SUNY at Albany (NY)

To ease page navigation, please use the bookmarks embedded in this document.

Syllabi

Klaus Ladstaetter

SYLLABUS

PH 335A: METAPHYSICS

FALL 2013

TIME: 11 A.M. - 12:15 P.M.

DAYS: TR

ROOM: GC 131

Klaus Ladstaetter, GC 233

OFFICE HOURS: MW 8:50 - 9:50 A.M., TR 1:15 - 2:15 P.M.

(No appointment necessary.)

Also at other times by appointment only.

DISTRIBUTION AREA: Humanities

OVERALL COURSE CONTENT: I distinguish general metaphysics (or ontology), and special metaphysics dealing with questions regarding God, the world, and the soul (or the mind).

One focus of this course will thus be to learn more about how we human beings are "carving up" the world, i.e. how our stance on ontological questions applies to and affects our thinking about "entities".

Another fundamental and important issue is how thought and language relate to each other and to the actual world. What are the ultimate constituents of the world, and how do they make our thinking and speaking about the world meaningful, and even true or false?

In this context different answers to questions about the "ontological status" of substances, properties (universals, modes, or tropes), relations, states of affairs, facts, events, processes, etc., seem to necessitate different views about causality, perception, action, truthmaking, etc.

Different answers to the aforementioned questions may also bring about different views of the relations between metaphysics and physics, and other empirical sciences (such as sociology, biology, and psychology). It's certainly interesting to examine how and why a better understanding of questions regarding the reduction or emergence of the fundamental features of the universe (however they are finally to be interpreted) are crucial for a better understanding of how exactly the special sciences are related to each other. This way metaphysics may actually make substantial contributions to the philosophy of science.

ASSESSMENT OF OVERALL COURSE CONTENT: The overall course grade will be computed as follows:

- | | |
|------------------------------|---------------------|
| 1. Oral Presentation | 10% of course grade |
| 2. First Paper | 15% of course grade |
| 3. Second Paper | 20% of course grade |
| 4. Midterm Examination | 25% of course grade |
| 5. Final Examination | 30% of course grade |

Each class period is 75 minutes. Presenters should try to shape the entire class period and are encouraged to use whatever technical means are necessary to bring the message across.

Oral presentations are scheduled in advance and cannot be re-scheduled. The schedule of oral presentations will be correlated with the topics listed in the tentative course schedule. Grades for oral presentations will range from forty (40) to one hundred (100) points. The grade for a missed presentation is zero (0). Only if opportunity allows can a missed presentation be made up by a later, different presentation. There is no guarantee that a make-up for a missed oral presentation will be possible. Under no circumstance will a student be granted more than one such make-up during the semester.

Given a topic of my/your choice, you will write two papers. Paper submission guidelines will be given out in advance. Late papers will be penalized in agreement with the paper submission guidelines.

The midterm and the final will consist of longer, shorter, and very short answers. Make-ups for these written, in-class examinations will be granted only in compliance with the relevant policy below.

All grade components are given NUMERICAL grades. The computation of the overall course grade is based on the numerical grades earned. The numerical course grade will be converted to a letter course grade in accordance with the scale given below. In borderline cases, the instructor reserves the right, but has no obligation, to assign the higher grade if the student's performance toward the end of the course shows substantial improvement over her or his initial efforts.

Numerical Grade = Letter Grade

90 - 100	A (excellent)
80 - 89	B (well above average)
70 - 79	C (average)
60 - 69	D (below average but passing)
0 - 59	F (failure)

CLASSROOM AND ACADEMIC POLICIES:

Policy on ATTENDANCE: Attendance is REQUIRED. Normally a student will be counted absent if she or he misses more than 15 minutes of class. Accordingly, be sure to let your instructor know when and why it is necessary for you to arrive late or leave early. In accord with the student's attendance, her or his numerical course grade will be modified as follows:

- 0 absences – add 2 points
- 1-2 absences – add 1 point
- 3-4 absences – add 0 points
- 5-6 absences – subtract 1 point
- 7 or more absences – subtract 1 point for each absence beyond the sixth

Policy on TARDINESS: Habitual tardiness is irresponsible, rude, and disruptive behavior. To discourage it, the student's numerical course grade will be reduced by HALF A POINT (0.5) for each instance of tardiness beyond the first four instances. This policy is NOT in effect on days when driving and walking are made hazardous by inclement weather. Otherwise, there are no excuses. Early departures will be penalized in the same way as late arrivals. The maximum number of points subtracted due to absences or tardiness is five (5) points.

Policy on CLASSROOM DISRUPTIONS: In order to avoid activities that disrupt the classroom process, I ask your cooperation with the following class policies:

- If you MUST leave class early, please notify your instructor of this before class.
- Wait until I end class before you begin to pack up and prepare to leave.
- All electronic devices (telephones, laptops, etc.) MUST be in silent mode AND packed away while you are in the classroom. If you think you have a legitimate reason why you must remain on call or online, please discuss it with your instructor in advance.

I will speak with students violating these policies, and reserve the right to drop repeated offenders from the class.

Policy on CHEATING: Any form of cheating – including any form of PLAGIARISM – will earn the student a failing grade for the course. In addition disciplinary sanctions may be imposed by the Dean of Students. Students should become familiar with Washburn's DISCIPLINARY CODE AND PROCEDURE FOR STUDENTS.

Policy on MAKE-UPS FOR MISSED EXAMINATIONS: If you fail to take an examination, your grade for that examination is automatically a zero (0). The zero grade remains in effect until the missed examination is made up.

Make-ups are NOT given automatically. A make-up will be given only if you have good attendance and a legitimate, serious, and documentable reason for missing the examination. Students with excessive absences will not be given a make-up examination, except for well-documented medical reasons.

For any missed examination you must contact the instructor within 24 hours after its scheduled time and must take the make-up at the instructor's earliest convenience. If you know in advance that you must miss an examination, contact the instructor to try to arrange, at the instructor's discretion, an EARLIER examination date. If granted, an earlier examination date does NOT carry a GRADE-ADJUSTMENT.

All other make-up examinations WILL carry a grade-adjustment. The adjustment ranges from two (2) to 20 points off the grade earned in the make-up; the actual adjustment will depend on the reason for missing the examination, on how soon you contact the instructor, and on how soon the examination is made up.

NO make-up will be granted if you fail to contact the instructor within 24 hours after its scheduled time, unless you are prevented from doing so by documentable circumstances beyond your control. Also, unusual circumstances aside, you will have only ONE opportunity to make up the missed examination.

If you know that you have to miss the FINAL EXAMINATION, you must contact the instructor BEFORE its scheduled time and must take the make-up examination at the instructor's earliest convenience. IF YOU MISS THE FINAL WITHOUT A VALID EXCUSE, YOU FAIL THE COURSE.

Students taking make-ups, or requesting information about course grades at the department office, must display pictured identification.

STUDY GROUPS: Students desiring to form study groups are encouraged to do so but to contact the instructor of this course.

REQUIRED TEXTS:

1. *Metaphysics. An Anthology.* 2nd ed. Edited by J. Kim, D.Z. Korman, & E.Sosa. Malden, Oxford, Chichester: Wiley-Blackwell 2012.
2. Any other assigned (electronic) handouts or texts.

TENTATIVE COURSE SCHEDULE

The schedule of assignments and activities in this course is tentative and subject to change based upon the judgment of the instructor. Students are responsible for all assignments announced in class as well as those listed in this syllabus.

WEEK ONE

(Aug. 20, 22)

ASSIGNMENT DUE: Syllabus; *Handouts*

Topics for Lecture or Discussion: Introduction; Taxonomy of Metaphysics

WEEK TWO

(Aug. 27, 29)

ASSIGNMENT DUE: "On What There Is" (*W. V. Quine*); "Holes" (*David and Stephanie Lewis*).

Topics for Lecture or Discussion: Ontology

WEEK THREE

(Sept. 3, 5)

ASSIGNMENT DUE: "Beyond Being and Nonbeing" (*Roderick M. Chisholm*); "Fictional Objects" (*Amie L. Thomasson*).

Topics for Lecture or Discussion: Ontology

WEEK FOUR

(Sept. 10, 12)

ASSIGNMENT DUE: "On What Grounds What" (*Jonathan Shaffer*)

Topics for Lecture or Discussion: Ontology

WEEK FIVE

(Sept. 17, 19)

ASSIGNMENT DUE: "The Identity of Indiscernibles" (*Max Black*).

Topics for Lecture or Discussion: Identity

WEEK SIX

(Sept. 24, 26)

FIRST PAPER DUE: Thursday, Sept. 26 (at the beginning of class)

ASSIGNMENT DUE: "Natural Kinds" (*W. V. Quine*).

Topics for Lecture or Discussion: Properties

WEEK SEVEN

(Oct. 1, 3)

ASSIGNMENT DUE: "Universals as Attributes" (*D. M. Armstrong*).

Topics for Lecture or Discussion: Properties

WEEK EIGHT

(Oct. 10)

ASSIGNMENT DUE: "On the Notion of Cause" (*Bertrand Russell*); "Causes and Conditions" (*J. L. Mackie*).

Topics for Lecture or Discussion: Causation

WEEK NINE

(Oct. 15, 17)

MIDTERM EXAMINATION: Thursday, Oct. 17

ASSIGNMENT DUE: "Causality and Determination" (*G.E.M. Anscombe*).

Topics for Lecture or Discussion: Causation

WEEK TEN

(Oct. 22, 24)

ASSIGNMENT DUE: *"The Many Problems of Mental Causation" (*Jaegwon Kim*)

Topics for Lecture or Discussion: Mental Causation

WEEK ELEVEN

(Oct. 29, 31)

ASSIGNMENT DUE: "Identity Through Time" (*Roderick M. Chisholm*).

Topics for Lecture or Discussion: Persistence

Note: Friday, Nov. 1 is the last day to withdraw from courses.

WEEK TWELVE

(Nov. 5, 7)

ASSIGNMENT DUE: "Temporal Parts of Four-Dimensional Objects" (*Mark Heller*).

Topics for Lecture or Discussion: Persistence

WEEK THIRTEEN

(Nov. 12, 14)

ASSIGNMENT DUE: "Persons and Their Pasts" (*Sydney Shoemaker*).

Topics for Lecture or Discussion: Persons

WEEK FOURTEEN

(Nov. 19, 21)

SECOND PAPER DUE: Thursday, Nov. 21 (at the beginning of class)

ASSIGNMENT DUE: "The Self and the Future" (*Bernard Williams*).

Topics for Lecture or Discussion: Persons

WEEK FIFTEEN

(Nov. 26)

THANKSGIVING: Thursday, Nov. 28

ASSIGNMENT DUE: "Personal Identity" (*Derek Parfit*).

Topics for Lecture or Discussion: Persons

WEEK SIXTEEN

(Dec. 3, 5)

ASSIGNMENT DUE: "The Ontological Status of Persons" (*Lynne Rudder Baker*).

Topics for Lecture or Discussion: Persons

WEEK OF FINALS

FINAL EXAMINATION

PH 335A: 1:30 P.M. Thursday, December 12, 2013

CONTACT: Please don't hesitate to contact me if you have any questions:

Course Page: <https://d2l.washburn.edu/>
E-mail: klaus.ladstaetter@washburn.edu
Office Phone: 785.670.1542
Snail Mail: Washburn University
Department of Philosophy
Garvey Fine Arts Center 233
1700 SW College Ave
Topeka, KS 66621

If you cannot see me in my office hours, I prefer to be contacted via e-mail (rather than by phone). If you send e-mail, please use your WashburnU address “____@washburn.edu” and mention “PH 335A”, “Metaphysics” (or something similar) in the subject line; this is to ensure that your message does not get caught by the University’s spam filter. It’s also a good idea to Cc: the message to yourself. Thanks in advance.

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Numerical Grade ? " Letter Grade

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92"/ "9; E ""*I qqf +"
82"/ "8; F ""*Hkł+"
""2"/ "7; H ""*Hkłwtg+" "

CLASSROOM AND ACADEMIC POLICIES:"

Policy on ATTENDANCE<" Cwgpł cpeg" ku" TGS WłTGF 0' P qto cmł " c" uwf gpv' y kn' dg" eqwpvgf " cdugpv" kh" j g" qt" u' j g" o kuugu" o qtg" yj cp" 37" o kpwgu" qh' encu0' Ceeqtf kpi nł . " dg" uwt g" vq" rıv" { qwt " kput wevqt " npqy " y j gp" cpf " y j { " k" ku" pgeuuct { " hqt" { qw" vq" cttłxg" rıvg" qt" rıcxg" gctnł 0' kp" ceeqtf " y kj " yj g" uwf gpv' u' cwgpł cpeg. " j gt" qt" j ku" dcug" eqwtug" i tcf g" y kn' dg" o qf kłgf " cu" hqły u<" "

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Policy on TARDINESS<" J cdkwcn' vctf kpguu" ku" ktgur qpukłrg. " twf g. " cpf " f kut w r vıxg" dgj cıxqt0' Vq" f kueqwtci g" k. " yj g" uwf gpv' u' dcug" eqwtug" i tcf g" y kn' dg" tgf wegf " d { " J CNH" C" RQRP V""*20' + " hqt" gcej " kput cpeg" qh' vctf kpguu" dg { qpł " yj g" hıuv" yj tgg" kput cpegu0' Vj ku" r qrłe { " ku" P QV" kp" ghıgev" qp" f c { u" y j gp" f tıxłpi " cpf " y cmłpi " ctg" o cf g" j cł ctf qwu" d { " kpergo gpv' y gcıj gt0' Qıj gty kug. " yj gt g" ctg" pq" gzewugu0' Gctnł " f gr ctwtgu" y kn' dg" r gpcrł gf " kp" yj g" uco g" y c { " cu" rıvg" cttłxcıu0' Vj g" o człko wo " pwo dgt" qh" r qłpw" uwdııcevgf " f wg" vq" vctf kpguu" ku" hıxg" *7 + " r qłpw0' "

Policy on CLASSROOM DISRUPTIONS<" kp" qtf gt " vq" cıxqłf " cevıxkłgu" yj cv" f kut w r v" yj g" encuutqqo " r tqeguu. " Kcımł { qwt " eqqr gtcv kqp" y kj " yj g" hqły kpi " encu" r qrłekgu<" "

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Policy on CHEATING—Cp{ "hqt "qh'ej gcvpi "ó"lpenwłpi "cp{ "hqt "qh'RNCI KCTKO "ó"y kn'gctp" j g"uwf gpv'c'łckłpi "i tcf g'hqt "vj g'eqwtug0łp"cf f kłqp"fkuekr łpct{ "ucpevłqpu"o c{ "dg"ło r qugf "d{ "vj g" F gcp"qh'Uwf gpw0Uwf gpw'uj qwf "dgeqo g'łco kłct"y kj "Y cuj dwtp"ł" F łUEłRłNł CTł "EQF G'CP F" RTQEGF WTGHQT"UWGF GP VU0"

Policy on MAKE-UPS FOR MISSED EXAMINATIONS—łł{ qw'łckł'vq"vcng"cp"gzco łpcvłqp."{ qwt" i tcf g'hqt "vj cv'gzco łpcvłqp"ku'cwqo cvłecm{ "c" gtq "2+0Vj g" gtq"i tcf g'tgo cłpu"łp"ghhev'wpłk'vj g" o kułgf "gzco łpcvłqp"ku'o cf g'wr 0"

O cng/wr u'ctg"P QV"i kłgp"cwqo cvłecm{ 0'C"o cng/wr "y kn'dg"i kłgp"qpn{ "łł" { qw'j cxg"i qgf " cwgpf cpeg" cpf "c" rgi kło cvg." ugtkqu." cpf "f qewo gpvcdng" tgcupp" hqt" o kułpi "vj g" gzco łpcvłqp0 Uwf gpw"y kj "gzegulxg" cdugpegu"y kn'pqv' dg"i kłgp" c"o cng/wr "gzco łpcvłqp." gzeqr v' hqt"y gm/ f qewo gpvgf "o gf łecnłtgcuppu0"

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Cm'qj gt"o cng/wr "gzco łpcvłqpu"Y łN"ectt{ "c"i tcf g/cf lwxo gpv0Vj g'cf lwxo gpv'tcpi gu'łqo " vy q"4+ "vq"42"r qłpu'qłh'vj g'i tcf g'gctpgf "łp"vj g'o cng/wr "vj g'cewcnłcf lwxo gpv'y knłf gr gpf "qp"vj g" tgcupp" hqt" o kułpi "vj g"gzco łpcvłqp." qp"j qy "uqpp" { qw'eqpvcev"vj g"łputwevt." cpf "qp"j qy "uqpp"vj g" gzco łpcvłqp"ku'o cf g'wr 0"

P Q"o cng/wr "y kn'dg"i tcvpgf "łł" { qw'łckł'vq"eqpvcev" vj g" łputwevt"y kj łp"46" j qwtu" chgt" ku" uej gf wrgf "łko g." wprgu" { qw'ctg"r tğxgpvgf "łqo "f qłpi "uq"d{ "f qewo gpvcdng"ektewo ucpegu"dg{ qpf" { qwt'eqpvłqł0"

Cm'q." wpuwcnłektewo ucpegu"cułf g." { qw'y kn'j cxg"qpn{ "QP G"qr r qtwpłk{ "vq"vcng"vj g'o cng/wr " gzco łpcvłqp0"

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STUDY GROUPS: "Uwf gpw" f gułłpi "vq" hqt "uwf { "i tqwr u'ctg" gpeqwtci gf "vq" f q"uq"dw'vq"eqpvcev" vj g'łputwevt" qł'vj ku'eqwtug0"

REQUIRED TEXTS:

30""RO +Ej cm gtu."F 0łŁ"gf 0" *Philosophy of Mind. Classical and Contemporary Readings*0

P gy "ł qtm"Qzhqtf "WR"42240

40""Xcwı j p."N0" *Writing Philosophy. A Student's Guide to Writing Philosophy Essays.* "P gy "

[qtm"Qzhqtf "WR"42280

50""Cp{ "cułki pgf "gngextqłe+ j cpf qwu"qt "vgzw0"

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TENTATIVE COURSE SCHEDULE"

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Vj g"uej gf wrg"qh'cuuki po gpw"cpf "cevkxkkgu"lp"vj ku'eqwtug"ku"vpcvkg"cpf "uwdlgev"q"ej cpi g"dcugf " wr qp"vj g"lwf i o gpv"qh'vj g"lpwtvexqt0'Uwf gpw"ctg"tgur qpukdng"tgt"cm'cuuki po gpw"cppqwpegf "lp" encui'cu'y gm'cu'vj qug'rkngf "lp"vj ku'u{ mcdwu0

WEEK ONE

*Lcp039."3; +

ASSIGNMENT DUE: U{ mcdwu="Handouts"

Topics for Lecture or Discussion: Kptqf wexqp="Vczqpqo { "qh'O kpf lDqf {/Vj ggtkgu"

"

WEEK TWO

*Lcp046."48+

ASSIGNMENT DUE: Handouts="RO <889/88; *Twaugm"Analogy="RO <32/43" *F guectvgu"Meditations on First Philosophy"II+"

Topics for Lecture or Discussion: Qxgtxky =*Ectvgukcp+"F wcrkuo "

"

WEEK THREE

*Lcp053="Hgd04+

ASSIGNMENT DUE: Handouts="RO <32/43" *F guectvgu"Meditations on First Philosophy"VI="RO <43/45" *F guectvgu"Passions of the Soul" *Gzegtr v+=RO <53" *Uo wml cp<"An Unfortunate Dualist+"

Topics for Lecture or Discussion: Ectvgukcp" F wcrkuo "

"

WEEK FOUR

*Hgd09."; +

ASSIGNMENT DUE: RO <5; /66" *Ectpcr <"Psychology in Physical Language" *Gzegtr v+=RO <67/76" *Rwpcp <"Brains and Behavior+"

Topics for Lecture or Discussion: Nqi kecnDgj cxkqtkuo "

"

WEEK FIVE

*Hgd036."38+

ASSIGNMENT DUE: RO <77/82" *Rrceg<"Is Consciousness a Brain Process?+"

Topics for Lecture or Discussion: V{ r g"K gpvk{ "Vj ggt{ "

"

WEEK SIX

*Hgd043."45+

FIRST PAPER DUE: "Vj wtuf c{ ."Hgdwtct{ "45" *cv'vj g"dgi kppkpi "qh'encuu+"

ASSIGNMENT DUE: RO <95/9; " *Rwpcp <"The Nature of Mental States="RO <.: /; 6" *Ngy ku<" Psychophysical and Theoretical Identifications+"

Topics for Lecture or Discussion: Hwpevkqpcrkuo "

"

WEEK SEVEN

*Hgd04: ="O ct03+

ASSIGNMENT DUE: RO <.; 6/; : " *Dnqem"Troubles with Functionalism" *Gzegtr v+=RO <88; /897"

*Ugctrg<"Can Computers Think?="RO <.; /327" *P kfc/T Ao grkp<"Pseudonormal Vision: An Actual Case of Qualia Inversion?+"

Topics for Lecture or Discussion: Rtqdrgo u"qh'Hwpevkqpcrkuo "

"

WEEK EIGHT

*O ct08." : +"

ASSIGNMENT DUE: "RO <338/347" *F cxłf uqp<"*Mental Events*+"

Topics for Lecture or Discussion<"Vqngp"ł gpłłł "Vj gqt { "

"

WEEK NINE

*O ct035."37+"

MIDTERM EXAMINATION: "Vj wtuf c { ."O ctej "37

ASSIGNMENT DUE: RO <348/357" *Hqł qt<"*Special Sciences (or: The Disunity of Science as a Working Hypothesis)*+"

Topics for Lecture or Discussion<"*Cpłł+"T gf wewłpłuo "

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WEEK TEN

*O ct042."44+"

SPRING BREAK

WEEK ELEVEN

*O ct049."4; +

ASSIGNMENT DUE: RO <357/36; " *Mło <"*Multiple Realization and the Metaphysics of Reduction*+"

Topics for Lecture or Discussion<"*Cpłł+"T gf wewłpłuo "

Note<"Hłł c { ."O ctej "52"ł"vj g"ıuv"ł c { "q"y kł f tcy "łtqo "eqwtugł"

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WEEK TWELVE

*Cr t05."7+"

ASSIGNMENT DUE: RO <392/39; " *Mło <"*The Many Problems of Mental Causation*" *Gzegtr v++"

Topics for Lecture or Discussion<"O gpvıłEcwłłqp"

"

WEEK THIRTEEN

*Cr t032."34+"

ASSIGNMENT DUE: RO <43; /448" *P ci gn<"*What Is It Like to Be a Bat?*+"RO <495/4: 2" *łcemuqp<"
Epiphenomenal Qualia+"

Topics for Lecture or Discussion<"S wıłc"

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WEEK FOURTEEN

*Cr t039."3; +

SECOND PAPER DUE: "Vj wtuf c { ."Cr tłł3; " *cv"vj g"dgi łppłpi "qh"ıııı+

ASSIGNMENT DUE: RO <54; /556" *Młr ng<"*Naming and Necessity*" *Gzegtr v++"

Topics for Lecture or Discussion<"O qł cıłCti wo gpłı"

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WEEK FIFTEEN

*Cr t046."48+"

ASSIGNMENT DUE: "RO <69; /6: 6" *Dtgpłcpq<"*The Distinction between Mental and Physical Phenomena*" *Gzegtr v++"

Topics for Lecture or Discussion<"łvgpłqpıłł " "

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WEEK SIXTEEN

*O c { "3."5+"

ASSIGNMENT DUE: RO <6: 6/6; 3" *Ej kłj qm <"*Intentional Inexistence*" *Gzegtr v++"

Topics for Lecture or Discussion<"łvgpłqpıłł " "

**WEEK OF FINALS
FINAL EXAMINATION
PH 330A: 1:30 P.M. Tuesday, May 8, 2012**

CONTACT: Rrgcug"f qpø\j gukcvg'vq"eqpvcev'o g'h'\{qw\j cxg"cp{\ 's wgunkqpu<

Course Page: j wr u<lcp\ gr\y cuj dwtpQgf wlf ghcvnQcur "

E-mail: mrcwuQrf ucgwtgB y cuj dwtpQgf w"

Office Phone: 9: 7089203762"

Snail Mail: Y cuj dwtp"Wplxgtuk{\ ""

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SYLLABUS

PH 303A: HISTORY OF TWENTIETH CENTURY WESTERN PHILOSOPHY

SPRING 2014

Klaus Ladstaetter, GC 233

TIME: 11 A.M.-12:15 P.M.

OFFICE HOURS: MWF 9:55-10:55 A.M., TUE 1:15-2:15 P.M.

DAYS: TR

(No appointment necessary.)

ROOM: LLC2 254

Also at other times by appointment only.

GENERAL COURSE CONTENT: This course is devoted to the study of the history of twentieth century Western philosophy. Major analytic philosophers and their most influential writings will be studied in detail.

COURSE GOALS:

1. To help students develop their understanding of classic essays on Western, analytic philosophy of the twentieth century.
2. To familiarize students with major issues in epistemology, metaphysics, the philosophy of language, and the philosophy of science.
3. To help students develop their critical, analytic, and synthetic skills.
4. To promote the ability of students to read intelligently, write effectively, and process information in terms of both synthesis and analysis.

METHODS OF ASSESSING KNOWLEDGE OF COURSE CONTENT AND SKILLS: Knowledge or understanding of the material will be assessed by means of one oral presentation, two papers, and two in-class examinations.

RELATIVE WEIGHT OF COMPONENTS IN DETERMINING COURSE GRADE:

- | | |
|------------------------------|---------------------|
| 1. Oral Presentation | 10% of course grade |
| 2. First Paper | 15% of course grade |
| 3. Second Paper | 20% of course grade |
| 4. Midterm Examination | 25% of course grade |
| 5. Final Examination | 30% of course grade |

FACTORS AFFECTING THE ABOVE COMPONENTS:

1. Oral presentations are scheduled in advance and cannot be re-scheduled. The schedule of oral presentations will be correlated with the topics listed in the tentative course schedule. Grades for oral presentations will range from forty (40) to one hundred (100) points. The grade for a missed presentation is zero (0). Only if opportunity allows can a missed presentation be made up by a later, different presentation. There is no guarantee that a make-up for a missed oral presentation will be possible. Under no circumstances will a student be granted more than one such make-up during the semester.
2. The two papers are due at the beginning of the specified classes. Paper topics and submission guidelines for the first paper will be given out in advance. The second paper is a paper of your choice; I suggest you base it on your oral presentation in accord with the paper submission guidelines that will be given out. Late papers will be penalized corresponding to both paper submission guidelines.

3. Make-ups for written, in-class examinations will be granted only in accord with the relevant policy listed below.

All grade components are given NUMERICAL grades. The computation of the course grade is based on the numerical grades earned. The numerical course grade will be converted to a letter course grade in accordance with the scale given below. In borderline cases, the instructor reserves the right, but has no obligation, to assign the higher grade if the student's performance toward the end of the course shows substantial improvement over his or her initial efforts.

<i>Numerical Grade = Letter Grade</i>	
90 - 100	A (excellent)
80 - 89	B (well above average)
70 - 79	C (average)
60 - 69	D (below average but passing)
0 - 59	F (failure)

CLASSROOM AND ACADEMIC POLICIES:

Policy on ATTENDANCE: Attendance is REQUIRED. Normally a student will be counted absent if he or she misses more than 15 minutes of class. Accordingly, be sure to let your instructor know when and why it is necessary for you to arrive late or leave early. In accord with the student's attendance, his or her base course grade will be modified as follows:

- 0 absences – add 2 points
- 1-2 absences – add 1 point
- 3-4 absences – add 0 points
- 5-6 absences – subtract 1 point
- 7 or more absences – subtract 1 point for each absence beyond the sixth

Policy on TARDINESS: Habitual tardiness is irresponsible, rude, and disruptive behavior. To discourage it, the student's base course grade will be reduced by HALF A POINT (0.5) for each instance of tardiness beyond the first three instances. This policy is NOT in effect on days when driving and walking are made hazardous by inclement weather. Otherwise, there are no excuses. Early departures will be penalized in the same way as late arrivals. The maximum number of points subtracted due to tardiness is five (5) points.

Policy on CLASSROOM DISRUPTIONS: In order to avoid activities that disrupt the classroom process, I ask your cooperation with the following class policies:

- If you MUST leave class early, please notify your instructor of this before class.
- Wait until I end class before you begin to pack up and prepare to leave.
- All electronic devices (telephones, laptops, etc.) MUST be in silent mode AND packed away while you are in the classroom. If you think you have a legitimate reason why you must remain on call or online, please discuss it with your instructor in advance.

I will speak with students violating these policies, and reserve the right to drop repeated offenders from the class.

Policy on CHEATING: Any form of cheating – including any form of PLAGIARISM – will earn the student a failing grade for the course. In addition disciplinary sanctions may be imposed by the Dean of Students. Students should become familiar with Washburn's DISCIPLINARY CODE AND PROCEDURE FOR STUDENTS.

Policy on MAKE-UPS for Missed Examinations: Make-ups are NOT given automatically. A make-up will be given only if you have good attendance and a legitimate, serious, and documentable reason for missing the examination. Students with excessive absences will not be given a make-up examination, except for well-documented medical reasons. If you fail to take an examination, your grade for that examination is automatically a zero. The zero grade remains in effect until the missed examination is made up. If the missed examination is the final, you must contact the instructor before its scheduled time and must take the make-up examination at the instructor's earliest convenience. If you miss the final without a valid excuse, you fail the course. For any other missed examination you must contact the instructor within 24 hours after its scheduled time and must take the make-up at the instructor's earliest convenience. ALL make-up examinations will carry a GRADE-ADJUSTMENT. The adjustment ranges from two (2) to 20 points off the grade earned in the make-up; the actual adjustment set will depend on the reason for missing the examination, on how soon you contact the instructor, and on how soon the examination is made up. Students taking make-ups, or requesting information about course grades at the department office, must display pictured identification.

No make-up will be granted if you fail to contact the instructor within the applicable time-period specified above, unless you are prevented from doing so by documentable circumstances beyond your control. Also, unusual circumstances aside, you will have only one opportunity to take the make-up examination.

If you know in advance that you must miss a regular examination, contact the instructor to try to arrange, at the instructor's discretion, an earlier examination date. If granted, an earlier examination date does NOT carry a GRADE-ADJUSTMENT.

STUDY GROUPS: Students desiring to form study groups are encouraged to do so but to contact the instructor of this course.

REQUIRED TEXTS:

1. (CP) Pojman, Louis P., ed., *Classics of Philosophy. Vol. III. The Twentieth Century*. New York: Oxford UP 2001.
2. Seech, Z., *Writing Philosophy Papers*. 5th ed., Belmont: Wadsworth 2009.
3. Any assigned (electronic) handouts.

In the schedule that follows, the main textbook is denoted by the letters in parentheses given above; CP = *Classics of Philosophy. Vol. III. The Twentieth Century*.

TENTATIVE COURSE SCHEDULE

The schedule of assignments and activities in this course is tentative and subject to change based upon the judgment of the instructor. Students are responsible for all assignments announced in class as well as those listed in this syllabus.

WEEK ONE

(Jan. 21, 23)

ASSIGNMENT DUE: *Syllabus; Handouts*; CP: 44-53 (Russell: *The Problems of Philosophy*, Chs I-III)

Topics for Lecture or Discussion: Introduction; Epistemology (realism, idealism, skepticism, sense-data)

WEEK TWO

(Jan. 28, 30)

ASSIGNMENT DUE: *Handouts*; CP: 56-60 (Russell: *The Problems of Philosophy*, Ch. V)

Topics for Lecture or Discussion: Epistemology (knowledge by acquaintance and by description)

WEEK THREE

(Feb. 4, 6)

ASSIGNMENT DUE: CP: 35-36 (Moore: *A Defense of Common Sense*); CP: 37-41 (Moore: *Proof of an External World*)

Topics for Lecture or Discussion: Epistemology (realism and common sense)

WEEK FOUR

(Feb. 11, 13)

ASSIGNMENT DUE: *Handouts*; E-text (Frege: *On Sinn and Bedeutung*)

Topics for Lecture or Discussion: Philosophy of Language (meaning, reference, proper names, definite descriptions)

WEEK FIVE

(Feb. 18, 20)

ASSIGNMENT DUE: *Handouts*; E-text (Russell: *On Denoting*); CP: 85-91 (Russell: *The Theory of Definite Descriptions*)

Topics for Lecture or Discussion: Philosophy of Language (proper names, definite descriptions)

WEEK SIX

(Feb. 25, 27)

ASSIGNMENT DUE: *Handouts*; E-text (Strawson: *On Referring*); E-text (Donnellan: *Reference and Definite Descriptions*)

Topics for Lecture or Discussion: Philosophy of Language (meaning, propositions, definite descriptions)

WEEK SEVEN

(Mar. 4, 6)

FIRST PAPER DUE: Thursday, Mar. 6 (at the beginning of class)

ASSIGNMENT DUE: *Handouts*

Topics for Lecture or Discussion: Traditional Rationalism and Empiricism; History of Positivism

WEEK EIGHT

(Mar. 11, 13)

MIDTERM EXAMINATION: Thursday, Mar. 13

ASSIGNMENT DUE: *Handouts*; CP: 135-147 (Carnap: *The Elimination of Metaphysics Through Logical Analysis of Language*)

Topics for Lecture or Discussion: Logical Positivism

WEEK NINE

(Mar. 18, 20)

SPRING BREAK

ASSIGNMENT DUE: CP: 148-155 (Ayer: *The Abolition of Metaphysics*)

Topics for Lecture or Discussion: Logical Positivism

WEEK TEN

(Mar. 25, 27)

ASSIGNMENT DUE: *Handouts*; CP: 165-174 (Wittgenstein: *Tractatus Logico-Philosophicus*)

Topics for Lecture or Discussion: Metaphysics, Philosophy of Language (picture theory of meaning), Logical Positivism

WEEK ELEVEN

(Apr. 1, 3)

ASSIGNMENT DUE: *Handouts*; E-text (Tarski: *The Semantic Conception of Truth and the Foundations of Semantics*)

Topics for Lecture or Discussion: Semantics (truth, reference, satisfaction)

Note: Friday, Apr. 4 is the last day to withdraw from courses.

WEEK TWELVE

(Apr. 8, 10)

ASSIGNMENT DUE: *Handouts*; CP: 210-224 (Quine: *Two Dogmas of Empiricism*)

Topics for Lecture or Discussion: Critique of Logical Positivism, Philosophy of Science

WEEK THIRTEEN

(Apr. 15, 17)

ASSIGNMENT DUE: E-text (Hempel: *Empiricist Criteria of Cognitive Significance*)

Topics for Lecture or Discussion: Critique of Logical Positivism, Philosophy of Science

WEEK FOURTEEN

(Apr. 22, 24)

ASSIGNMENT DUE: *Handouts*; CP: 174-182 (Wittgenstein: *Philosophical Investigations*)

Topics for Lecture or Discussion: Meaning, Language-Games

WEEK FIFTEEN

(Apr. 29; May 1)

SECOND PAPER DUE: Tuesday, Apr.29 (at the beginning of class)

ASSIGNMENT DUE: *Handouts*; E-text (Searle: *Proper Names*); E-text (Kripke: *Naming and Necessity*, Lect. I)

Topics for Lecture or Discussion: Philosophy of Language (proper names, definite descriptions);

WEEK SIXTEEN

(May 6, 8)

ASSIGNMENT DUE: *Handouts*; E-text (Kripke: *Naming and Necessity*, Lect. II); E-text (Evans: *The Causal Theory of Names*)

Topics for Lecture or Discussion: Philosophy of Language (proper names, definite descriptions), Possible Worlds Semantics

WEEK OF FINALS

FINAL EXAMINATION

PH 303A: 1:30 P.M. Thursday, May 15, 2014

CONTACT: Please don't hesitate to contact me if you have any questions:

Course Page: <https://d2l.washburn.edu/>

E-mail: klaus.ladstaetter@washburn.edu

Office Phone: 785.670.1540

Snail Mail: Washburn University

Department of Philosophy

Garvey Fine Arts Center 233

1700 SW College Ave

Topeka, KS 66621

If you cannot see me in my office hours, I prefer to be contacted via e-mail (rather than by phone). If you send e-mail, please use your WashburnU address “___@washburn.edu” and mention “PH 303A”, “20th Century Philosophy” (or something similar) in the subject line; this is to ensure that your message does not get caught by the University's spam filter. It's also a good idea to Cc: the message to yourself. Thanks in advance.

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CLASSROOM AND ACADEMIC POLICIES:"

Policy on ATTENDANCE<Cwgpfcpeg"ku"utlevl" TGS WKTGF 0'P qto cm{ "c"uwf gpv'y kn'dg"eqwvqf" cdugpv"kh"j g"qt"uj g"o kuugu"o qtg"vj cp"37"o kpwgu"qh"ercuu0' Ceeqtf lpi n{."dg"uwg"vq"ngv" { qwt" kpustwevt"mpqy "y j gp"cpf "y j { "kv"ku"pgeguuct{ "hqt" { qw"vq"cttkxg"rvq"qt"ngcxg" gctn{ 0'Gzewugf" cdugpegu"eqwv"qp{ "ci ckpuv"dgkpi "f tqr r gf "htqo "vj g"eqwtug"htq"pqp/cwgpfcpeg0' Vtcf kxqpcm{." o qtg"vj cp"vj tgg"*5+"wpgzewugf"cdugpegu"ctg"eqpukf gtgf "gzeguukxg0'Uwf gpw'y kj "o qtg"vj cp"vj tgg" wpgzewugf"cdugpegu"y kn'dg"y kj f tcy p"htqo "vj g"eqwtug0'Gxgp"kh"gzewugf."ercuu"cdugpegu"dg{ qpf " vj g"htuv"hw"y kn'cf xgtugn{ "chgev" { qwt"i tcf g0'kp"ceeqtf "y kj "vj g"uwf gpv'u'cwgpfcpeg."j ku"qt"j gt" dcug"eqwtug"i tcf g"y kn'dg"o qf kkgf"cu'hqmy u<

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7/8"cdugpegu"o"uwdtcev"3'r qkpv"
9"qt"o qtg"cdugpegu"o"uwdtcev"3'r qkpv"htq"gej "cdugpeg"dg{ qpf "vj g"ukvj "

Policy on TARDINESS<J cdkwcn'vctf kpguu"ku"ktgur qpukdrg."twf g."cpf "f kutw vlxg"dgj cxkqt0'Vq" f kueqwtci g"kv"vj g"uwf gpv'u'dcug"eqwtug"i tcf g"y kn'dg"tgf wegf"d{ "J CNH'C"RQKP V"*20'+hqt"gej " kpucpeg"qh"vctf kpguu"dg{ qpf "vj g"htuv"vj tgg"kpucpegu0'Vj ku'r qrle{ "ku"PVV"kp"ghgev"qp"fc{ u'y j gp" f tkxkpi "cpf "y cmkpi "ctg"o cf g"j c| ctf qwu"d{ "kpergo gpv'y gcvj gt0'Qvj gty kug."vj gtg"ctg"pq"gzewugu0' Gctn{ "f gr ctwtgu"y kn'dg"r gpcrk gf "kp"vj g"uco g"y c{ "cu"rvq"cttkxcnu0'Vj g"o czko wo "pwo dgt"qh" r qkpw"uwdtcev"gf "f vg"vq"vctf kpguu"ku"hxg"*7+'r qkpw0

Policy on CLASSROOM DISRUPTIONS<kp"qtf gt"vq"cxqkf "cevxxkkgu"vj cv'f kutw v'vj g"ercuutqqo " r tqeguu."Kcuml{ qwt"eqqr gtcvkqp"y kj "vj g'hqmy lpi "ercuu'r qrleku<

o""Kk{ qw'O WUV"ngcxg"ercuu"gctn{ ."r ngcug"pqvkh{ "{ qwt"kpustwevt"qh"vj ku'dghqtg"ercuu0'
o""Y ck'wpvkn'Kf kuo ku"vj g"ercuu'dghqtg" { qw'dgi kp"vq'r cem'wv"cpf "r tgr ctg"vq"ngcxg0""
o""Cm'ngextqple" f gxlegu"*vgr j qpgu."r ci gtu."gve0'O WUV"dg'wtpgf "qh"y j kg" { qw'ctg"kp"
""vj g"ercuutqqo 0'Kk{ qw'vj kpm{ qw'j cxg'c"ngi kko cvg'tgcuqp"y j { "{ qw'o wuv'tgo ckp"qp"
""ecm"r ngcug" f kuewu"kv'y kj "{ qwt"kpustwevt0

Ky kn'ur gcni'y kj "uwf gpw'xkqrckpi "vj gug'r qrleku."cpf "tgugt xg"vj g"tki j v'vq" f tqr "tgr gcvgf "qhhepf gtu" htqo "vj g"ercuu0

Policy on CHEATING—Cp{ "hqt "qh'ej gcvkpi "ó"lpenwf lpi "cp{ "hqt "qh'RNCI KCTKÜO "ó'y km'gctp" vj g'uwwf gpvc'hcklpi "i tcf g'hqt "vj g'eqwtug0Kp"cf f kklqp" f kuek r kpc{ "ucpevkpu"o c{ "dg"ko r qugf "d{ "vj g" F gcp"qh"Uwf gpw0Uwf gpw"uj qwf "dgeqo g"lco kktct"y kj "Y cuj dwtp"u" F KUEKRNK CT{ "EQF G'CP F" RTQEGF WTGHQT"UWWF GP VUO"

Policy on MAKE-UPS for Missed Examinations—O cng/wr u"ctg"P QV"i kxgp"cwqo cvkcm{0'C" o cng/wr "y km' dg" i kxgp" qpn{ "kh" {qw" j cxg" i qqf "cwgpfcpeg" cpf "c" ngi kko cvg." ugtkqu." cpf " f qewo gpvcdng"tgcuqp"ht"o kuukpi "vj g"gzco kpcvkqp0Uwf gpw"y kj "gzeguukxg"cdugpegu"y km'pqv'dg" i kxgp"o cng/wr "gzco kpcvkqp."gzeqr v'ht"y gm f qewo gpv f "o gf kecn'tgcuqp0K{ "qw'hckl'v"vcng"cp" gzco kpcvkqp."{ qwt"i tcf g'hqt "vj cv'gzco kpcvkqp"ku"cwqo cvkcm{ "c" | gtq0Vj g" | gtq"i tcf g'tgo ckpu"kp" ghgevpw'kn'vj g"o kuugf "gzco kpcvkqp"ku"o cf g'wr 0K{ "vj g"o kuugf "gzco kpcvkqp"ku"vj g"hpkn" {qw"o wuv' eqpvcev"vj g"kpwtwevt" dghgtg"ku"uej gf wrgf "vko g"cpf "o wuv'vcng"vj g"o cng/wr "gzco kpcvkqp"cv"vj g" kpwtwevt u" gctrkguv'eqpxgpkgep0K{ "qw"o ku"vj g"hpkn'y kj qww'c"xckf "gzewug." {qw'hckl'vj g'eqwtug0 Hqt" cp{ "qvj gt" o kuugf "gzco kpcvkqp" {qw"o wuv'eqpvcev"vj g"kpwtwevt"y kj kp"46"j qwtu" chgt"ku" uej gf wrgf "vko g"cpf "o wuv'vcng"vj g"o cng/wr "cv"vj g"kpwtwevt u" gctrkguv'eqpxgpkgep0CNN"o cng/wr " gzco kpcvkqp"y km'ectt{ "c" I TCF G/CFLWUVO GP V0 Vj g"cf lwuo gpv'tcpi gu"htqo "vy q"*4+"vq"42" r qkpw'qh'vj g"i tcf g'gctpgf "lp"vj g"o cng/wr =vj g'cewcn'cf lwuo gpv'ugv'y km'f gr gpf "qp"vj g'tgcuqp"ht" o kuukpi "vj g"gzco kpcvkqp." qp" j qy "uqqp" {qw" eqpvcev"vj g"kpwtwevt." cpf "qp" j qy "uqqp" vj g" gzco kpcvkqp"ku"o cf g'wr 0Uwf gpw'vcnkpi "o cng/wr u."qt'tgs wguvki "kphqto cvkqp"cdqw'eqwtug"i tcf gu" cv"vj g'f gr ctvo gpv'qh'leg."o wuv'f kur r{ "r lewtgf "kf gpv'kckvqp0"

P q"o cng/wr "y km'dg"i tcpvgf "kh" {qw'hckl'v"eqpvcev"vj g"kpwtwevt"y kj kp"vj g"cr r rlecdng"vko g/r gtlkf" ur gekhgf "cdqxg."wpnguu" {qw'ctg"r tgxgpvgf "htqo "f qkpi "uq"d{ "f qewo gpvcdng"ekewo ucpegu"dg{ qpf" {qwt"eqvtqr0Cnq."wpwucn'ekewo ucpegu"cu f g." {qw"y km'j cxg"qpn{ "qpg"qr r qtwpkx{ "vq"vcng"vj g" o cng/wr "gzco kpcvkqp0"

K{ "qw'npqy "kp"cf xcpvg"vj cv" {qw"o wuv'o ku"c"tgi wrt"gzco kpcvkqp."eqpvcev"vj g"kpwtwevt"vq"t{ "vq" cttcpi g." cv" vj g" kpwtwevt u" f kuetgkqp." cp" gctrktg" gzco kpcvkqp" f cvg0 K{ i tcpvgf." cp" gctrktg" gzco kpcvkqp" f cvg'f qgu"P QV"ectt{ "c" I TCF G/CFLWUVO GP V0"

STUDY GROUPS:—Uwf gpw" f guktlpi "vq"htqo "uwwf { "i tqwr u"ctg" gpeqwtci gf "vq" f q"uq"dw"vq"eqpvcev" vj g"kpwtwevt"qh'vj ku'eqwtug0"

REQUIRED TEXTS:

- 30""RN+O ctvplej . "C0R0"gf 0"The"Philosophy of Language07vj "gf 0"P gy "l qtm"Qzhqtf "WR" 422: 0
- 40""Ugcej . \ 0"Writing Philosophy Papers07vj "gf 0"Dgm qpvc"Y cf uy qty vj "422; 0"
- 50""Cp{ "cuuki pgf "ggrgtqple+"j cpf qwu"qt"vgzu0"

TENTATIVE COURSE SCHEDULE

Vj g"uej gf wrg"qh'cuuki po gpw"cpf "cevxxkku"lp"vj ku'eqwtug"ku'vgpvcxg"cpf "uwdlgev"vq"ej cpi g'dcugf" wr qp"vj g"lwfi o gpv'qh'vj g"kpwtwevt0Uwf gpw"ctg"tgur qpukng"ht"cm'cuuki po gpw"cppqwpegf "kp" encuu"cu"y gm'cu"vj qug'rku f g"lp"vj ku'u{ mcdwu0"

WEEK ONE *Lcp043."45+

ASSIGNMENT DUE: RN<439/4; "Hgi g"*3: ; 4+<"On Sense and Nominatum+"

Topics for Lecture or Discussion:—Kptqf vevkqp=Tghgtgpeg"cpf "F guetk vkuu"

WEEK TWO *łcp048."4: ."52+

ASSIGNMENT DUE: RN<439/4; *Hł gi g"*3; 4+<"On Sense and Nominatum+"

Topics for Lecture or Discussion: "T ghgt gpeg"cpf "F guetłr vłqpu"

WEEK THREE *Hgd04."6."8+

ASSIGNMENT DUE: RN<452/5: *T wuugm"*3; 27+<"On Denoting+"

Topics for Lecture or Discussion: "T ghgt gpeg"cpf "F guetłr vłqpu"

WEEK FOUR *Hgd0; ."33."35+

ASSIGNMENT DUE: RN<468/82*Ułcy uqp"*3; 72+<"On Referring+"

Topics for Lecture or Discussion: "T ghgt gpeg"cpf "F guetłr vłqpu"

WEEK FIVE *Hgd038."3: ."42+

ASSIGNMENT DUE: "RN<487/99*F qppgmcp"*3; 88+<"Reference and Definite Descriptions="RN<72/84"

*J go r gn"*3; 72+<"Empiricist Criteria of Cognitive Significance: Problems and Changes+"

Topics for Lecture or Discussion: "T ghgt gpeg"cpf "F guetłr vłqpu="Vtwj "cpf "O gcplłpi "

"

WEEK SIX *Hgd045."47."49+

FIRST PAPER DUE: O qpf cł. "Hgd045"

ASSIGNMENT DUE: "RN<72/84*J go r gn"*3; 72+<"Empiricist Criteria of Cognitive Significance:

*Problems and Changes="RN<85/98*S włpg"*3; 73+<"Two Dogmas of Empiricism+"*

Topics for Lecture or Discussion: "Vtwj "cpf "O gcplłpi "

"

WEEK SEVEN *O ct04."6."8+

ASSIGNMENT DUE: "RN<85/98*S włpg"*3; 73+<"Two Dogmas of Empiricism="RN<768/97*S włpg"

*3; 82+<"Translation and Meaning+"

Topics for Lecture or Discussion: "Vtwj ."O gcplłpi ."Vtcpułr vłqp"

"

WEEK EIGHT *O ct0; ."33."35+ "

MIDTERM EXAMINATION: Hłkł cł. "O ct035"

ASSIGNMENT DUE: "RN<768/97*S włpg"*3; 82+<"Translation and Meaning+"

Topics for Lecture or Discussion: "Vtwj ."O gcplłpi ."Vtcpułr vłqp"

"

WEEK NINE: SPRING BREAK *O ct038."3: ."42+

"

WEEK TEN *O ct045."47."49+

ASSIGNMENT DUE: "RN< 7/329*Vctunł"*3; 66+<"The Semantic Conception of Truth and the

Foundations of Semantics="Handouts"qp"vj g"Nłct"Cpłłpqo { "

Topics for Lecture or Discussion: "Vtwj "cpf "O gcplłpi "

"

WEEK ELEVEN *O ct052."Cr t03."5+

ASSIGNMENT DUE: "Eqr łgu"vł"dg"r tqxłł gf "J qty łej "*3; ; : +<"Ułrge vłqpu"łtqo "Truth+"

Topics for Lecture or Discussion: "Vtwj "cpf "O gcplłpi "

Note<Hłkł cł. "Cr tkl5"łu"vj g"łruvłł cł { "vł"y łj łtcy "łtqo "eqwtugu0"

WEEK TWELVE *Cr t08."."32+

ASSIGNMENT DUE: "RN<358/67*C włłłp"*3; 83+<"Performative Utterances="RN<393/: 3"ł t łeg"*3; 97+<"
Logic and Conversation+"

Vqr łeu"łqt"Nge włłg"qt"F łue włłłqp<"Ur ggej "Cewł"

WEEK THIRTEEN *Cr t035."37."39+

ASSIGNMENT DUE: "RN<4; 2/527" *Młk ng" *3; 94+<"Naming and Necessity+">

Topics for Lecture or Discussion: "P co gu"cpf "F go qpwtłxgu"

"

WEEK FOURTEEN *Cr t042."44."46+

ASSIGNMENT DUE: "RN<536/47" *Gxcpu" *3; 95+<"The Causal Theory of Names+">

Topics for Lecture or Discussion: "P co gu"cpf "F go qpwtłxgu"

WEEK FIFTEEN *Cr t049."4; ."O c{"3+

SECOND PAPER DUE: O qpf c{ ."Cr t049"

ASSIGNMENT DUE: "RN<528/35" *Rwpc " *3; 95+<"Meaning and Reference+">

Topics for Lecture or Discussion: "P co gu"cpf "F go qpwtłxgu"

"

WEEK SIXTEEN *O c{"6."8." : +

ASSIGNMENT DUE: "RN<565/78" *Mcr rcp" *3; 92+<"Dthat+">

Topics for Lecture or Discussion: "P co gu"cpf "F go qpwtłxgu"

"

WEEK OF FINALS

FINAL EXAMINATION

PH 303A: 1:30 P.M. Tuesday, May 12, 2009

CONTACT:

Rgcug "f qpłłj gukcvg "q "eqpvcev "o g "łł" { qwłj cxg "cp { "s wgukqpu<"

Course Page: Y gdEV" *j tqwi j "j g "O { Eqwtugu "cd "y kj kp "O { Y cuj dwtp +"

E-mail: mrcwułrcf uvcgwgtB y cuj dwtp Qf w"

Office Phone: 9: 7089208952"

Snail Mail: Y cuj dwtp "Wpłxgtukł " "

F gr ctvo gpv "qh "Rj kquqr j { ""

I ctvg { "Hłpg "Ctu "Egpvg "455"

3922 "UY "Eqmgi g "Cvg"

Vqr gnc. "MU88843"

"

łł" { qw "ecppqvłgg "o g "łł" o { "qhłłeg "j qwtu. "Krtghgt "q "dg "eqpvcevłf "xłc "g/o cłł "tclj gt "j cp "d { "r j qp g +0 "łł" { qwługpf "g/o cłł "r rgcug "wug " { qwt "Y cuj dwtp Włcf f tguł "ōaaaB y cuj dwtp Qf wō "cpf "o gpłqp "ōRJ "525ō. "ōRj kquqr j { "qh "Ncpı wci gō "qt "uqo gj łpi "ulo krt +łł "j g "uwlgevłłpg0Vj kł "kł "q "gpwt g "j cv " { qwt "o guci g "f qgupłłi gv "ecwi j vłd { "j g "Wpłxgtukł { łł "ur co "łłngt =kł "cłłq "c "i qqf "łf gc "q "Ee< "j g "o guci g "q " { qwtugrt0Vj cpml "łł "cf xcpeg0"

"

SYLLABUS

PH 302A: PHILOSOPHY OF RELIGION

SPRING 2013

TIME: 1:30 - 2:45 P.M.

DAYS: MW

ROOM: GC 231

Klaus Ladstaetter, GC 233

OFFICE HOURS: MW 8:50 - 9:50 A.M., TR 11 - 12 A.M.

(No appointment necessary.)

Also at other times by appointment only.

GENERAL EDUCATION DISTRIBUTION GROUPING: Arts and Humanities

GENERAL EDUCATION AREA OF KNOWLEDGE: The world of human ideas about the theistic God, its aspirations, values and institutions.

GENERAL EDUCATION SKILLS PROMOTED: The general education skills targeted by this course are:

- (a) intelligent reading,
- (b) effective writing, and
- (c) problem solving, using methods of analysis considering evidence, relevance, and validity.

GENERAL COURSE CONTENT: Throughout the course, instruction is offered in intelligent reading of important texts in the discipline of the philosophy of religion. Key terms in the lexicon of western philosophy and theology are defined, philosophical and theological concepts central to the debate over God's existence are explained, and the ways philosophical and theological issues relating to the question of God's existence are framed and argued in written form are carefully examined.

Instruction is also offered in the general education skill of problem solving in the academic study of arguments for God's existence. Examples are provided on how to identify important issues in the discipline of the philosophy of religion and how central concepts relevant to the question of God's existence can be described, analyzed, and assessed. Methods for arriving at sound conclusions on the basis of logical deduction and empirical evidence are explored and strengths and weaknesses assessed.

In addition, discussion and review sessions provide instruction in effective writing in the discipline of the philosophy of religion. Guidance is offered on how to study complex philosophical and theological topics in preparation for writing, how to organize materials for clear presentation in written form, and how to revise written work for greater effectiveness.

COURSE GOALS: The intent of this course is to examine various arguments offered for and against the existence of a theistic God and to discuss several problems connected with it. The focus of the course will be on the arguments and not upon their conclusions. The arguments will be examined in some detail and their various strengths and weaknesses discussed. Reading assignments will both support and attack the various arguments and the instructor will attempt to present arguments on both sides clearly and convincingly. The goal of the course is that students understand the arguments, their strengths and weaknesses, and that they realize that the philosophical question of God's existence and several problems connected with it is not an easy

one. It is NOT the goal of this course to influence anyone's personal beliefs about religious matters.

Students are encouraged to preview the topics listed in this syllabus and to preview the textbook materials assigned with these topics. After this preview, should any student find either the topics or materials to be inappropriate as a contribution to her/his education or to be unsatisfactory in any other respect, she/he is advised to discuss this matter with the instructor and consider enrolling in some other course that more nearly fits her/his needs.

METHODS OF ASSESSING KNOWLEDGE OF COURSE CONTENT AND SKILLS: There will be four (4) examinations, which will be equally weighted in determining final grades. Examinations will include both multiple choice and essay questions.

COURSE GRADE: The course grade will be computed as follows:

Four Examinations.....each 25% of course grade

Students are required to bring a #2 pencil (with clean, usable eraser) to every examination and to use it on electronically scored answer sheets. Essays must be written in ink.

All grade components are given NUMERICAL grades. The computation of the course grade is based on the numerical grades earned. The numerical course grade will be converted to a letter course grade in accordance with the scale given below. In borderline cases, the instructor reserves the right, but has no obligation, to assign the higher grade if the student's performance toward the end of the course shows substantial improvement over his or her initial efforts.

Numerical Grade = Letter Grade

90 - 100	A (Excellent)
80 - 89	B (Very good)
70 - 79	C (Good)
60 - 69	D (Fair)
0 - 59	F (Failure)

CLASSROOM AND ACADEMIC POLICIES:

Policy on ATTENDANCE: Attendance is REQUIRED. Normally a student will be counted absent if he or she misses more than 15 minutes of class. Accordingly, be sure to let your instructor know when and why it is necessary for you to arrive late or leave early. In accord with the student's attendance, her or his base course grade will be modified as follows:

- 0 absences – add 2 points
- 1-2 absences – add 1 point
- 3-4 absences – add 0 points
- 5-6 absences – subtract 1 point
- 7 or more absences – subtract 1 point for each absence beyond the sixth

Policy on TARDINESS: Habitual tardiness is irresponsible, rude, and disruptive behavior. To discourage it, the student's base course grade will be reduced by HALF A POINT (0.5) for each instance of tardiness beyond the first four instances. This policy is NOT in effect on days when driving and walking are made hazardous by inclement weather. Otherwise, there are no excuses.

Early departures will be penalized in the same way as late arrivals. The maximum number of points subtracted due to absences or tardiness is five (5) points.

Policy on CLASSROOM DISRUPTIONS: In order to avoid activities that disrupt the classroom process, I ask your cooperation with the following class policies:

- If you MUST leave class early, please notify your instructor of this before class.
- Wait until I end class before you begin to pack up and prepare to leave.
- All electronic devices (telephones, laptops, etc.) MUST be in silent mode and packed away while you are in the classroom. If you think you have a legitimate reason why you must remain on call, please discuss it with your instructor.

I will speak with students violating these policies, and reserve the right to drop repeated offenders from the class.

Policy on CHEATING: Any form of cheating – including any form of PLAGIARISM – will earn the student a failing grade for the course. In addition disciplinary sanctions may be imposed by the Dean of Students. Students should become familiar with Washburn's DISCIPLINARY CODE AND PROCEDURE FOR STUDENTS.

Policy on MAKE-UPS FOR MISSED EXAMINATIONS: If you fail to take an examination, your grade for that examination is automatically a zero (0). The zero grade remains in effect until the missed examination is made up.

Make-ups are NOT given automatically. A make-up will be given only if you have good attendance and a legitimate, serious, and documentable reason for missing the examination. Students with excessive absences will not be given a make-up examination, except for well-documented medical reasons.

For any missed examination you must contact the instructor within 24 hours after its scheduled time and must take the make-up at the instructor's earliest convenience. If you know in advance that you must miss an examination, contact the instructor to try to arrange, at the instructor's discretion, an EARLIER examination date. If granted, an earlier examination date does NOT carry a GRADE-ADJUSTMENT.

All other make-up examinations WILL carry a grade-adjustment. The adjustment ranges from two (2) to 20 points off the grade earned in the make-up; the actual adjustment will depend on the reason for missing the examination, on how soon you contact the instructor, and on how soon the examination is made up.

NO make-up will be granted if you fail to contact the instructor within 24 hours after its scheduled time, unless you are prevented from doing so by documentable circumstances beyond your control.

Also, unusual circumstances aside, you will have only ONE opportunity to make up the missed examination.

If you know that you have to miss the FINAL EXAMINATION, you must contact the instructor BEFORE its scheduled time and must take the make-up examination at the instructor's earliest convenience. IF YOU MISS THE FINAL WITHOUT A VALID EXCUSE, YOU FAIL THE COURSE.

Students taking make-ups, or requesting information about course grades at the department office, must display pictured identification.

STUDY GROUPS: Students desiring to form study groups are encouraged to do so but to contact the instructor of this course.

REQUIRED TEXTS:

1. (PMP) Palmer, M.P. (ed.), *Philosophy of Religion. Classic and Contemporary Readings*. Minneapolis: Fortress Press 2011.
2. (RWL) Rowe, W.L., *Philosophy of Religion*. 4th ed., Belmont: Wadsworth 2007.
3. Any assigned (electronic) handouts or texts.

In the schedule that follows, the textbooks are denoted by the letters in parentheses given above.

TENTATIVE COURSE SCHEDULE

The schedule of assignments and activities in this course is tentative and subject to change based upon the judgment of the instructor. Students are responsible for all assignments announced in class as well as those listed in this syllabus.

WEEK ONE

(Jan. 14, 16)

ASSIGNMENT DUE: Handouts

Topics for Lecture or Discussion:

1. *General Education Skill:* Reading Intelligently
 - a. SQ5R (Survey; Question; Read; Reflect; Record; Recite; Review)
 - b. [(R&R) $n = U$] (Read and Reflect n Times Until the Material is Understood)
2. *General Education Skill:* Philosophical Terminology, Methods of Analysis
3. Major Areas of Philosophy
4. Philosophy of Religion

WEEK TWO

(Jan. 23)

ASSIGNMENT DUE: RWL: *The Idea of God* (Ch.1); PMP: Selections from *The Attributes of God* (Ch.1).

Topics for Lecture or Discussion:

1. The Attributes of the Theistic God

Note: Monday, Jan. 21, Martin Luther King Day (University Holiday).

WEEK THREE

(Jan. 28, 30)

ASSIGNMENT DUE: RWL: *The Idea of God* (Ch.1); PMP: Selections from *The Attributes of God* (Ch.1).

Topics for Lecture or Discussion:

1. Further Discussion of the Attributes of the Theistic God
2. Theism, Atheism, Agnosticism

WEEK FOUR

(Feb. 4, 6)

ASSIGNMENT DUE: RWL: *The Cosmological Argument* (Ch.2); PMP: Selections from *Arguments for God's Existence* (Ch.2).

Topics for Lecture or Discussion:

1. The Principle of Sufficient Reason
2. Chief Objections to the Cosmological Argument

WEEK FIVE

(Feb. 11, 13)

ASSIGNMENT DUE: RWL: *The Ontological Argument* (Ch.3); PMP: Selections from *Arguments for God's Existence* (Ch.2).

Topics for Lecture or Discussion:

1. Possible, Contingent, and Necessary Beings
2. Chief Objections to the Ontological Argument

WEEK SIX

(Feb. 18, 20)

ASSIGNMENT DUE: RWL: *The Design Argument* (Ch.4); PMP: Selections from *Arguments for God's Existence* (Ch.2).

Topics for Lecture or Discussion:

1. The Old Design Argument
2. Chief Objections to the Old Design Argument

WEEK SEVEN

(Feb. 25, 27)

FIRST EXAMINATION: Wednesday, Feb. 27

ASSIGNMENT DUE: RWL: *The Design Argument* (Ch.4); PMP: Selections from *Arguments for God's Existence* (Ch.2).

Topics for Lecture or Discussion:

3. The New Design Argument
4. Chief Objections to the New Design Argument

WEEK EIGHT

(Mar. 4, 6)

ASSIGNMENT DUE: RWL: *Faith and Reason* (Ch.6); PMP: Selections from *Reason and Belief* (Ch.9).

Topics for Lecture or Discussion:

1. Different Forms of Faith
2. Properly Basic Beliefs

WEEK NINE

(Mar. 11, 13)

ASSIGNMENT DUE: RWL: *The Problem of Evil* (Ch.7); PMP: Selections from *The Problem of Evil* (Ch.3).

Topics for Lecture or Discussion:

1. The Logical Form of the Problem of Evil
2. The Evidential Form of the Problem of Evil

WEEK TEN

(Mar. 18, 20)

SPRING BREAK

WEEK ELEVEN

(Mar. 25, 27)

ASSIGNMENT DUE: RWL: *The Problem of Evil* (Ch.7); PMP: Selections from *The Problem of Evil* (Ch.3).

Topics for Lecture or Discussion:

3. (Free Will) Defense Strategies

Note: Friday, Mar. 29 is the last day to withdraw from courses.

WEEK TWELVE

(Apr. 1, 3)

SECOND EXAMINATION: Wednesday, Apr. 3

ASSIGNMENT DUE: RWL: *Miracles and the Modern World View* (Ch.8); PMP: Selections from *The Argument from Miracles* (Ch.4).

Topics for Lecture or Discussion:

1. Miracles - Violations of the Laws of Nature through Divine Intervention?

WEEK THIRTEEN

(Apr. 8, 10)

ASSIGNMENT DUE: RWL: *Life After Death* (Ch.9); PMP: Selections from *Life after Death* (Ch.6).

Topics for Lecture or Discussion:

1. Arguments for Personal Survival
2. Chief Objections

WEEK FOURTEEN

(Apr. 15, 17)

ASSIGNMENT DUE: RWL: *Predestination, Divine Foreknowledge, and Human Freedom* (Ch.10)

Topics for Lecture or Discussion:

1. Different Conceptions of Human Freedom
2. Compatibility Issues

WEEK FIFTEEN

(Apr. 22, 24)

THIRD EXAMINATION: Monday, Apr. 22

ASSIGNMENT DUE: PMP: Selections from *Religious Language (2): Linguistic Analysis and Verification* (Ch.8).

Topics for Lecture or Discussion:

1. Verification and Falsification of Theological Claims

WEEK SIXTEEN

(Apr. 29; May 1)

ASSIGNMENT DUE: RWL: *Many Religions* (Ch.11); PMP: *Selections from The Diversity of World Religions* (Ch.10).

Topics for Lecture or Discussion:

1. Exclusivism v. Inclusivism
2. Religious Pluralism
3. Closing Remarks

WEEK OF FINALS

FINAL EXAMINATION

PH 302A: 1:30 P.M., Friday, May 10, 2013

CONTACT: Please don't hesitate to contact me if you have any questions:

Course Page: <https://angel.washburn.edu/default.asp>
E-mail: klaus.ladstaetter@washburn.edu
Office Phone: 785.670.1540
Snail Mail: Washburn University
Department of Philosophy
Garvey Fine Arts Center 233
1700 SW College Ave
Topeka, KS 66621

If you cannot see me in my office hours, I prefer to be contacted via e-mail (rather than by phone). If you send e-mail, please use your WashburnU address “___@washburn.edu” and mention “PH 302A”, “Philosophy of Religion, sec. A” (or something similar) in the subject line. This is to ensure that your message does not get caught by the University's spam filter; it's also a good idea to Cc: the message to yourself. Thanks in advance.

SYLLABUS

PH 207A: EXISTENCE OF GOD

FALL 2012

TIME: 1:30 - 2:45 P.M.

DAYS: MW

ROOM: GC 231

Klaus Ladstaetter, GC 233

OFFICE HOURS: TR 11 - 12 A.M., 1 - 2 P.M.

(No appointment necessary.)

Also at other times by appointment only.

GENERAL EDUCATION DISTRIBUTION GROUPING: Arts and Humanities

GENERAL EDUCATION AREA OF KNOWLEDGE: The world of human ideas about a theistic God, its aspirations, values and institutions.

GENERAL EDUCATION SKILLS PROMOTED: The general education skills targeted by this course are:

- (a) intelligent reading,
- (b) effective writing, and
- (c) problem solving, using methods of analysis considering evidence, relevance, and validity.

GENERAL COURSE CONTENT: Throughout the course, instruction is offered in intelligent reading of important texts in the discipline of the philosophy of religion. Key terms in the lexicon of western philosophy and theology are defined, philosophical and theological concepts central to the debate over God's existence are explained, and the ways philosophical and theological issues relating to the question of God's existence are framed and argued in written form are carefully examined.

Instruction is also offered in the general education skill of problem solving in the academic study of arguments for God's existence. Examples are provided on how to identify important issues in the discipline of the philosophy of religion and how central concepts relevant to the question of God's existence can be described, analyzed, and assessed. Methods for arriving at sound conclusions on the basis of logical deduction and empirical evidence are explored and strengths and weaknesses assessed.

In addition, discussion and review sessions provide instruction in effective writing in the discipline of the philosophy of religion. Guidance is offered on how to study complex philosophical and theological topics in preparation for writing, how to organize materials for clear presentation in written form, and how to revise written work for greater effectiveness.

COURSE GOALS: The intent of this course is to examine various arguments offered for and against the existence of a theistic God. The focus of the course will be on the arguments and not upon their conclusions. The arguments will be examined in some detail and their various strengths and weaknesses discussed. Reading assignments will both support and attack the various arguments and the instructor will attempt to present arguments on both sides, clearly and convincingly. The goal of the course is that students understand the arguments, their strengths and weaknesses, and that they realize that the philosophical question of God's existence is not an easy one. It is NOT the goal of this course to influence anyone's personal beliefs about religious matters.

Students are encouraged to preview the topics listed in this syllabus and to preview the textbook materials assigned with these topics. After this preview, should any student find either the topics or materials to be inappropriate as a contribution to her/his education or to be unsatisfactory in any other respect, she/he is advised to discuss this matter with the instructor and consider enrolling in some other course that more nearly fits her/his needs.

METHODS OF ASSESSING KNOWLEDGE OF COURSE CONTENT AND SKILLS: There will be four (4) examinations, which will be equally weighted in determining final grades. Examinations will include both multiple choice and essay questions.

COURSE GRADE: The course grade will be computed as follows:

Four Examinations.....each 25% of course grade

Students are required to bring a #2 pencil (with clean, usable eraser) to every examination and to use it on electronically scored answer sheets. Essays should be written in ink.

All grade components are given NUMERICAL grades. The computation of the course grade is based on the numerical grades earned. The numerical course grade will be converted to a letter course grade in accordance with the scale given below. In borderline cases, the instructor reserves the right, but has no obligation, to assign the higher grade if the student's performance toward the end of the course shows substantial improvement over his or her initial efforts.

Numerical Grade = Letter Grade

90 - 100	A (Excellent)
80 - 89	B (Very good)
70 - 79	C (Good)
60 - 69	D (Fair)
0 - 59	F (Failure)

CLASSROOM AND ACADEMIC POLICIES:

Policy on ATTENDANCE: Attendance is REQUIRED. Normally a student will be counted absent if he or she misses more than 15 minutes of class. Accordingly, be sure to let your instructor know when and why it is necessary for you to arrive late or leave early. In accord with the student's attendance, her or his base course grade will be modified as follows:

- 0 absences – add 2 points
- 1-2 absences – add 1 point
- 3-4 absences – add 0 points
- 5-6 absences – subtract 1 point
- 7 or more absences – subtract 1 point for each absence beyond the sixth

Policy on TARDINESS: Habitual tardiness is irresponsible, rude, and disruptive behavior. To discourage it, the student's base course grade will be reduced by HALF A POINT (0.5) for each instance of tardiness beyond the first four instances. This policy is NOT in effect on days when driving and walking are made hazardous by inclement weather. Otherwise, there are no excuses. Early departures will be penalized in the same way as late arrivals.

The maximum number of points subtracted due to absences or tardiness is five (5) points.

Policy on CLASSROOM DISRUPTIONS: In order to avoid activities that disrupt the classroom process, I ask your cooperation with the following class policies:

- If you MUST leave class early, please notify your instructor of this before class.
- Wait until I end class before you begin to pack up and prepare to leave.
- All electronic devices (telephones, laptops, etc.) MUST be in silent mode and packed away while you are in the classroom. If you think you have a legitimate reason why you must remain on call, please discuss it with your instructor.

I will speak with students violating these policies, and reserve the right to drop repeated offenders from the class.

Policy on CHEATING: Any form of cheating – including any form of PLAGIARISM – will earn the student a failing grade for the course. In addition disciplinary sanctions may be imposed by the Dean of Students. Students should become familiar with Washburn's DISCIPLINARY CODE AND PROCEDURE FOR STUDENTS.

Policy on MAKE-UPS FOR MISSED EXAMINATIONS: If you fail to take an examination, your grade for that examination is automatically a zero (0). The zero grade remains in effect until the missed examination is made up.

Make-ups are NOT given automatically. A make-up will be given only if you have good attendance and a legitimate, serious, and documentable reason for missing the examination. Students with excessive absences will not be given a make-up examination, except for well-documented medical reasons.

For any missed examination you must contact the instructor within 24 hours after its scheduled time and must take the make-up at the instructor's earliest convenience. If you know in advance that you must miss an examination, contact the instructor to try to arrange, at the instructor's discretion, an EARLIER examination date. If granted, an earlier examination date does NOT carry a GRADE-ADJUSTMENT.

All other make-up examinations WILL carry a grade-adjustment. The adjustment ranges from two (2) to 20 points off the grade earned in the make-up; the actual adjustment will depend on the reason for missing the examination, on how soon you contact the instructor, and on how soon the examination is made up.

NO make-up will be granted if you fail to contact the instructor within 24 hours after its scheduled time, unless you are prevented from doing so by documentable circumstances beyond your control.

Also, unusual circumstances aside, you will have only ONE opportunity to make up the missed examination.

If you know that you have to miss the FINAL EXAMINATION, you must contact the instructor BEFORE its scheduled time and must take the make-up examination at the instructor's earliest convenience. IF YOU MISS THE FINAL WITHOUT A VALID EXCUSE, YOU FAIL THE COURSE.

Students taking make-ups, or requesting information about course grades at the department office, must display pictured identification.

STUDY GROUPS: Students desiring to form study groups are encouraged to do so but to contact the instructor of this course.

REQUIRED TEXTS:

1. (PR) Rowe, W.L., *Philosophy of Religion*. 4th ed., Belmont: Wadsworth 2007.
2. Any assigned (electronic) handouts or texts.

In the schedule that follows, the textbook is denoted by the letters in parentheses given above.

TENTATIVE COURSE SCHEDULE

The schedule of assignments and activities in this course is tentative and subject to change based upon the judgment of the instructor. Students are responsible for all assignments announced in class as well as those listed in this syllabus.

WEEK ONE

(Aug. 20, 22)

ASSIGNMENT DUE: Handouts

Topics for Lecture or Discussion:

1. *General Education Skill*: Reading Intelligently
 - a. SQ5R (Survey; Question; Read; Reflect; Record; Recite; Review)
 - b. [(R&R) $n = U$] (Read and Reflect n Times Until the Material is Understood)
2. *General Education Skill*: Philosophical Terminology, Methods of Analysis
3. Major Areas of Philosophy
4. Philosophy of Religion

WEEK TWO

(Aug. 27, 29)

ASSIGNMENT DUE: PR: *The Idea of God* (Ch.1)

Topics for Lecture or Discussion:

1. The Attributes of the Theistic God
2. Theism, Atheism, Agnosticism

WEEK THREE

(Sept. 3, 5)

LABOR DAY: Monday, Sept. 3

ASSIGNMENT DUE: PR: *The Cosmological Argument* (Ch.2)

Topics for Lecture or Discussion:

1. The Principle of Sufficient Reason

WEEK FOUR

(Sept. 10, 12)

ASSIGNMENT DUE: PR: *The Cosmological Argument* (Ch.2)

Topics for Lecture or Discussion:

2. Chief Objections to the Cosmological Argument

ASSIGNMENT DUE: PR: *The Ontological Argument* (Ch.3)

Topics for Lecture or Discussion:

1. Possible, Contingent, and Necessary Beings

WEEK FIVE

(Sept. 17, 19)

ASSIGNMENT DUE: PR: *The Ontological Argument* (Ch.3)

Topics for Lecture or Discussion:

2. Chief Objections to the Ontological Argument

WEEK SIX

(Sept. 24, 26)

FIRST EXAMINATION: Monday, Sept. 24

ASSIGNMENT DUE: PR: *The Design Argument* (Ch.4)

Topics for Lecture or Discussion:

1. Old and New

WEEK SEVEN

(Oct. 1, 3)

ASSIGNMENT DUE: PR: *The Design Argument* (Ch.4)

Topics for Lecture or Discussion:

2. Chief Objections to the Design Argument

WEEK EIGHT

(Oct. 8, 10)

FALL BREAK: Monday, Oct. 8

ASSIGNMENT DUE: PR: *Religious and Mystical Experience* (Ch.5)

Topics for Lecture or Discussion:

1. Mystical and Non-Mystical Religious Experiences
2. The Principle of Credulity

WEEK NINE

(Oct. 15, 17)

ASSIGNMENT DUE: PR: *Religious and Mystical Experience* (Ch.5)

Topics for Lecture or Discussion:

3. Veracity or Delusion?

ASSIGNMENT DUE: PR: *Faith and Reason* (Ch.6)

Topics for Lecture or Discussion:

1. Different Forms of Faith
2. Properly Basic Beliefs

WEEK TEN

(Oct. 22, 24)

SECOND EXAMINATION: Wednesday, Oct. 24

ASSIGNMENT DUE: PR: *The Problem of Evil* (Ch.7)

Topics for Lecture or Discussion:

1. Logical and Evidential Form

WEEK ELEVEN

(Oct. 29, 31)

ASSIGNMENT DUE: PR: *The Problem of Evil* (Ch.7)

Topics for Lecture or Discussion:

2. (Free Will) Defense Strategies

Note: Friday, Nov. 2 is the last day to withdraw from courses.

WEEK TWELVE

(Nov. 5, 7)

ASSIGNMENT DUE: PR: *Miracles and the Modern World View* (Ch.8)

Topics for Lecture or Discussion:

1. Miracles - Violations of the Laws of Nature?

WEEK THIRTEEN

(Nov. 12, 14)

ASSIGNMENT DUE: PR: *Life After Death* (Ch.9)

Topics for Lecture or Discussion:

1. Arguments for Personal Survival
2. Chief Objections

WEEK FOURTEEN

(Nov. 19, 21)

THIRD EXAMINATION: Monday, Nov. 19

THANKSGIVING: Wednesday, Nov. 21

WEEK FIFTEEN

(Nov. 26, 28)

ASSIGNMENT DUE: PR: *Predestination, Divine Foreknowledge, and Human Freedom* (Ch.10)

Topics for Lecture or Discussion:

1. Different Conceptions of Human Freedom
5. Compatibility Issues

WEEK SIXTEEN

(Dec. 3, 5)

ASSIGNMENT DUE: PR: *Many Religions* (Ch.11)

Topics for Lecture or Discussion:

1. Exclusivism v. Inclusivism
2. Religious Pluralism
3. Closing Remarks

WEEK OF FINALS

FINAL EXAMINATION

PH 207A: 1:30 P.M. Friday, December 14, 2012

CONTACT: Please don't hesitate to contact me if you have any questions:

Course Page: <https://angel.washburn.edu/default.asp>
E-mail: klaus.ladstaetter@washburn.edu
Office Phone: 785.670.1540
Snail Mail: Washburn University
Department of Philosophy
Garvey Fine Arts Center 233
1700 SW College Ave
Topeka, KS 66621

If you cannot see me in my office hours, I prefer to be contacted via e-mail (rather than by phone). If you send e-mail, please use your WashburnU address “____@washburn.edu” and mention “PH 207A”, “Existence of God, sec. A” (or something similar) in the subject line. This is to ensure that your message does not get caught by the University's spam filter; it's also a good idea to Cc: the message to yourself. Thanks in advance.

SYLLABUS

PH 202A: HISTORY OF MODERN WESTERN PHILOSOPHY

SPRING 2014

TIME: 9:30-10:45 A.M.

DAYS: TR

ROOM: LLC2 254

Klaus Ladstaetter, GC 233

OFFICE HOURS: MWF 9:55-10:55 A.M., TUE 1:15-2:15 P.M.

(No appointment necessary.)

Also at other times by appointment only.

DISTRIBUTION AREA: Humanities

GENERAL EDUCATION STUDENT LEARNING OUTCOME (SLO):

Critical and Creative Thinking

Critical Thinking is the intellectually disciplined process of assessing and evaluating ideas and forms. It involves clarifying questions, reflecting upon meaning, comparing multiple viewpoints, and evaluating evidence to make an informed judgment. Creative Thinking involves the production of original ideas, forms or works by making connections, generating alternatives, and elaborating or exploring new applications of accepted practices through innovation and/or invention. Critical and creative thinkers gather information from experience, observation, reasoning, reflection, and communication. They explore and synthesize related ideas, connect them to prior knowledge, and apply them to new contexts.

OVERALL COURSE CONTENT: This three-credit hour course (prerequisites: EN 101 or EN 102) provides a chronological survey of Western Philosophy from the Renaissance through the Eighteenth Century. It introduces students to the most prominent philosophers of the period, their fundamental doctrines and theories, and the principal problems with which they were concerned. Special emphasis is given to the problems and theories of metaphysics, epistemology, ethics, political philosophy, and to the contributions made in these areas by thinkers such as Bacon, Pascal, Hobbes, Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant.

COURSE OBJECTIVES: Upon successful completion of this course students will be able to:

1. arrive at a basic conceptual understanding of various core areas of philosophy (such as epistemology, metaphysics, axiology, logic, etc.); understand the importance of the Renaissance period, the rise of Modern Science, and the reasons for the divorce of philosophy and theology; identify and understand the central philosophical thoughts of empiricist and rationalist thinkers (such as Bacon and Pascal); understand, explain, and critically evaluate the central philosophical thoughts of Descartes; develop an understanding of the general differences between traditional Continental Rationalism and British Empiricism;
2. develop a deeper understanding of the differences between traditional Continental Rationalism and British Empiricism by examining the central philosophical theories of Hobbes, Spinoza, Leibniz, and Locke;
3. understand, explain, and critically evaluate the central philosophical thoughts of Berkeley, Hume, and Kant;

4. develop, explain, and defend a thesis on a topic regarding the history of Modern Western philosophy.

ASSESSMENT OF OVERALL COURSE CONTENT: Quizzes, both announced and unannounced; class discussions; essay and multiple-choice examinations; term-paper.

RELATIVE WEIGHT OF COMPONENTS IN DETERMINING COURSE GRADES:

Quizzes	20% of course grade
Term-paper	20% of course grade
Essay and multiple-choice examinations	60% of course grade

OVERALL LETTER GRADE: The overall course grade will be computed as follows:

1. After throwing out the worst grade among quizzes, the remaining five grades for these assignments will be averaged to count for 20% of the total course grade. A test over the Seech book may count as a quiz or as a part of an examination. NOTICE: If missed, these assignments CANNOT be made up.
2. The term-paper grade may depend on a brief oral defense of its thesis and contents. The grade will count for 20% of the total course grade. This paper is due Tuesday, April 29.
3. Including the final, there will be three examinations, each combining multiple-choice and essay questions. Each examination will count for 20% of the total course grade.
4. To obtain the final course grade, the base course grade will be modified in accord with the policies on attendance and tardiness.

Students are required to bring a #2 pencil (with clean, usable eraser) to every class and to use it on electronically scored answer sheets. Essays should be written in ink (black or blue).

All grade components are given NUMERICAL grades. The computation of the overall course grade is based on the numerical grades earned. The numerical course grade will be converted to a letter course grade in accordance with the scale given below. In borderline cases, the instructor reserves the right, but has no obligation, to assign the higher grade if the student's performance toward the end of the course shows substantial improvement over her or his initial efforts.

<i>Numerical Grade</i>	<i>= Letter Grade</i>
90 - 100	A (excellent)
80 - 89	B (well above average)
70 - 79	C (average)
60 - 69	D (below average but passing)
0 - 59	F (failure)

SLO-ASSESSMENT: For each student the overall SLO will be determined as follows:

Advanced (4): sum of weighted grade components equal to or greater than 90%;
Target (3): sum of weighted grade components equal to or greater than 80% but less than 90%;

Developing (2): sum of weighted grade components equal to or greater than 70% but less than 80%;

Beginning (1): sum of weighted grade components less than 70%.

Note: Students who were enrolled but did not regularly attend will be assigned a score of NP for non-participation.

CLASSROOM AND ACADEMIC POLICIES:

Policy on ATTENDANCE: Attendance is REQUIRED. Normally a student will be counted absent if she or he misses more than 15 minutes of class. Accordingly, be sure to let your instructor know when and why it is necessary for you to arrive late or leave early. In accord with the student's attendance, her or his numerical course grade will be modified as follows:

0 absences – add 2 points

1-2 absences – add 1 point

3-4 absences – add 0 points

5-6 absences – subtract 1 point

7 or more absences – subtract 1 point for each absence beyond the sixth

Policy on TARDINESS: Habitual tardiness is irresponsible, rude, and disruptive behavior. To discourage it, the student's numerical course grade will be reduced by HALF A POINT (0.5) for each instance of tardiness beyond the first three instances. This policy is NOT in effect on days when driving and walking are made hazardous by inclement weather. Otherwise, there are no excuses. Early departures will be penalized in the same way as late arrivals. The maximum number of points subtracted due to absences or tardiness is five (5) points.

Policy on CLASSROOM DISRUPTIONS: In order to avoid activities that disrupt the classroom process, I ask your cooperation with the following class policies:

- If you MUST leave class early, please notify your instructor of this before class.
- Wait until I end class before you begin to pack up and prepare to leave.
- All electronic devices (telephones, laptops, etc.) MUST be in silent mode AND packed away while you are in the classroom. If you think you have a legitimate reason why you must remain on call or online, please discuss it with your instructor in advance.

I will speak with students violating these policies, and reserve the right to drop repeated offenders from the class.

Policy on CHEATING: Any form of cheating – including any form of PLAGIARISM – will earn the student a failing grade for the course. In addition disciplinary sanctions may be imposed by the Dean of Students. Students should become familiar with Washburn's DISCIPLINARY CODE AND PROCEDURE FOR STUDENTS.

Policy on MAKE-UPS FOR MISSED EXAMINATIONS: If you fail to take an examination, your grade for that examination is automatically a zero (0). The zero grade remains in effect until the missed examination is made up.

Make-ups are NOT given automatically. A make-up will be given only if you have good attendance and a legitimate, serious, and documentable reason for missing the examination. Students with excessive absences will not be given a make-up examination, except for well-documented medical reasons.

For any missed examination you must contact the instructor within 24 hours after its scheduled time and must take the make-up at the instructor's earliest convenience. If you know in advance that you must miss an examination, contact the instructor to try to arrange, at the instructor's discretion, an EARLIER examination date. If granted, an earlier examination date does NOT carry a GRADE-ADJUSTMENT.

All other make-up examinations WILL carry a grade-adjustment. The adjustment ranges from two (2) to 20 points off the grade earned in the make-up; the actual adjustment will depend on the reason for missing the examination, on how soon you contact the instructor, and on how soon the examination is made up.

NO make-up will be granted if you fail to contact the instructor within 24 hours after its scheduled time, unless you are prevented from doing so by documentable circumstances beyond your control. Also, unusual circumstances aside, you will have only ONE opportunity to make up the missed examination.

If you know that you have to miss the FINAL EXAMINATION, you must contact the instructor BEFORE its scheduled time and must take the make-up examination at the instructor's earliest convenience. IF YOU MISS THE FINAL WITHOUT A VALID EXCUSE, YOU FAIL THE COURSE.

Students taking make-ups, or requesting information about course grades at the department office, must display pictured identification.

STUDY GROUPS: Students desiring to form study groups are encouraged to do so but to contact the instructor of this course.

REQUIRED TEXTS:

1. (PD) Baird, F. E., ed., *From Plato to Derrida*. 6th ed., Upper Saddle River: Pearson Prentice Hall 2011.
2. (WP) Seech, Z., *Writing Philosophy Papers*. 5th ed., Belmont: Wadsworth 2009.
3. (SS) Stumpf, S. E., Fieser J., *Socrates to Sartre and Beyond. A History of Philosophy*. 8th ed., New York: McGraw-Hill 2008.
4. Any assigned (electronic) handouts or texts.

In the schedule that follows, textbooks are denoted by the letters in parentheses given above. For example: PD = *From Plato to Derrida*. References to WP are few because it is intended that you study it on your own and more or less at your own pace. However, you are expected to complete studying WP no later than the tenth week of classes.

TENTATIVE COURSE SCHEDULE

The schedule of assignments and activities in this course is tentative and subject to change based upon the judgment of the instructor. Students are responsible for all assignments announced in class as well as those listed in this syllabus.

WEEK ONE

(Jan. 21, 23)

ASSIGNMENT DUE: Handouts. SS: 175-90.

Topics for Lecture or Discussion:

1. Course Format
 - a. Syllabus
 - b. Classroom Policies
 - c. Textbook and Reader
 - d. Suggestions for Studying
2. Reading Intelligently
 - a. The SQ5R method (Survey; Question; Read; Reflect; Record; Recite; Review); or [(R&R) $n = U$] (Read and Reflect n Times Until the Material Is Understood)
 - b. Annotations, Summaries, and Discussions
3. Introduction to the Course
 - a. Understanding the Universe: Cosmology
 - b. Understanding Human Nature: Anthropology
 - c. Understanding Values: Axiology
4. Modern Philosophy: Preview
 - a. Parting with the Past: The Renaissance and the Reformation
 - b. Explorations, Discoveries, and the Rise of Modern Science
 - c. The Continental Rationalists
 - d. The British Empiricists

WEEK TWO

(Jan. 28, 30)

ASSIGNMENT DUE: SS: 191-94, 204-11; PD: 371-77 (Introduction), 380-83 (Descartes: *Preface*, *Synopsis* to the *Meditations*). Begin studying WP.

Topics for Lecture or Discussion:

1. Bacon: An Empiricist Breaks With the Past
 - a. The Idols of the Mind
 - b. The Inductive Method
2. Descartes: A Rationalist Breaks With the Past
 - a. Method and the Quest for Certainty
 - b. To Certainty Through Doubt

WEEK THREE

(Feb. 4, 6)

ASSIGNMENT DUE: SS: 211-15; PD: 384-400 (Descartes: *Meditations* I-III). Handouts.

Topics for Lecture or Discussion:

1. Reading Philosophy Intelligently
 - a. Issues, Doctrines, and Theoretical Explanations
 - b. Concepts and their Definitions
 - c. Arguments and their Conclusions
 - d. Critical and Comparative Evaluations
2. Descartes' *Meditations* I-III

WEEK FOUR

(Feb. 11, 13)

ASSIGNMENT DUE: PD: 400–420 (Descartes: *Meditations* IV–VI; Correspondence with Princess Elizabeth). Handouts.

Topics for Lecture or Discussion:

1. Descartes' *Meditations* IV–VI
2. Processing Information in Terms of Synthesis and Analysis:
 - a. Theoretical Synthesis and Theoretical Analysis
 - b. Conceptual Synthesis and Conceptual Analysis

WEEK FIVE

(Feb. 18, 20)

ASSIGNMENT DUE: SS 194–203.

Topics for Lecture or Discussion:

1. Closing Remarks on Descartes
2. Hobbes: Matter and Man

WEEK SIX

(Feb. 25, 27)

LIBRARY LECTURE: Thursday, Feb. 27, Mabee Library 205

ASSIGNMENT DUE: PD: 421–37 (Introduction; Hobbes: *Leviathan*, I.1–3, I.6), 439–60 (Hobbes: *Leviathan*, I.13–15, II.17–18, II.21).

Topics for Lecture or Discussion:

1. Hobbes: Matter and Man
2. Hobbes: The State of Nature and the Social Contract
3. More on Synthesis and Analysis

WEEK SEVEN

(Mar. 4, 6)

FIRST EXAMINATION: Thursday, Mar. 6

ASSIGNMENT DUE: SS: 215–21; PD: 472–85 (Introduction; Spinoza: *Ethics* I, Definitions, Axioms, Postulates 1–24), 495–509 (Spinoza: *Ethics* II; Definitions, Axioms, Postulates 1–27); skim the rest. Your study of WP should be nearing completion.

Topics for Lecture or Discussion:

1. Spinoza and Leibniz
2. Spinoza: On God or Nature
3. Spinoza: On the Mind

WEEK EIGHT

(Mar. 11, 13)

ASSIGNMENT DUE: SS 221–28; PD: 578–81 (Introduction), 582–610 (Leibniz: From *Discourse*, Principles 8–9, 13–15, 23, 30), 610–18 (Leibniz: *Monadology*).

Topics for Lecture or Discussion:

1. Leibniz: The Monadology
2. Leibniz: Free Will or Determinism

WEEK NINE

(Mar. 18, 20)

SPRING BREAK

WEEK TEN

(Mar. 25, 27)

ASSIGNMENT DUE: SS: 229-39; PD: 523-42 (Introduction; Locke: *Essay*, I.1, II.1-8), 545-47 (Locke: *Essay*, II.21), 552-58 (Locke: *Essay*, II.27), 571-77 (Locke: *Essay*, IV.3, 9-11). Complete studying WP.

Topics for Lecture or Discussion:

1. Locke: On Human Understanding
2. Locke: On Knowledge
3. Locke: On Civil Government and the Social Contract

WEEK ELEVEN

(Apr. 1, 3)

ASSIGNMENT DUE: SS: 239-44; PD: 619-80 (Introduction; Berkeley: *Dialogues* I-III). Handouts.

Topic for Lecture or Discussion:

1. Berkeley: God and Mind, but no Matter

Note: Friday, Apr. 4 is the last day to withdraw from courses.

WEEK TWELVE

(Apr. 8, 10)

ASSIGNMENT DUE: SS 244-53. Consult WP frequently as you research and write your paper.

Topics for Lecture or Discussion:

1. Closing Remarks on Berkeley
2. Hume: From Empiricism to Skepticism

WEEK THIRTEEN

(Apr. 15, 17)

ASSIGNMENT DUE: PD: 681-701 (Introduction; Hume: *Enquiry*, I-IV), 711-17 (Hume: *Enquiry*, VII.1), 720-28 (Hume: *Enquiry*, VIII.1), 759-61 (Hume: *Enquiry*, XII.3).

Topics for Lecture or Discussion:

1. Hume: On Human Understanding
2. Assessing Human Values: Ethical and Political Theories

WEEK FOURTEEN

(Apr. 22, 24)

SECOND EXAMINATION: Thursday, Apr. 24

ASSIGNMENT DUE: SS: 271-84; PD: 775-78 (Introduction), 784-800 (Kant: *Prolegomena*, §§1-13), 822-31 (Kant: *Prolegomena*, §§46-56).

Topic for Lecture or Discussion:

1. Kant: Critique of Pure Reason I

WEEK FIFTEEN

(Apr. 29; May 1)

TERM PAPER DUE (at the beginning of class): Tuesday, Apr. 29

ASSIGNMENT DUE: SS: 284-90; PD: 840-44 (Kant: *Prolegomena, How Is Metaphysics Possible as Science?*), 851-61 (Kant: *Foundations, Preface, Sec.I*).

Topics for Lecture or Discussion:

1. Kant: Critique of Pure Reason II
2. Kant: Critique of Practical Reason I

WEEK SIXTEEN

(May 6, 8)

ASSIGNMENT DUE: PD: 861-84 (Kant: *Foundations, Sec.II*).

Topic for Lecture or Discussion:

1. Kant: Critique of Practical Reason II

WEEK OF FINALS

FINAL EXAMINATION

PH 202A: 9 A.M., Friday, May 16, 2014

CONTACT: Please don't hesitate to contact me if you have any questions:

Course Page: <https://d2l.washburn.edu/>

E-mail: klaus.ladstaetter@washburn.edu

Office Phone: 785.670.1540

Snail Mail: Washburn University
Department of Philosophy
Garvey Fine Arts Center 233
1700 SW College Ave
Topeka, KS 66621

If you cannot see me in my office hours, I prefer to be contacted via e-mail (rather than by phone). If you send e-mail, please use your WashburnU address “___@washburn.edu” and mention “PH 202A”, “History of Modern Philosophy” (or something similar) in the subject line. This is to ensure that your message doesn't get caught by the University's spam filter; it's also a good idea to Cc: the message to yourself. Thanks in advance.

SYLLABUS

PH 201A: HISTORY OF ANCIENT WESTERN PHILOSOPHY

FALL 2013

TIME: 9:30 - 10:45 A.M.

DAYS: TR

ROOM: GC 131

Klaus Ladstaetter, GC 233

OFFICE HOURS: MW 8:50 - 9:50 A.M., TR 1:15 - 2:15 P.M.

(No appointment necessary.)

Also at other times by appointment only.

DISTRIBUTION AREA: Humanities

GENERAL EDUCATION STUDENT LEARNING OUTCOME (SLO):

Critical and Creative Thinking

Critical Thinking is the intellectually disciplined process of assessing and evaluating ideas and forms. It involves clarifying questions, reflecting upon meaning, comparing multiple viewpoints, and evaluating evidence to make an informed judgment. Creative Thinking involves the production of original ideas, forms or works by making connections, generating alternatives, and elaborating or exploring new applications of accepted practices through innovation and/or invention. Critical and creative thinkers gather information from experience, observation, reasoning, reflection, and communication. They explore and synthesize related ideas, connect them to prior knowledge, and apply them to new contexts.

OVERALL COURSE CONTENT: This three-credit hour course (prerequisites: EN 101 or EN 102) provides a chronological survey of Western Philosophy from the pre-Socratics through the Middle Ages. It introduces students to the most prominent philosophers of the period, their fundamental doctrines and theories, and the principal problems with which they were concerned. Special emphasis is given to the problems and theories of metaphysics, epistemology, ethics, and political philosophy, as well as to the contributions made in these areas by Socrates, Plato, Aristotle, Augustine, and Aquinas.

COURSE OBJECTIVES: Upon successful completion of this course students will be able to:

1. arrive at a basic conceptual understanding of various core areas of philosophy (such as epistemology, metaphysics, axiology, logic, etc.); identify and interpret various Pre-Socratic cosmologies and moral theories; understand, explain, and critically discuss the cornerstones of Socrates' and Plato's philosophical theories;
2. understand, explain, and critically evaluate the central philosophical thoughts of Aristotle and Epicurus;
3. understand, explain, and critically evaluate the central philosophical thoughts of the Stoics, Skeptics, Neoplatonists, of Augustine, Anselm, and Aquinas;
4. develop, explain, and defend a thesis on a topic regarding the history of Ancient or Medieval Western philosophy.

ASSESSMENT OF OVERALL COURSE CONTENT: Quizzes, both announced and unannounced; class discussions; essay and multiple-choice examinations; term-paper.

RELATIVE WEIGHT OF COMPONENTS IN DETERMINING COURSE GRADES:

Quizzes	20% of course grade
Term-paper	20% of course grade
Essay and multiple-choice examinations	60% of course grade

OVERALL LETTER GRADE: The overall course grade will be computed as follows:

1. After throwing out the worst grade among quizzes, the remaining five grades for these assignments will be averaged to count for 20% of the total course grade. A test over the Seech book may count as a quiz or as a part of an examination. NOTICE: If missed, these assignments CANNOT be made up.
2. The term-paper grade may depend on a brief oral defense of its thesis and contents. The grade will count for 20% of the total course grade. This paper is due Tuesday, November 26.
3. Including the final, there will be three examinations, each combining multiple-choice and essay questions. Each examination will count for 20% of the total course grade.
4. To obtain the final course grade, the base course grade will be modified in accord with the policies on attendance and tardiness.

Students are required to bring a #2 pencil (with clean, usable eraser) to every class and to use it on electronically scored answer sheets. Essays should be written in ink (black or blue).

All grade components are given NUMERICAL grades. The computation of the overall course grade is based on the numerical grades earned. The numerical course grade will be converted to a letter course grade in accordance with the scale given below. In borderline cases, the instructor reserves the right, but has no obligation, to assign the higher grade if the student's performance toward the end of the course shows substantial improvement over her or his initial efforts.

<i>Numerical Grade</i>	<i>= Letter Grade</i>
90 - 100	A (excellent)
80 - 89	B (well above average)
70 - 79	C (average)
60 - 69	D (below average but passing)
0 - 59	F (failure)

SLO-ASSESSMENT: For each student the overall SLO will be determined as follows:

Advanced (4): sum of weighted grade components equal to or greater than 90%;

Target (3): sum of weighted grade components equal to or greater than 80% but less than 90%;

Developing (2): sum of weighted grade components equal to or greater than 70% but less than 80%;

Beginning (1): sum of weighted grade components less than 70%.

Note: Students who were enrolled but did not regularly attend will be assigned a score of NP for non-participation.

CLASSROOM AND ACADEMIC POLICIES:

Policy on ATTENDANCE: Attendance is REQUIRED. Normally a student will be counted absent if she or he misses more than 15 minutes of class. Accordingly, be sure to let your instructor know when and why it is necessary for you to arrive late or leave early. In accord with the student's attendance, her or his numerical course grade will be modified as follows:

- 0 absences – add 2 points
- 1-2 absences – add 1 point
- 3-4 absences – add 0 points
- 5-6 absences – subtract 1 point
- 7 or more absences – subtract 1 point for each absence beyond the sixth

Policy on TARDINESS: Habitual tardiness is irresponsible, rude, and disruptive behavior. To discourage it, the student's numerical course grade will be reduced by HALF A POINT (0.5) for each instance of tardiness beyond the first three instances. This policy is NOT in effect on days when driving and walking are made hazardous by inclement weather. Otherwise, there are no excuses. Early departures will be penalized in the same way as late arrivals. The maximum number of points subtracted due to absences or tardiness is five (5) points.

Policy on CLASSROOM DISRUPTIONS: In order to avoid activities that disrupt the classroom process, I ask your cooperation with the following class policies:

- If you MUST leave class early, please notify your instructor of this before class.
- Wait until I end class before you begin to pack up and prepare to leave.
- All electronic devices (telephones, laptops, etc.) MUST be in silent mode AND packed away while you are in the classroom. If you think you have a legitimate reason why you must remain on call or online, please discuss it with your instructor in advance.

I will speak with students violating these policies, and reserve the right to drop repeated offenders from the class.

Policy on CHEATING: Any form of cheating – including any form of PLAGIARISM – will earn the student a failing grade for the course. In addition disciplinary sanctions may be imposed by the Dean of Students. Students should become familiar with Washburn's DISCIPLINARY CODE AND PROCEDURE FOR STUDENTS.

Policy on MAKE-UPS FOR MISSED EXAMINATIONS: If you fail to take an examination, your grade for that examination is automatically a zero (0). The zero grade remains in effect until the missed examination is made up.

Make-ups are NOT given automatically. A make-up will be given only if you have good attendance and a legitimate, serious, and documentable reason for missing the examination. Students with excessive absences will not be given a make-up examination, except for well-documented medical reasons.

For any missed examination you must contact the instructor within 24 hours after its scheduled time and must take the make-up at the instructor's earliest convenience. If you know in advance that you must miss an examination, contact the instructor to try to arrange, at the instructor's

discretion, an EARLIER examination date. If granted, an earlier examination date does NOT carry a GRADE-ADJUSTMENT.

All other make-up examinations WILL carry a grade-adjustment. The adjustment ranges from two (2) to 20 points off the grade earned in the make-up; the actual adjustment will depend on the reason for missing the examination, on how soon you contact the instructor, and on how soon the examination is made up.

NO make-up will be granted if you fail to contact the instructor within 24 hours after its scheduled time, unless you are prevented from doing so by documentable circumstances beyond your control. Also, unusual circumstances aside, you will have only ONE opportunity to make up the missed examination.

If you know that you have to miss the FINAL EXAMINATION, you must contact the instructor BEFORE its scheduled time and must take the make-up examination at the instructor's earliest convenience. IF YOU MISS THE FINAL WITHOUT A VALID EXCUSE, YOU FAIL THE COURSE.

Students taking make-ups, or requesting information about course grades at the department office, must display pictured identification.

STUDY GROUPS: Students desiring to form study groups are encouraged to do so but to contact the instructor of this course.

REQUIRED TEXTS:

1. Baird, F. E. (ed.), *Ancient Philosophy*. 6th ed., Upper Saddle River: Pearson Prentice Hall 2011.
2. Seech, Z., *Writing Philosophy Papers*. 5th ed., Belmont: Wadsworth 2009.
3. Stumpf, S. E., Fieser J., *Socrates to Sartre and Beyond. A History of Philosophy*. 8th ed., New York: McGraw-Hill 2008.
4. Any assigned (electronic) handouts or texts.

In the schedule that follows, textbooks are denoted by the letters in parentheses given above. For example: AP = *Ancient Philosophy*. References to WP are few because it is intended that you study it on your own and more or less at your own pace. However, you are expected to complete studying WP no later than the tenth week of classes.

TENTATIVE COURSE SCHEDULE

The schedule of assignments and activities in this course is tentative and subject to change based upon the judgment of the instructor. Students are responsible for all assignments announced in class as well as those listed in this syllabus.

WEEK ONE

(Aug. 20, 22)

A. ASSIGNMENT DUE: Handouts

Topics for Lecture or Discussion:

1. *Introduction*: The Universe, Human Beings, and Values
2. *General Education Skill*: Reading Intelligently
 - a. The SQ5R Method (Survey; Question; Read; Reflect; Record; Recite; Review); or [(R&R) $n = U$] (Read and Reflect n Times Until the Material Is Understood)

- b. Annotations and Summaries
- c. Concepts and Principles
- d. Theories and Their Explanatory Values
- e. Arguments: Premises and Conclusions
- f. The Interplay of Problems, Theories, Evidence, and Argument

B. ASSIGNMENT DUE: SS: 3–25; AP: 1–42 (Thales, Anaximander, Anaximenes, Pythagoras, Xenophanes, Heraclitus, Parmenides, Zeno of Elea, Empedocles, Anaxagoras, Democritus, and Leucippus).

Topics for Lecture or Discussion:

- 1. The Pre-Socratics
- 2. Early Philosophical Cosmologies and their Underlying Assumptions
- 3. *General Education Skill*: Processing Information in Terms of Synthesis and Analysis
 - a. Theoretical Synthesis
 - b. Conceptual Analysis

WEEK TWO

(Aug. 27, 29)

ASSIGNMENT DUE: SS: 26–30; AP: 43–48 (Protagoras, Gorgias, Critias). Begin studying WP.

Topics for Lecture or Discussion:

- 1. The Sophists
- 2. Cosmology and Perception
- 3. From Cosmology to Anthropology
- 4. Protagoras and Relativism
- 5. *General Education Skill*: Writing Effectively
 - a. Purpose and Audience
 - b. Problem (or Issue) and Thesis (or Position on the Issue)
 - c. Supporting a Thesis: Theory, Evidence, and Argumentation

WEEK THREE

(Sept. 3, 5)

ASSIGNMENT DUE: SS: 30–40; AP: 65–107 (Plato: *Euthyphro*, *Apology*, *Crito*), 148–50 (Plato: from *Phaedo*).

Topics for Lecture or Discussion:

- 1. Socrates (Plato)
 - a. Socrates vs. the Sophists
 - b. The Dialectic Method
 - c. Mission and Moral Integrity
 - d. Distinctive Doctrines
- 2. *General Education Skills*: Their Interplay
 - a. Conceptual Analysis and Definitions
 - b. Contradictions and *Reductio ad absurdum* Arguments

WEEK FOUR

(Sept. 10, 12)

ASSIGNMENT DUE: SS: 41–52, 64–67; AP: 151–77 (Plato: *Meno*), 308–11 (Plato: from *Timaeus*).

Topics for Lecture or Discussion:

- 1. From Anthropology to System
- 2. Brief Class Discussion: Knowledge and Opinion

3. Plato:
 - a. Theory of the Forms
 - b. Cosmology
 - c. Epistemology

WEEK FIVE

(Sept. 17, 19)

ASSIGNMENT DUE: SS: 53–64; AP: 199–213 (Plato: *Republic*, Bk I), 274–88 (Plato: *Republic*, Bks VI–VII).

Topics for Lecture or Discussion:

1. Plato: Psychology, Perception, and Knowledge
2. Plato: Ethical and Political Theory

WEEK SIX

(Sept. 24, 26)

ASSIGNMENT DUE: AP: 213–47 (Plato: *Republic*, Bks II–V).

Topics for Lecture or Discussion:

1. Plato: Educational Theory
2. *General Education Skill:* Writing Effectively – The Examination Essay

WEEK SEVEN

(Oct. 1, 3)

FIRST EXAMINATION: Thursday, Oct. 3

ASSIGNMENT DUE: SS: 68–82; AP: 315–24 (Aristotle: *Categories*). Your study of WP should be nearing completion.

Topics for Lecture or Discussion:

1. Aristotle: Logic and the Categories
2. Aristotle: Metaphysics (I)

WEEK EIGHT

(Oct. 10)

FALL BREAK: Tuesday, Oct. 8

ASSIGNMENT DUE: AP: 344–51 (Aristotle: *Metaphysics*, Bk I), 369–71 (Aristotle: *Metaphysics*, Bk XII), 371–77 (Aristotle: *On the Soul*, Bks II–III).

Topics for Lecture or Discussion:

1. Aristotle: Metaphysics (II)
2. Aristotle: Psychology and Epistemology

WEEK NINE

(Oct. 15, 17)

LIBRARY LECTURE (by Sean Bird): Thursday, Oct. 17; GC 131

ASSIGNMENT DUE: SS: 82–90; AP: 378–408 (Aristotle: *Nichomachean Ethics*, Bks I–III). Complete studying WP.

Topics for Lecture or Discussion:

1. Aristotle's Ethics
2. Aristotle's Politics, and Aesthetics

WEEK TEN

(Oct. 22, 24)

ASSIGNMENT DUE: SS: 93–97; AP: 463-90 (Epicurus: *Letter to Herodotus*, *Letter to Menoeceus*, *Principal Doctrines*). Consult WP frequently as you research and write your paper.

Topics for Lecture or Discussion:

1. Epicurus' Metaphysics: Atoms and the Void
2. Epicurus' Ethics: Peace of Mind and Bodily Health
3. Writing the Term Paper: Final Instructions

WEEK ELEVEN

(Oct. 29, 31)

ASSIGNMENT DUE: SS: 97–103; AP: 505-39 (Zeno of Citium, Cleanthes: *Hymn to Zeus*, Epictetus: *Handbook (Enchiridion)*, Marcus Aurelius: *Meditations*, Bk IV).

Topics for Lecture or Discussion:

1. Stoics: Logos or Fire or God
2. Stoics: Rational Self-Control
3. Epictetus: The Slave that was Always Free

Note: Friday, Nov. 1, is the last day to withdraw from courses.

WEEK TWELVE

(Nov. 5, 7)

ASSIGNMENT DUE: SS: 103–07, 107–12; AP: 540-45 (Pyrrho), 546–61 (Plotinus: *Enneads*, I.6, V.1).

Topics for Lecture or Discussion:

1. Skepticism: Morality Without Certainty
2. Plotinus: Eclectic Mysticism

WEEK THIRTEEN

(Nov. 12, 14)

SECOND EXAMINATION: Thursday, Nov. 14

ASSIGNMENT DUE: SS: 113–28.

Topics for Lecture or Discussion:

1. St. Augustine's Christian Philosophy
2. Class Discussion: The Problem of Evil

WEEK FOURTEEN

(Nov. 19, 21)

ASSIGNMENT DUE: SS: 129–32, 139–42.

Topics for Lecture or Discussion:

1. St. Augustine's Christian Philosophy (continued)
2. The Problem of Universals
3. St. Anselm: Ontological Argument for God's Existence

WEEK FIFTEEN

(Nov. 26)

TERM PAPER DUE (at the beginning of class): Tuesday, Nov. 26

THANKSGIVING: Thursday, November 28

ASSIGNMENT DUE: SS: 148–67.

Topics for Lecture or Discussion:

1. Faith and Reason
2. St. Thomas Aquinas: Five Proofs of God's Existence

WEEK SIXTEEN

(Dec. 3, 5)

ASSIGNMENT DUE: SS: 168–71.

Topics for Lecture or Discussion:

1. St. Thomas Aquinas: God and Creation
2. St. Thomas Aquinas: Evil, Morality, and the Natural Law
3. Voluntarism, Nominalism, Mysticism

WEEK OF FINALS

FINAL EXAMINATION

PH 201A: 9:00 A.M. Friday, December 13, 2013

CONTACT: Please don't hesitate to contact me if you have any questions:

Course Page: <https://d2l.washburn.edu/>

E-mail: klaus.ladstaetter@washburn.edu

Office Phone: 785.670.1540

Snail Mail: Washburn University
Department of Philosophy
Garvey Fine Arts Center 233
1700 SW College Ave
Topeka, KS 66621

If you cannot see me in my office hours, I prefer to be contacted via e-mail (rather than by phone). If you send e-mail, please use your WashburnU address “____@washburn.edu” and mention “PH 201A”, “History of Ancient Philosophy” (or something similar) in the subject line; this is to ensure that your message does not get caught by the University's spam filter. It's also a good idea to Cc: the message to yourself. Thanks in advance.

SYLLABUS

PH 104A: INTRODUCTION TO LOGIC AND CRITICAL THINKING

SPRING 2016

TIME: 1:30-2:45 P.M.

DAYS: MW

ROOM: MO 136

Klaus Ladstaetter, Morgan Hall 206 L

OFFICE HOURS: MWF 8:50-9:50 A.M., T 11 A.M.-12 P.M.

(No appointment necessary.)

Also at other times by appointment only.

DISTRIBUTION AREA: Humanities

GENERAL EDUCATION STUDENT LEARNING OUTCOME (USLO):

Critical and Creative Thinking

Critical Thinking is the intellectually disciplined process of assessing and evaluating ideas and forms. It involves clarifying questions, reflecting upon meaning, comparing multiple viewpoints, and evaluating evidence to make an informed judgment. Creative Thinking involves the production of original ideas, forms or works by making connections, generating alternatives, and elaborating or exploring new applications of accepted practices through innovation and/or invention. Critical and creative thinkers gather information from experience, observation, reasoning, reflection, and communication. They explore and synthesize related ideas, connect them to prior knowledge, and apply them to new contexts.

OVERALL COURSE CONTENT: This is an introductory course in logical analysis and critical thinking. It is appropriate for any academic level or any major or minor. In this course, students will gain a deeper understanding of the way that people use language to make arguments, explanations, and sometimes mistakes. The kinds of skills learned in PH 104 are broad and transferrable to any other academic enterprise. During the course, students learn how to recognize and analyze explanations, causal reasoning, deductive and inductive arguments, and fallacies. Class sessions are a mix of discussion/practice and lecture designed to help students think clearly and critically about common beliefs and current events.

COURSE OBJECTIVES: Upon successful completion of this course students will be able to:

1. recognize and correctly identify forms of reasoning in both natural and artificial contexts;
2. associate forms of reasoning with their appropriate evaluative criteria;
3. evaluate reasoning and argumentation in ordinary language;
4. evaluate reasoning and argumentation with technical or symbolic language.

ASSESSMENT OF OVERALL COURSE CONTENT: Six quizzes, three multiple-choice examinations, one essay.

OVERALL LETTER GRADE: The overall course grade will be computed as follows:

Quizzes	20% of course grade
Essay.....	20% of course grade
Multiple-choice examinations	60% of course grade

OVERALL LETTER GRADE: The overall course grade will be computed as follows:

1. After throwing out the worst grade among quizzes, the remaining five grades for these assignments will be averaged to count for 20% of the total course grade. NOTICE: If missed, these assignments CANNOT be made up.
2. The essay grade may depend on a brief oral defense of its contents. The grade will count for 20% of the total course grade. The essay is due at the beginning of the specified class.
3. Including the final, there will be three multiple-choice examinations. Each examination will count for 20% of the total course grade.
4. To obtain the final course grade, the base course grade will be modified in accord with the policies on attendance and tardiness.

All grade components are given NUMERICAL grades. The computation of the overall course grade is based on the numerical grades earned. The numerical course grade will be converted to a letter course grade in accordance with the scale given below. In borderline cases, the instructor reserves the right, but has no obligation, to assign the higher grade if the student's performance toward the end of the course shows substantial improvement over her or his initial efforts.

Numerical Grade = Letter Grade

90 - 100	A (excellent)
80 - 89	B (well above average)
70 - 79	C (average)
60 - 69	D (below average but passing)
0 - 59	F (failure)

CLASSROOM AND ACADEMIC POLICIES:

Policy on ATTENDANCE: Attendance is REQUIRED. Normally a student will be counted absent if she or he misses more than 15 minutes of class. Accordingly, be sure to let your instructor know when and why it is necessary for you to arrive late or leave early. In accord with the student's attendance, her or his numerical course grade will be modified as follows:

- 0 absences – add 2 points
- 1-2 absences – add 1 point
- 3-4 absences – add 0 points
- 5-6 absences – subtract 1 point
- 7 or more absences – subtract 1 point for each absence beyond the sixth

Policy on TARDINESS: Habitual tardiness is irresponsible, rude, and disruptive behavior. To discourage it, the student's numerical course grade will be reduced by HALF A POINT (0.5) for each instance of tardiness beyond the first four instances. This policy is NOT in effect on days when driving and walking are made hazardous by inclement weather. Otherwise, there are no

excuses. Early departures will be penalized in the same way as late arrivals. The maximum number of points subtracted due to absences or tardiness is five (5) points.

Policy on CLASSROOM DISRUPTIONS: In order to avoid activities that disrupt the classroom process, I ask your cooperation with the following class policies:

- If you **MUST** leave class early, please notify your instructor of this before class.
- Wait until I end class before you begin to pack up and prepare to leave.
- All electronic devices (telephones, laptops, etc.) **MUST** be in silent mode **AND** packed away while you are in the classroom. If you think you have a legitimate reason why you must remain on call or online, please discuss it with your instructor in advance.

I will speak with students violating these policies, and reserve the right to drop repeated offenders from the class.

Policy on CHEATING: Any form of cheating – including any form of **PLAGIARISM** – will earn the student a failing grade for the course. In addition disciplinary sanctions may be imposed by the Dean of Students. Students should become familiar with Washburn's **DISCIPLINARY CODE AND PROCEDURE FOR STUDENTS**.

Policy on MAKE-UPS FOR MISSED EXAMINATIONS: If you fail to take an examination, your grade for that examination is automatically a zero (0). The zero grade remains in effect until the missed examination is made up.

Make-ups are **NOT** given automatically. A make-up will be given only if you have good attendance and a legitimate, serious, and documentable reason for missing the examination. Students with excessive absences will not be given a make-up examination, except for well-documented medical reasons.

For any missed examination you must contact the instructor within 24 hours after its scheduled time and must take the make-up at the instructor's earliest convenience. If you know in advance that you must miss an examination, contact the instructor to try to arrange, at the instructor's discretion, an **EARLIER** examination date. If granted, an earlier examination date does **NOT** carry a **GRADE-ADJUSTMENT**.

All other make-up examinations **WILL** carry a grade-adjustment. The adjustment ranges from two (2) to 20 points off the grade earned in the make-up; the actual adjustment will depend on the reason for missing the examination, on how soon you contact the instructor, and on how soon the examination is made up.

NO make-up will be granted if you fail to contact the instructor within 24 hours after its scheduled time, unless you are prevented from doing so by documentable circumstances beyond your control. Also, unusual circumstances aside, you will have only **ONE** opportunity to make up the missed examination.

If you know that you have to miss the **FINAL EXAMINATION**, you must contact the instructor **BEFORE** its scheduled time and must take the make-up examination at the instructor's earliest convenience. **IF YOU MISS THE FINAL WITHOUT A VALID EXCUSE, YOU FAIL THE COURSE.**

Students taking make-ups, or requesting information about course grades at the department office, must display pictured identification.

STUDY GROUPS: Students desiring to form study groups are encouraged to do so but to contact the instructor of this course.

REQUIRED TEXTS:

1. (CT) Moore, B. N., Parker, R., *Critical Thinking*. 11th ed., New York: McGraw-Hill 2015.
[<http://www.mhhe.com/mooreparker11e>]
2. Any assigned electronic handouts or texts.

In the schedule that follows, the textbook is denoted by the letters in parentheses given above;
CT = *Critical Thinking*.

TENTATIVE COURSE SCHEDULE

The schedule of assignments and activities in this course is tentative and subject to change based upon the judgment of the instructor. Students are responsible for all assignments announced in class as well as those listed in this syllabus.

WEEK ONE

(Jan. 20)

ASSIGNMENT DUE: *CT*: What *Is* Critical Thinking, Anyway? (Ch. 1)

Topics for Lecture or Discussion:

1. Introductory Lecture

WEEK TWO

(Jan. 25, 27)

ASSIGNMENT DUE: *CT*: *CT*: What *Is* Critical Thinking, Anyway? (Ch. 1)

Topics for Lecture or Discussion:

1. Beliefs and Claims
2. Issues
3. Arguments
4. Cognitive Biases
5. Truth and Knowledge
6. What Critical Thinking Can and Can't Do
7. A Word About the Exercises
8. Recap

WEEK THREE

(Feb. 1, 3)

ASSIGNMENT DUE: *CT*: Two Kinds of Reasoning (Ch. 2)

Topics for Lecture or Discussion:

1. Arguments: General Features
2. Two Kinds of Arguments
3. Beyond a Reasonable Doubt
4. Telling the Difference Between Deductive and Inductive Arguments
5. Deduction, Induction, and Unstated Premises
6. Balance of Considerations

WEEK FOUR

(Feb. 8, 10)

ASSIGNMENT DUE: *CT*: Two Kinds of Reasoning (Ch. 2)

Topics for Lecture or Discussion:

7. Inference to the Best Explanation (IBE)
8. What Are not Premises, Conclusions, or Arguments
9. Ethos, Pathos, and Logos
10. Techniques for Understanding Arguments
11. Evaluating Arguments
12. Recap

WEEK FIVE

(Feb. 15, 17)

(Feb. 29; Mar. 2)

FIRST EXAMINATION: Wednesday, Feb. 17

ASSIGNMENT DUE: *CT*: Clear Thinking, Critical Thinking, and Clear Writing (Ch. 3)

Topics for Lecture or Discussion:

1. Vagueness
2. Ambiguity
3. Generality
4. Defining Terms
5. Writing Argumentative Essays
6. Recap

WEEK SIX

(Feb. 22, 24)

ASSIGNMENT DUE: *CT*: Rhetoric, the Art of Persuasion (Ch. 5)

Topics for Lecture or Discussion:

1. Rhetorical Force
2. Rhetorical Devices I
3. Rhetorical Devices II
4. Rhetorical Devices III
5. Rhetorical Devices IV
6. Proof Surrogates and Repetition
7. Persuasion through Visual Imagery
8. The Extreme Rhetoric of Demagoguery
9. Recap

WEEK SEVEN

ASSIGNMENT DUE: *CT*: Relevance (Red Herring) Fallacies (Ch. 6)

Topics for Lecture or Discussion:

1. Argumentum Ad Hominem
2. Straw Man
3. False Dilemma
4. Misplacing the Burden of Proof

WEEK EIGHT

(Mar. 7, 9)

ASSIGNMENT DUE: *CT*: Relevance (Red Herring) Fallacies (Ch. 6)

Topics for Lecture or Discussion:

5. Begging the Question (Assuming What You are Trying to Prove)
6. Appeal to Emotion
7. Irrelevant Conclusion
8. Recap

WEEK NINE

(Mar. 14, 16)

SPRING BREAK

WEEK TEN

(Mar. 21, 23)

ASSIGNMENT DUE: *CT*: Induction Fallacies (Ch. 7)

Topics for Lecture or Discussion:

1. Generalizations
2. Weak Analogy
3. Fallacious Appeal to Authority
4. Fallacious Appeal to Popularity (Fallacious Appeal to Common Belief)
5. Fallacies Related to Cause and Effect
6. Slippery Slope
7. Untestable Explanation
8. Line Drawing Again
9. Recap

Note: Wednesday, Mar. 23, 10:00 A.M., the Freshman Mid-Term Grades are due.

WEEK ELEVEN

(Mar. 28, 30)

SECOND EXAMINATION: Wednesday, Mar.30

ASSIGNMENT DUE: *CT*: Formal Fallacies and Fallacies of Language (Ch. 8)

Topics for Lecture or Discussion:

1. Three Formal Fallacies: Affirming the Consequent, Denying the Antecedent, and Undistributed Middle
2. The Fallacies of Equivocation and Amphiboly
3. The Fallacies of Composition and Division
4. Confusing Explanations with Excuses
5. Confusing Contraries and Contradictories

6. Consistency and Inconsistency
7. Miscalculating Probabilities
8. Recap

Note: Friday, Apr. 1, is the last day to withdraw from courses.

WEEK TWELVE

(Apr. 4, 6)

ASSIGNMENT DUE: *CT*: Deductive Arguments II: Truth-Functional Logic (Ch. 10)

Topics for Lecture or Discussion:

1. Truth Tables and Logical Symbols
2. Symbolizing Compound Claims

WEEK THIRTEEN

(Apr. 11, 13)

ASSIGNMENT DUE: *CT*: Deductive Arguments II: Truth-Functional Logic (Ch. 10)

Topics for Lecture or Discussion:

3. Truth-Functional Arguments

WEEK FOURTEEN

(Apr. 18, 20)

ARGUMENT ESSAY DUE (at the beginning of class): Wednesday, Apr. 20

ASSIGNMENT DUE: *CT*: Deductive Arguments II: Truth-Functional Logic (Ch. 10)

Topics for Lecture or Discussion:

4. Deductions
5. Recap

WEEK FIFTEEN

(Apr. 25, 27)

ASSIGNMENT DUE: *CT*: Inductive Reasoning (Ch. 11)

Topics for Lecture or Discussion:

1. Argument from Analogy
2. Generalizing from a Sample
3. Scientific Generalizing from a Sample
4. The Statistical Syllogism

WEEK SIXTEEN

(May 2, 4)

ASSIGNMENT DUE: *CT*: Inductive Reasoning (Ch. 11)

Topics for Lecture or Discussion:

5. Causal Statements and Their Support
6. Calculating Statistical Probabilities
7. Causation in the Law
8. Recap

WEEK OF FINALS

FINAL EXAMINATION

PH 104A: 1:30 P.M. Wednesday, May 11, 2016

CONTACT: Please don't hesitate to contact me if you have any questions:

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If you cannot see me in my office hours, I prefer to be contacted via e-mail (rather than by phone). If you send e-mail, please use your WashburnU address “____@washburn.edu” and mention “PH 104A”, “Critical Thinking” (or something similar) in the subject line; this is to ensure that your message does not get caught by the University's spam filter. It's also a good idea to Cc: the message to yourself. Thanks in advance.

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RJ '322C<'P VTQF WE VKQP 'VQ'RJ KNQUQRJ ["

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HCNN'4237"

Mrcwu'Ncf uxcwgt. 'O qti cp'J cml'428'N"

VKO G<"32/32-72'C00 0'

QHHEG'J QWTU<"O Y H: 72/; 72'C00 0'Y "3-37/4-37'R00 0'

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I m d c n ' E k k / g p u j k r . ' G j k e u . ' c p f ' F k x g t u k ł ' "

I m d c n ' e k k / g p u j k r ' t g h t u ' q ' j g ' d t q c f ' w p f g t u c p f k p i ' q h ' r g q r n g u ' c p f ' e w n w t g u ' l p ' j g ' W p k g f ' U c v g u ' c p f ' c t q w p f ' j g ' y q t r f . ' c p f ' v q ' j w o c p n k p f a u ' r n e g ' c p f ' g h g e w ' l p ' j g ' y q t r f 0 ' I m d c n ' e k k / g p u j k r " k p e n f g u ' c ' t g u r g e v h q t ' j g ' e q o o q p c r k k g u ' c p f ' f k h g t g p e g u ' l p ' r g q r n g u . ' k p e n f k p i ' c p ' w p f g t u c p f k p i " q h ' x c n w g u . ' d g r k g h u ' c p f ' e w u q o u 0 ' K ' r n e g u ' c p ' g o r j c u k u ' q p ' j g ' g e q p q o k e . ' t g r k i k q w u . ' r q r k k e c n " i g q i t e r j k e . ' h p i w k u k e . ' j k u q t k e . ' g p x k t q p o g p v c n ' c p f ' u q e k n ' c u r g e w ' j c v f g h k p g ' e w n w t g u 0 ' K ' r n e g u " c p ' g o r j c u k u ' q p ' g j k e u . ' g s w e r k ł ' c p f ' j w o c p ' t k i j w u . ' c p ' c r r t g e k c v k p p ' h q t ' f k x g t u k ł . ' j g " k p v g t e q p p g e v g f p g u u ' q h ' u q e k g v k g u ' c p f ' e w n w t g u . ' c p f ' c ' e q o o k o g p v ' q ' h k p f k p i ' u q n w k q p u ' q ' r t q d r g o u " j c v ' e c p ' c h h g e v ' j g ' y q t r f 0 "

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Q X G T C N N ' E Q W T U G ' E Q P V G P V < " R j k n u q r j { ' k u ' l p v t q f w e g f ' v q ' j g ' d g i k p p k p i ' u w f g p v ' d { ' m q n k p i " c v ' o g v c r j { u k e u ' c p f ' g j k e u ' j t q w i j ' j g ' y q t m u ' q h ' o c l q t ' Y g u v g t p ' r j k n u q r j g t u 0 ' V j q w i j ' r t q x k f k p i " c ' i g p g t c n l p v t q f w e k q p ' v q ' r j k n u q r j { ' o ' k u ' o g j q f q r n i k g u . ' o c l q t ' h k g r f u . ' c p f ' h w p f c o g p v c n ' r t q d r g o u ' o ' j k u ' j t g g / e t g f k ' j q w t ' e q w t u g ' * y k j q w ' r t g t g s w k u k g u + ' h q e w u g u ' q p ' j g ' t g r c v k p u j k r " d g v y g g p ' j g ' r t c e v k e c n ' c p f ' u r g e w r c v k x g ' f k o g p u k q p u ' q h ' r j k n u q r j { 0 " V j g ' e q w t u g ' u g g m u ' v q ' r t q o q v g " j g ' u w f g p v u ' c y c t g p g u u ' q h ' j q y ' j g ' o q t c n ' c p f ' r t c e v k e c n ' x c n w g u ' d { ' y j k e j ' r g t u q p u ' i w k f g ' j g l t ' h k x g u ' c t g ' u j c r g f ' d { ' j g ' o c p p g t ' k p ' y j k e j ' j g { ' e q p e g k x g ' j g ' y q t r f 0 " V j w u . ' j g ' e q w t u g ' g o r j c u k g u ' g j k e u " c p f ' o g v c r j { u k e u . ' j g ' r j k n u q r j k e c n ' f k u e k r n k p g u ' e q p e g t p g f ' y k j ' j g ' u { u g o c v k e ' e q p u t w e k q p ' c p f " e t k k e k u o ' q h ' o q t c n ' x c n w g u ' c p f ' y q t r f ' x l g y u 0 "

"

E Q W T U G ' Q D L G E V K X G U < " W r q p ' u w e e g u u h n ' e q o r n g v k p p ' q h ' j k u ' e q w t u g ' u w f g p w ' y k n i d g ' c d r g ' v q < "

30 c t t k x g ' c v ' c ' d c u k e ' e q p e g r w e n ' w p f g t u c p f k p i ' q h ' o c l q t ' h k g r f u ' q h ' r j k n u q r j { " * u w e j ' c u " g r k n g o q r n i { . ' o g v c r j { u k e u . ' c z k q r n i { . ' m i k e . ' g v e 0 = "

40 c r r t g j g p f ' j g ' t g r c v k p u j k r ' d g v y g g p ' u r g e w r c v k x g ' y q t r f ' x l g y u ' c p f ' r t c e v k e c n ' o q t c n ' x c n w g u . " c p f ' c r r n ł ' u q o g ' q h ' j g ' h q t o g t ' v q ' j g ' r e w g t = "

50 t g c f ' k p v g n k i g p v ł . ' c p c n ł | g . ' c p f ' e t k k e c m ł ' c u u g u u ' j g ' e q p v t k d w k q p u ' q h ' l o r q t v c p v ' h i w t g u ' l p " j g ' j k u q t { ' q h ' Y g u v g t p ' r j k n u q r j { = "

60 f g x g n q r ' c ' r t q h q w p f ' w p f g t u c p f k p i ' q h ' o g v c / + g j k e u ' d { ' i g p g t c v k p i ' j g ' e c r c e k ł ' v q " f k h g t g p v c v g ' c p f ' e t k k e c m ł ' g x c n w c v g ' x c t k q w u ' g j k e c n ' j g q t k g u ' * u w e j ' c u ' o q t c n ' t g r c v k k u o . " g i q k u o . ' c e v l t w r g ' w k r k c t k c p k u o . ' f g q p v q r n i { . ' c p f ' x k t w g ' g j k e u 0 "

"

CUUGUO GP V'QH'QXGT CNN'EQWUG'EQP VGP V<"Vy q'wpi tcf gf 's wkl | gu="kpvgmki gpv'ercuu"
r ctvlekr cvkqp="y tgg'i tcf gf "o wnlr ng/ej qleg'gzco kpcvkpu="y q'i tcf gf "kp/ercuu"guuc{ "vguvu0"

Wpi tcf gf "s wkl | gu"cpf "ercuu'f kuewuukpu'r tqxkf g'uwf gpw'y kj "qr r qt wplkku'hqt'ugrh/
cuuguo gpv0"Uwf gpw'y j q'r gthqto 'r qqtnt{ "qp's wkl | gu"qt'y j q'ecppqv'o gcpkpi hwm{ 'r ctvlekr cvg'kp"
y j g'ercuu'f kuewuukpu'ctg'hkng{ "q'r gthqto 'r qqtnt{ "qp'y j g'gzco kpcvkpu'cpf "guuc{ "vguvu0""

Vj g'eqwtug'i tcf g'ku'dcugf "gzenwukxgn{ "qp'y j g'gzco kpcvkpu'r nu'qt'o kpwu'r qkpw'gctpgf "qt"
nquv'hqt "cwpgf cpeg"qt "vctf kpguu"*hqt "y j g'r qrlkgu'r ngcug'ugg'dgmjy +0"Vj gtg'ctg'pq"qr r qt wplkku'hqt"
gztc'etgf k0"

Uwf gpw'ctg'tgs wklgf "q'dtkpi "c'%4'r gpekl*y kj "ergcp."wucdrg'gtcugt+"q'gxgt{ "s wkl "cpf "
gzco kpcvkqp'cpf "q'wug'k'qp"grgevtqplecm{ "ueqtgf "cpuy gt "uj ggvu0"Guuc{ u'uj qwf "dg'y tkwgp'kp'kpmi
*drem'qt "dmvg+0""

QXGT CNN'NGVVG T' TCF G<"Vj g'qxgtcm'eqwtug'i tcf g'y kn'dg'eqo r wgf "cu'hqmjy u<"

"	Hktu'Gzco kpcvkqp"	"	""	47' "qh'eqwtug'i tcf g"
"	Hktu'Guuc{ "Vguv""	"	"	340' "qh'eqwtug'i tcf g"
"	Ugeqpf "Gzco kpcvkqp"	"	""	47' "qh'eqwtug'i tcf g"
"	Ugeqpf "Guuc{ "Vguv"	"	"	340' "qh'eqwtug'i tcf g"
"	Hkpcn'Gzco kpcvkqp"	"	""	47' "qh'eqwtug'i tcf g"
"	" " " "	"	""	322' "qh'eqwtug'i tcf g"

Cm'i tcf g'eqo r qp'gpw'ctg'i kxgp"P WO GTKECN'i tcf gu0"Vj g'eqo r wcvkqp"qh'y j g'qxgtcm'eqwtug"
i tcf g'ku'dcugf "qp'y j g'pwo gtlecn'i tcf gu'gctpgf 0"Vj g'pwo gtlecn'eqwtug'i tcf g'y kn'dg'eqpxgtvgf "q"
c'ngwt'eqwtug'i tcf g'kp'ceeqtf cpeg'y kj "y j g'uecrg'i kxgp'dgmjy 0"kp'dqtf gtrkpg'ecugu "y j g'lpustwexqt"
tgugt'xgu'y j g'tki j v'dw'j cu'pq'qdrki cvkqp."q'cuuki p'y j g'ki j gt'i tcf g'h'y j g'uwf gpw'u'r gthqto cpeg"
vqy ctf "y j g'gpf "qh'y j g'eqwtug'uj qy u'uwduncpvcn'ko r tqxgo gpv'qxtg'j gt'qt'j ku'kpkkn'ghhqtu0"

"Pwo gtlecn'l tcf g' ?" Ngwt' l tcf g"
; 2'/'322" " C""*gzegmpv+
: 2'/'! ; " D""*y gmlcdqxs'cxgtci g+
92'/'9; " E""*cxgtci g+
82'/'8; " F""*dgmjy "cxgtci g'dw'r cuukpi +
"2'/'7; " H""*ickwtg+
"

WUNQ/CUUGUO GP V<"Uweeguhw'ncs wklkqp"qh'eqwtug'qdlgev'xg'6*y j g'qpn{ "qpg'eqwv'kpi "
vqy ctf "hw'kmo gpv'qh'y j g'i gp'gtcn'gf wecvkqp'tgs wklgo gpw'y kn'dg'o gcuwtgf "d{ "cxgtci kpi "qww'y j g"
Ugeqpf "Guuc{ "Vguv'*340' "qh'y j g'qxgtcm'ngwt'i tcf g+cpf "y j g'Hkpcn'Gzco kpcvkqp"*47' "qh'y j g"
qxgtcm'ngwt'i tcf g+0"Hqt'gcej "uwf gpv'y j g'qxgtcm'WUNQ'y kn'dg'f gvgto kpgf "cu'hqmjy u<"

Cf xcpegf '*6<"cxgtci g'qh'ueqtgu'qp'y j g'Ugeqpf "Guuc{ "Vguv'cpf "qp'y j g'Hkpcn'Gzco kpcvkqp"
gs wcn'v'qt'i tgcvg't'y cp"; 2' ='
Vcti gv'*5<"cxgtci g'qh'ueqtgu'qp'y j g'Ugeqpf "Guuc{ "Vguv'cpf "qp'y j g'Hkpcn'Gzco kpcvkqp"
gs wcn'v'qt'i tgcvg't'y cp": 2' "dw'ngui'y cp"; 2' ='
F gxm'r lpi '*4<"cxgtci g'qh'ueqtgu'qp'y j g'Ugeqpf "Guuc{ "Vguv'cpf "qp'y j g'Hkpcn'Gzco kpcvkqp"
gs wcn'v'qt'i tgcvg't'y cp'92' "dw'ngui'y cp": 2' ='
Dgi lpp'kpi '*3<"cxgtci g'qh'ueqtgu'qp'y j g'Ugeqpf "Guuc{ "Vguv'cpf "qp'y j g'Hkpcn'Gzco kpcvkqp"
ngui'y cp'92' 0'

P qvg<Uwf gpw'y j q'y gtg'gptqmgf 'dw'f kf 'pqv'tgi wctn{ 'cwgpf 'y km'dg'cuuki pgf 'c'ueqtg'qh'
P R'hqt'pqp/r ct'vkr c'kqp0'

ENCUTQOO 'CPF 'CECF GO KE 'RQNEKGU<"

Rqle{ 'qp'CVVGPFCPEG<"Cwgpfcpeg'ku'TGS WKTGF0'P qto cm{ 'c'uwf gpv'y km'dg'eqwpgf "
cdugpv'h'uj g'qt'j g'o kugu'o qtg'y cp'37'o kpwgu'qh'ercuu0'Ceeqtf kpi n{ 'dg'uwg'v'q'rgv'f qwt "
kpwtwevt'hpqy 'y j gp'cpf 'y j { 'k'ku'pgeguuct { 'hqt'f qw'v'q'cttkxg'rcvg'qt'rgcxg'gctn{ 0'Kp'ceeqtf 'y kj "
y j g'uwf gpv'u'cwgpfcpeg.'j gt'qt'j ku'pwo gtecr'eqwtug'i tcf g'y km'dg'o qf kkgf 'cu'hqmjy u<

2/3'cdugpegu'o'cf f'4'r qkpw"

9/: 'cdugpegu'o'uwdtcev3'r qkpv"

4/5'cdugpegu'o'cf f'3'r qkpv"

; 'qt'o qtg'cdugpegu'o'uwdtcev3'r qkpv'hqt'gcej "

6/8'cdugpegu'o'cf f'2'r qkpw"

cdugpeg'dg{ qpf 'y g'gk j y j "

Rqle{ 'qp'VCTF K GUU<"J cdkwcn'ctf kpguu'ku'ktgur qpukdrg.'twf g.'cpf 'f kut wr vxg'dgj c'xkqt0'Vq "
f kueqwtci g'k.'y j g'uwf gpv'u'pwo gtecr'eqwtug'i tcf g'y km'dg'tgf wegf 'd{ 'J CNHC'RQK V'*207+'hqt "
gcej 'kpucpeg'qh'ctf kpguu'dg{ qpf 'y j g'h'uv'hqt'kpucpegu0'Vj ku'r qle{ 'ku'P QV'kp'gh'gev'qp'f c{ u "
y j gp'f tkxkpi 'cpf 'y cmkpi 'ctg'o cf g'j c| ctf qwu'd{ 'kpergo gpv'y gcvj gt0'Qy gty kug.'y j gtg'ctg'pq "
gzewugu0'Gctn{ 'f gr ctwtgu'y km'dg'r gpcrk gf 'kp'y j g'uco g'y c{ 'cu'rcvg'cttkxcnu0'Vj g'o czko wo "
pwo dgt'qh'r qkpw'uwdtcev'f'v'g'v'q'cdugpegu'qt'ctf kpguu'ku'hkxg'*7+'r qkpw0'

Rqle{ 'qp'ENCUTQOO 'F KUTWRVQPU<"Kp'qtfgt'v'q'cxqkf 'cev'xkkgu'y cv'f kut wr v'y j g'ercuutqgo "
r tqegu.'Kcum{ qwt'eqqr gtcv'kp'y kj 'y j g'hqmjy kpi 'ercu'r qrekgu<

o'Kk{ qw'O WUV'rgcxg'ercuu'gctn{ 'r'rgcug'pqvkh{ '{ qwt'kpwtwevt'qh'y ku'dghqtg'ercuu0'

o'Y c'k'wp'k'Kgp'f'ercu'dghqtg'f'qwdgi kp'v'q'r ceni'wr 'cpf 'r tgr ctg'v'q'rgcxg0'""

o'CM'ngextqple'f'gxlegu'*vgr j qpgu.'rcr vqr u.'gve0'O WUV'dg'kp'uk'gpv'o qf g'CPF 'r cengf "

cy c{ 'y j kg'f'qwt'g'kp'y j g'ercuutqgo 0'Kk{ qw'y j kpm{ qw'j cxg'c'rgi kko cvg'tgcuqp'y j { '{ qw' "

o wu'tgo ckp'qp'ecm'qt'qp'rkpg.'r'rgcug'f'kuewu'k'y kj '{ qwt'kpwtwevt'kp'cf xcpeg0'

Ky km'ur gcm'y kj 'uwf gpw'xkqrcv'kpi 'y j g'ug'r qrekgu.'cpf 't'gugt'xg'y j g'tki j v'v'q'f tqr 'tgr gcvgf "
q'hepf gtu'htqo 'y j g'ercu0'

Rqle{ 'qp'EJ GCVRPI <"Cp{ 'hqt'o 'qh'ej gc'v'kpi 'o'kpen'f kpi 'cp{ 'hqt'o 'qh'RNCI KCTKUO 'o'y km'gctp "
y j g'uwf gpv'c'hckkpi 'i tcf g'hqt'y j g'eqwtug0'Kp'cf f k'kqp'f'kuekr rkpt { 'ucpev'kpu'o c{ 'dg'ko r qugf 'd{ "
y j g'F gcp'qh'Uwf gpw0'Uwf gpw'uj qwf 'd'geqo g'hco k'kct'y kj 'Y cuj dwtp'u'F KUEKRNK CT['EQFG "
CPF 'RTQEGF WTG'HQT'UWFGP VUJ'

Rqle{ 'qp'O CMG/WRUHQT'O KUGF 'GZCO KPCVKQP U<"Kk{ qw'hck'v'q'cng'cp'gzco kpcv'kqp.'f'qwt "
i tcf g'hqt'y j cv'gzco kpcv'kqp'ku'cwqo c'k'ecm{ 'c' | gtq'*2+0'Vj g' | gtq'i tcf g'tgo ckpu'kp'gh'gev'wp'v'k'y j g "
o kugf 'gzco kpcv'kqp'ku'o cf g'wr 0'

O cng/wr u'ctg'P QV'i kxgp'cwqo c'k'ecm{ 0'C'o cng/wr 'y km'dg'i kxgp'qpn{ 'h'f'qw'j cxg'i qqf "
cwgpfcpeg'cpf 'c'rgi kko cvg.'ugt'kqu.'cpf 'f qewo gpv'drg'tgcuqp'hqt'o ku'kpi 'y j g'gzco kpcv'kqp0' "
Uwf gpw'y kj 'gzegu'xg'cdugpegu'y km'pqv'dg'i kxgp'c'o cng/wr 'gzco kpcv'kqp.'gzegr v'hqt'y gm "
f qewo gpv'f'f'g'f'k'ecr'it'gcuqp0'

Hqt'cp{ 'o kugf 'gzco kpcv'kqp'f'qwt'o wu'eqp'cev'y j g'kpwtwevt'y kj kp'46'j qwtu'ch'gt'ku "
uej gf w'gf 'ko g'cpf 'o wu'v'cng'y j g'o cng/wr 'cv'y j g'kpwtwevt'u'gctn'gu'eqpxg'k'p'peg0'Kk{ qw'hpqy "

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VGPVCVKXG'EQWTUG'UEJ GF WNG'

"

Vj g'uej gf wng'qh'cuuki po gpw'cpf "cevkxkgu"lp'y ku'eqwtug'ku'vpgvcxkg'cpf "uwdlgev'vq'ej cpi g'dcugf " wr qp"vj g'lwf i o gpv'qh'vj g'kputwewqt0'Uwf gpw'ctg"tgr qpukdng'hqt'cm'cuuki po gpw'cppqwpegf "lp" encu'cu'y gm'cu'vj qug'rkngf "lp'y ku'u\ mcdwu0'

"

Y GGMQPG'''

*Cwi 039.'3; . '43+''

Cuuh po gpv'Fwg<'KR<'Qp'vj g'Uwf { 'qh'Rj kquqr j { . '5/: ='KR<'Nqi kecn'Vqqmkv'; /36='KR<'Y tkkpi " Rj kquqr j { 'Rcr gtU.'37/39='KR<'D0T wuugm'Vj g'Xcnwg'qh'Rj kquqr j { . '3: /43='Ctej gvr gu<' Rj kquqr j { 'cpf 'vj g'Ugctej 'hqt'Y kuf qo "Ej 03+='J cpf qwu='Ctej gvr gu<'Vj g'Rj kquqr j gt/ Młpi <'Rrcvq '*Ej 07+''

Vqr leu'hqt 'Ngewt g'qt 'F krewukqp<'

30 I gpgt cñGf wecvkqp'Unkn<'Tgcf kpi "kpgnki gpv\ "

c0 US 7T '*Uwtxg { =S wguvkqp='Tgcf ='Tghgev='Tgeqtf ='Tgeksg='Tgxkgy +'

d0]*T(T+p'?'W_*Tgcf "cpf 'Tghgev'p'Vlo gu'Wpłki'vj g'O cvgtkcn'ku'Wpf gtuvqqf +'

40 I gpgt cñGf wecvkqp'Unkn<'Rtqegułpi "kphqto cvkqp"lp'Vgto u'qh'U\ p'vj guku'cpf 'Cpcn\ uku"

50 kput qf wewqt { 'Ngewt g"

60 Rj kquqr j { . 'Gf wecvkqp. 'cpf 'I qw"

c0 Rj kquqr j { 'cpf 'Gf wecvkqp"

d0 O clqt'Ctgcu'qh'Rj kquqr j { "

70 Hqwpf cvkqpu'qh'Rrcvq\ 'Rj kquqr j { "

"

Y GGMVY Q'''

*Cwi 046.'48.'4: +''

Cuuh po gpv'Fwg<'KR<'Mpqy ngf i g'cpf 'Tgcn\.'343/347='Ctej gvr gu<'Vj g'Rj kquqr j gt/Młpi <'Rrcvq " '*Ej 07+='J cpf qwu"qp'Rrcvq "''

Vqr leu'hqt 'Ngewt g'qt 'F krewukqp<'

30 Qpvqmi { "

40 Gr kngq qmi { "

"

Y GGMVJ TGG'''

*Cwi 053='Ugr v04.'6+''

Cuuh po gpv'Fwg<'Ctej gvr gu<'Vj g'Rj kquqr j gt/Młpi <'Rrcvq '*Ej 07+='J cpf qwu"qp'Rrcvq "''

Vqr leu'hqt 'Ngewt g'qt 'F krewukqp<'

50 Rj kquqr j kecn'Ru\ ej qmi { "

60 Rqrkkecn'Rj kquqr j { "

"

Y GGMHQWT'''

*Ugr v0; . '33+''

NCDOT.F.CI <O qpf c { . 'Ugr v09"

Cuuh po gpv'Fwg<'KR<'T0F guectvgu.'O gf kcvkqpu"qp'Hktuv'Rj kquqr j { . 'Hktuv'Vy q'O gf kcvkqpu.'358/ 364='Ctej gvr gu<'Vj g'Tcvkqpcrku<'Tgp2 'F guectvgu '*Ej 0; +='J cpf qwu"qp'F guectvgu''

Vqr leu'hqt 'Ngewt g'qt 'F krewukqp<'

30 O gyj qf le'F qwdv"

40 Vj g'Eqi kq/Cti wo gpv"

"

Y GGMTHKXG"

*Ugr v036."38."3: +"

CUIH PO GPV'F Wg<KR<T0F guetvgu."O gf kvkqpu"qp'Hktuv'Rj kquqr j {."Vj kf "O gf kvkqp."364/369="

Ctej gv/r gu<Vj g'Tcvkqpcrkuv<T gp² 'F guetvgu"*Ej 0; +=J cpf qmwu"qp'F guetvgu"

Vqr leu'hqt 'Ngevwg'qt 'F krewukqp<

50 Cti wo gpw'hqt'I qf æi'Gzkvgep"

"

Y GGMUKZ'"

*Ugr v043."45."47+"

CUIH PO GPV'F Wg<Ctej gv/r gu<Vj g'Tcvkqpcrkuv<T gp² 'F guetvgu"*Ej 0; +=J cpf qmwu"qp'yj g"

O kpf lDqf {/Rtqdrgo "

Vqr leu'hqt 'Ngevwg'qt 'F krewukqp<

60 O kpf lDqf {/Vj gqtkgu"

"

Y GGMUGXGP'"

*Ugr v04: ."52="Qev04+"

HKTUV'GUUCI 'VGUV<Hkf c{."Qev04"

CUIH PO GPV'F Wg<Ctej gv/r gu<Vj g'Tcvkqpcrkuv<T gp² 'F guetvgu"*Ej 0; +=J cpf qmwu"qp'F wcrkuo "

Vqr leu'hqt 'Ngevwg'qt 'F krewukqp<

70 Ectvgukcp'F wcrkuo "

"

Y GGMGH J V'"

*Qev09:.", +"

HCNNDTGCM<O qpf c{."Qev07"**HKTUV'GZCO RP CVIOP<Hkf c{."Qev0; "**

CUIH PO GPV'F Wg<KR<F 0J wo g."Cp"Gps wkt { 'Eqpegtplpi 'J wo cp"Wpf gtucpf lpi ."3; 2/438="

Ctej gv/r gu<Vj g'Ungr vke<F cxkf "J wo g"*Ej 032="J cpf qmwu"qp"Vtcf klqpcnTcvkqpcrkuv "cpf "

Go r kklekuo ="J cpf qmwu"qp"Nqeng"cpf "Dgtngrg{ "

Vqr leu'hqt 'Ngevwg'qt 'F krewukqp<

30 Nqeng"

40 Dgtngrg{ "

"

Y GGMPKPG'"

*Qev034."36."38+"

CUIH PO GPV'F Wg<KR<F 0J wo g."Cp"Gps wkt { 'Eqpegtplpi 'J wo cp"Wpf gtucpf lpi ."3; 2/438="

Ctej gv/r gu<Vj g'Ungr vke<F cxkf "J wo g"*Ej 032="J cpf qmwu"qp"J wo gæi'Kps wkt { "

Vqr leu'hqt 'Ngevwg'qt 'F krewukqp<

30 Eqr { 'Rtlpekr ng"

40 J wo g"qp"yj g'Ugrh"

Pqvg<Y gf pguf c{."Qev036."yj g'Hguj o cp'O kf/Vgto 'I tcf gu'ctg'f wg"*cv'32-22'C00 00"

"

Y GGMVGP"

*Qev03; ."43."45+"

CUIH PO GPV'F Wg<KR<F 0J wo g."Cp"Gps wkt { 'Eqpegtplpi 'J wo cp"Wpf gtucpf lpi ."3; 2/438="

Ctej gv/r gu<Vj g'Ungr vke<F cxkf "J wo g"*Ej 032="J cpf qmwu"qp"J wo gæi'Kps wkt { "

Vqr leu'hqt 'Ngevwg'qt 'F krewukqp<

50 J wo gæi'Hqtm'

"

60 Vj g'Rtqdrgo "qh'Kpf wevkqp"

70 Etikls wg'qh'c'P geguuct { 'Eqppgevkqp'dgwy ggp'Ecwug'cpf 'Ghhgev"

"

Y GGM'GNGXGP'''

*Qex048."4: ."52+"

CUUN PO GPV'Fwg<'Gyj leu<'Gyj leu'cpf 'Gyj lecn'T gcuqpkpi '*Ej 03+"

Vqr leu'hqt 'Ngewt g'qt 'F kweuukqp<'

30 I gpgt cni'Gf wecvkqp'Unkn<'Cuuguukpi "J wo cp'Xcnwgu"

40 Y j cv'ku'Gyj leuA"

50 Gj leu'cpf 'Tgrki kqp '*Rrcvqau'Gwj { r j t q +"

60 P qto c'kxg'cpf 'F guetkr v'kxg'Lwf i o gpvu"

70 V{r gu'qh'Gyj lecn'Vj gqtkgu"

CUUN PO GPV'Fwg<'Gyj leu<'Gyj lecn'T grv'kxkuo '*Ej 04+="J cpf qwu"qp'Vj g'I qif gp'Twrg"

Vqr leu'hqt 'Ngewt g'qt 'F kweuukqp<'

30 Hqto u'qh'Gyj lecn'T grv'kxkuo "/"Rtqu'cpf 'Eqpu"

40 O qtcn'Tgcrkuo "

P qvg<Hkf c{. 'Qex052.'ku'yj g'rcuv'f c{ 'v'q'y kj f tcy 'htqo 'eqwtugu0'

"

Y GGM'VY GNXG''

*P qx04."6.'8+"

CUUN PO GPV'Fwg<'Gyj leu<'Gi qkuo '*Ej 05+"

Vqr leu'hqt 'Ngewt g'qt 'F kweuukqp<'

30 Hqto u'qh'Gi qkuo "

40 Y j { 'Dg'O qtcn'A'*Rrcvqau'Uqt { 'qh'yj g'Tkpi 'qh'I { i gu+"

50 J qddguo'Ngxkcy cp'cpf 'yj g'Rtkuqpgtuø'F kgo o c"

"

Y GGM'VJ KT'VGGP''

*P qx0; ."33.'35+"

UGEOPF'GZCO R'CVIQP<'Hkf c{. 'P qx035"

CUUN PO GPV'Fwg<'KR<'L0'Dgpvj co . 'Vj g'Rtkpekr ng'qh'Wkrkv{. '679/682="KR<'L0'Uk0'0 km'Wkrkctkcpkuo . "

682/698="KR<'D0'Y knkco u."Wkrkctkcpkuo "cpf 'Kpvgi tkv{. '6: 9/6; 7="Gyj leu<'Wkrkctkcpkuo '*Ej 06+="

J cpf qwu"qp'Wkrkctkcpkuo "

Vqr leu'hqt 'Ngewt g'qt 'F kweuukqp<'

30 Hqwpf c'kqpu'qh'Wkrkctkcpkuo "

40 Cev'cpf 'Twrg'Wkrkctkcpkuo "

50 Rtqu'cpf 'Eqpu'qh'Wkrkctkcpkuo "

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Y GGM'HQWT'VGGP''

*P qx038."3: ."42+"

CUUN PO GPV'Fwg<'Gyj leu<'Wkrkctkcpkuo '*Ej 06+="J cpf qwu"qp'Dgpvj co 'cpf 'O kni'

Vqr leu'hqt 'Ngewt g'qt 'F kweuukqp<'

30 Dgpvj co "

40 O kni'

"

Y cuj dwtp'Wpkxgtuk{\.'Hcm'4237"

/: /

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Y GGMHHVGGP"

*P qx045+"

UGEQPF'GUUCI 'VGUV<O qpf c{\.'P qx045"

VJ CPMUI KKIPI <'Y gf pguf c{\.'P qx047="Hkf c{\.'P qx049"

Cuum PO GPV'Fwg<'KR<'KMcpr.'I tqwpf y qtn'qh'yj g'O gvr j { uke"qh'O qtcnu."726/742="Gyj leu<'Mcprvu"
O qtcn'Vj gqt { '*Ej 07="J cpf qwu'qp'Mcpv"

Vqr leu'hqt 'Ngewt g'qt 'F krewukqp<"

30 Hqwpf cvkqpu'qh'Mcpvu'F gqpvrqi { "

40 O czko u'cpf 'Wpkxgtucrk cdkkv{ "

50 ðVj gö'Ecvgi qtkcni'K r gtcvkg'cpf 'Mcprvu'Gzco r ngu"

60 Rtqu'cpf 'Eqpu'qh'Mcpvu'F gqpvrqi { "

"

Y GGMUKZVGGP"

*P qx052="F ge04."6+"

Cuum PO GPV'Fwg<'Gyj leu<'Xktwg'Gyj leu'*Ej 0: +"

Vqr leu'hqt 'Ngewt g'qt 'F krewukqp<"

30 Ctkvqvg'qp'Xktwgu"

40 Ctkvqvgu'F qevlpg'qh'yj g'O gcpu"

50 Enqupi 'Tgo ctmi"

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Y GGMQHHP CNU"

HP CN'GZCO RP CVKQP"

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Eqwtug'Rci g< j wr u<lf 4rfy cuj dwtpQgf wl"

G/o ckn' mrcwu0rf ucgwtgB y cuj dwtpQgf w'

Qhleg'Rj qpg< 9: 708920762"

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O qti cp'J cm'428"N'"

3922"UY 'Eqngi g'Cxg"

Vqr gnc.'MU'88843"

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Kf'f{qw'ecppqv'ugg'o g'lp'o { 'qhleg'j qwtu.'Krtghgt'v'q'dg'eqpvcevgf'xlc'g/o ckn'icvj gt'yj cp'd{\.'rj qpg-0'
Kf'f{qw'ugpf'g/o ckn'r ngcug'wug'f{qwt'Y cuj dwtpW'cf f tguu'öaaaB y cuj dwtpQgf wö'cpf'o gpvqp'öRJ "
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yj cv'f{qwt'o guuci g'f qgu'pqv'i gv'ecwi j v'd{\.'yj g'Wpkxgtuk{\.'u'ur co 'hngt0'Kau'cnuq'c'i qqf 'kf gc'v'q'Ee<"
yj g'o guuci g'v'q'f{qwtugr0"Vj cpnu'lp'cf xcpeg0"

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ó""Kl{ qw'O WUV'rgcxg'ercuu'gctn{ . 'r rgcug'pqvhl{ "{ qwt'kputwevqt"qh'vj ku'dghqtg'ercuu0'
ó""Y ck'wpknlKgpf 'ercuu'dghqtg"{ qw'dgi kp"vq'r ceniwr "cpf 'r tgr ctg"vq'rgcxg0'
ó""Cm'ggevtpkle"fgxlegu"*grgr j qpgu."ncr vqr u."gve0"O WUV"dg"kp"ukrgpv'o qf g"CPF "r cengf " cy c{ "y j kg"{ qw'ctg"kp"vj g"ercuutqqo 0'Kl{ qw'vj kpm{ qw'j cxg"c"rgi kko cvg"tgcuqp"y j { "{ qw' o wv'tgo clp"qp"ecmlqt"qprkpg."r rgcug'f kuewu'kv'y kj "{ qwt'kputwevqt'kp"cf xcpeg0'

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Vj g'uej gf wrg"qh'cuuki po gpw'cpf "cevxlklgu"kp"vj ku'eqwtug'ku'gpcvklxg"cpf "uwdlgev'vq"ej cpi g'dcugf " wr qp"vj g'lwf i o gpv'qh'vj g"kputwevqt0'Uwf gpw'ctg"tgur qpukdrg"htq"cm'cuuki po gpw"cppqwpegf "kp" ercuu'cu'y gmi'cu'vj qug'rkugf "kp"vj ku'u{ mcdwu0'

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Y GGMQPG"Λwλ "42"6"47+"

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*Vqr keu'htq'Ngewt g'qt'F kuewuukqp<"*O gcplpi . "Tghgtgpeg."P co gu."F guetkr vqpu"
Uwf { 'Cuuki po gpw'htq'Erwuugu<"

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30 Qp'Ugpug'cpf 'Tghgtgpeg"*3: ; 4+."I qwmqd'Htgi g"
40 Qp'Ugpug'cpf 'Tghgtgpeg"*3: ; 4+."I qwmqd'Htgi g"
50 Qp'Fgpqvki "*"3; 27+."Dgtvcpf 'Twuugni'
60 Qp'Fgpqvki "*"3; 27+."Dgtvcpf 'Twuugni'
70 Qp'Tghgtt lpi "*"3; 72+."Rgvgt'Htgf gtlemlUtcy uqp"
80 Qp'Tghgtt lpi "*"3; 72+."Rgvgt'Htgf gtlemlUtcy uqp"

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Y GGMVY Q"Λwλ "49"6"Cwi wuv'3+"

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*Vqr keu'htq'Ngewt g'qt'F kuewuukqp<"*Cpcn{ vleIU{ pyj gvk/F kvkpevklp."Vtwj . "Eqpxgtucvklpcni"
*Ko r kccwtgu."P co gu"*ci clp+"*
Uwf { 'Cuuki po gpw'htq'Erwuugu<"

"

90 Vy q'Fqi o cu'qh'Go r k kckwo "*"3; 73+."Y kmrtf "Xcp"Qto cp"S vlpq"

"

: 0 Vy q'Fqi o cu'qh'Go r k k e k u o " * 3 ; 73 + " Y k m t f " X c p " Q t o c p " S w k p g "
; 0 V j g " U g o c p k e " E q p e g r v k p p " q h V t w j " c p f " y j g " H q w p f c v k p u " q h " U g o c p k e u " * 3 ; 66 + " C r i t g f " V c t u n k "
320 N q i k e " c p f " E q p x g t u c v k p p " * 3 ; 97 + " J g t d g t v " R c w n I t l e g "
330 H t q o " P c o k p i " c p f " P g e g u i k y l " * 3 ; 94 + " U c w i M t k r n g "
340 H t q o " P c o k p i " c p f " P g e g u i k y l " * 3 ; 94 + " U c w i M t k r n g "

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Y G G M V J T G G " * C w i w u v ' 5 " 6 ' 7 + "

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V q r k e u ' l q t ' N g e w t g ' q t ' F k u e w u i k p p < " Y k w i g p u v g k p " * g c t n l " c p f " r c v g + "
U w f { ' C u i k i p o g p v ' l q t ' E r c u i g u < " " "

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350 H t q o " V t c e v w u l ' N q i k e q / R j k r q u q r j k e w u " * 3 ; 44 + " N w f y k i " Y k w i g p u v g k p "
360 H t q o " R j k r q u q r j k e c n l ' k p x g u i k i c v k p u " * 3 ; 75 + " N w f y k i " Y k w i g p u v g k p "
370 H P C N ' G Z C O " * Y g f p g u f c { . ' C w i w u v ' 7 + "

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K r t g h t " v " d g " e q p v c e v g f " x l c " g / o c k i " * t c v j g t " y j c p " d { " r j q p g + 0 K i " { q w l u g p f " g / o c k n " r r g c u g " w u g " { q w t " U U N C " c f f t g u u " c p f " o g p v k p p " o R j k r q u q r j { " q h " N c p i w c i g o " * q t " u q o g y j k p i " u k o k r c t + l p " y j g " u w d l g e v " n p g = k w u " c n u q " c " i q q f " k f g c " v q " E e < " y j g " o g u u c i g " v q " { q w t u g r h 0 V j c p m u " l p " c f x c p e g 0 "

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EQWTUG'F GUETIRVIQP "

Vj g'Wpłxgt ukł 'qhlMcpucUej qqrlqhlE qpvłpłpi 'Gf wecvłqp"
Quj gt 'Nłhgłpi 'Ngct plpi 'Kpukłwg"

Uwo o gt '4233"

Mrcwu'Ncf uvcgwgt"

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NCY TGPEG'EQWTUGU'

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õVj kł'ugpvgep'kł'pqv't wgł"

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Vj kł'eqwtug'eqxgtu'qr kēu'lp"tqi kē"cpf'r j kquqr j {0'
Vj g'f kłr rē {gf "ugpvgep"cdqxs wlemf "rgcf u'vq'vj g"
ōRctcf qz "qh'vj g'Nłctō."y j kēj "kł'qh'xgt { "qrf "qtki lp"
cpf "vqto gpvgf "o cp { "vj kpngtu0Kı'vj g'ugpvgep'kł'vtwg."
vj gp'k'kł'pqv'twg=dw'kł'k'kł'pqv'twg."vj gp'k'kł'vtwg0'
Y g'y kłf kēwuu'xctkqu'cr r tqcej gu'vq'vj g'ūqnwłqp"qh'
vj kł'eqpvctf kēvłqp."cu'y gm'cu'xctkqu'vj gqtkgu"qh"
vtwj ."kpenfł kpi "vj g'eqttgur qpf gpeg."eqj gtgpeg."
r tci o cvkuv."ugo cpvle."cpf "f ghcvłqpku'vj gqt {0Kp"
cf f kłqp"q'ūqo g'hw"dtckp"vy kłkpi . "{qw'y kłdgeqo g"
hco kłct'y kłj "eqpegr u'vj cv'ctg'egpvctcl'vq"tqi kē"cpf "
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**PHIL-210.13
ETHICS**

**Kiernan Hall 116
MW 3:40-5 pm**

Klaus Ladstaetter

SYLLABUS

❖ **REQUIRED TEXTS**

1. MacKinnon, B.: *Ethics. Theory and Contemporary Issues*. 5th ed. Wadsworth 2007.
2. Any additional handouts or assigned (electronic) texts.

❖ **COURSE DESCRIPTION**

Ethics may be divided into three areas: 1. metaethics, 2. normative ethics, and 3. applied ethics. Each subdiscipline raises different questions about moral concepts, principles, and practices from different angles.

First, metaethics tries to clarify the meanings of basic ethical terms (such as "right" and "wrong", "good" and "bad", "virtuous" and "vicious", etc). Moreover, metaethics is concerned with the identification and the clarification of certain moral principles (such as the golden rule or the principle of greatest happiness).

Second, normative ethics takes on the practical task of answering questions such as: What is the morally right thing for me to do? What sort of person ought I to become? We shall look into four main approaches within normative ethics: Egoism (emphasizing that the best act to perform is the one that is in your self-interest in the long run), utilitarianism (claiming that the best act is the one that promotes the greatest happiness of the greatest number in the long run), deontology (stressing that the right act results from fulfilling your moral duty, regardless of your act's consequences), and virtue ethics (emphasizing that in order to lead a "flourishing" life it should be in accord with your intellectual and moral excellences).

Third, applied ethics tries to resolve controversial issues arising for specific social practices such as abortion, euthanasia, pornography, capital punishment, animal rights, etc.

In the first half of the course the format will consist of lectures with integrated discussion. You will be called on to identify, interrogate, discuss, and critically evaluate issues presented in the readings. In the second half of the course you will present an article on a selected topic in applied ethics. Grades will be based on a combination of (essay) tests, homeworks, presentations of papers, and class participation.

❖ **COURSE OBJECTIVES**

The major goals of this course are to lay down the semantic foundations of the four main theoretical approaches within normative ethics and to reconstruct and scrutinize them. Traditional philosophers to be examined include Plato, Aristotle, Hobbes, Bentham, Mill, and Kant. The work of these classic theorists will then be brought to bear on particular topics in contemporary applied ethics.

❖ **COURSE REQUIREMENTS**

• **READING PREPARATION**

Your success in this course essentially depends on your daily reading preparation. Reading assignments will be given at the beginning of each class or announced on the course web page. Expect to read assigned passages more than once.

• **ATTENDANCE**

Every student is expected to go to the web page of this course and to come to class on a regular basis. In fact, class attendance is compulsory. You are expected to arrive at lectures on time and to remain for the duration of the

class. Your own signature on the class roster will be required every session to secure credit for class attendance.

Make every effort to attend all classes. Your presence can only benefit you and your classmates. Experience from the past has shown that students attending on a regular basis do much better.

Absences will affect your grade adversely and may result in a course grade of "U", i.e. failure of the course due to excessive absences. In this course, "excessive absences" means four unexcused absences. Moreover, if you accumulate six total absences (excused or unexcused), you will also receive the failing grade "U" for the course.

Any examination or paper deadline missed without a valid excuse results in an "F" (or 0 points) for that exam or paper. Moreover, if you miss the final without a valid excuse, you will fail the course -- no appeal. In order for an excuse to be granted, it will require appropriate written documentation by an authorized school official. If I grant the excuse, I shall not count that test or paper and schedule a make-up examination or extend the paper deadline.

If there has been an extraordinary reason for excessive absences (such as prolonged illness), a student may petition the Vice President for Academic Affairs in writing to consider reinstatement in the class or permission to withdraw with the grade "W".

• **ACADEMIC INTEGRITY**

Be honest in all your academic work. Dishonesty in your academic work, e.g. plagiarism (presenting the language, ideas, thoughts of another as your own), cheating, or signing another person's name on the attendance sheet can result in failure of the course and dismissal from the College.

❖ **GRADING**

Your grade for the course will be determined by four inclass exams, by four homeworks, by the presentation of an article, and by class participation:

1. INCLASS EXAMS (approximate dates)		
1 st Exam (February 20)	.....	100 points
2 nd Exam (March 12)	.....	100 points
3 rd Exam (April 16)	.....	100 points
4 th Exam (scheduled by the Registrar)	.....	100 points
2. HOMEWORKS, PRESENTATION & CLASS PARTICIPATION	.....	200 points

Each exam is worth 100 points; your homeworks, your presentation of an article, and your class participation are worth 200 points, giving a possible total of 600 points at the end of the term. Grades will be distributed along the following lines:

GRADING SCALE (FOR EACH COMPONENT)

	B +	90-86	C +	75-71	D +	60-56	F	45 or below
A	100-96	B	85-81	C	70-66	D	55-51	
A -	95-91	B -	80-76	C -	65-61	D -	50-46	

GRADING SCALE (OVERALL)

	B +	534-503	C +	436-404	D +	337-305	F	238 or below
A	600-568	B	502-470	C	403-371	D	304-272	
A -	567-535	B -	469-437	C -	370-338	D -	271-239	

Exams will be closed book, closed notes, closed print outs, and non-cumulative. But certain questions about universal ideas in ethics might be found on more than one test. Each exam will be given at the close of each part of the course and will cover all assigned readings and class discussions regarding that part of the course. The tests will require longer and shorter essay-like answers and may contain multiple choice or true/false-questions.

I do not grade on a curve. There will be no extra credit assignments to increase your final grade. The grade of "I" (incomplete) will only be given in exceptional circumstances consistent with the College's rules.

Class participation will be evaluated according to the following guidelines:

- A = Thoughtfully engaged presence: remarks illustrate close reading of the material; makes effort to assess or criticize material with supporting reasons; questions are thoughtful and challenging.
- B = Responsive presence: regularly takes active responsibility for clarifying the material by asking or answering a question.
- C = Attentive presence: appears attentive and occasionally makes a verbal contribution such as asking or answering a question.
- D = Physical presence: attends, but often unprepared or non-attentive.
- F = Not present regularly.

Let me stress that class participation is typically related directly to the reading and thinking preparation you do outside of class. Class preparation may be evaluated also through short writing assignments or quizzes.

❖ TENTATIVE COURSE SCHEDULE

JANUARY		
Week 1:	1	23 Introduction
Week 2:	2	28 Chap. 1: Ethics and Ethical Reasoning
	3	30 Chap. 2: Ethical Relativism
FEBRUARY		
Week 3:	4	4 Chap. 3: Egoism
	5	6 Chap. 4: Utilitarianism
Week 4:	6	11 1ST HOMEWORK DUE ; Chap. 4: Utilitarianism
	7	13 Chap. 4: Utilitarianism
Week 5:	8	18 Chap. 5: Kant's Moral Theory
	9	20 EXAM 1
Week 6:	10	25 Chap. 5: Kant's Moral Theory
	11	27 Chap. 5: Kant's Moral Theory
MARCH		
Week 7:	12	3 2ND HOMEWORK DUE ; Chap. 5: Kant's Moral Theory
	13	5 Chap. 7: Virtue Ethics
Week 8:	14	10 Chap. 7: Virtue Ethics
	15	12 EXAM 2
Week 9:		17 NO CLASS: EASTER HOLIDAY
		19 NO CLASS: EASTER HOLIDAY
Week 10:		24 NO CLASS: EASTER HOLIDAY
	16	26 Chap. 8: Euthanasia
Week 11:	17	31 Chap. 9: Abortion
APRIL		
	18	2 Chap. 11: Pornography
Week 12:	19	7 3RD HOMEWORK DUE ; Chap. 12: Equality and Discrimination
	20	9 Chap. 13: Economic Justice
Week 13:	21	14 Chap. 14: Legal Punishment
	22	16 EXAM 3
Week 14:	23	21 Chap. 16: Animal Rights
	24	23 Chap. 17: Stem-Cell Research, Cloning, and Genetic Engineering
Week 15:	25	28 4TH HOMEWORK DUE ; Chap. 18: Violence, Terrorism, and War
	26	30 Chap. 19: Global Issues and Globalization
MAY		
Week 16:	27	5 CLOSING REMARKS
		6 NO CLASS: READING DAY
		FINAL EXAM
		scheduled by the Registrar

❖ NOTE ON COURSE SCHEDULE

The last day to add the course is January 29; this is also the last day to change from credit to audit. The mid-semester grades are due on March 14. The last day to drop the course with a "W" grade is March 26; this is also the last day to exercise the pass/fail-option. The last day to drop the course with a "WP" or "WF" grade is April 21.

❖ NOTE ON PANDEMIC EMERGENCY POLICY

If the College is forced to close due to some disaster, please bring your syllabi, readings, and assignments home with you. Continue to do the readings and to summarize the main points. Reflect critically, and keep a record of your writing. Assuming internet functionality, my lecture notes, topics for outstanding papers, questions for outstanding exams, and all other relevant course materials will be communicated via the course web page and via e-mail. If we do not have internet access, do the reading and writing, and I will read and grade your written work once school officially resumes.

❖ CONTACT

Please don't hesitate to contact me if you have any questions:

COURSE PAGE: <http://blackboard.siena.edu>

OFFICE: Siena Hall 423

OFFICE HOURS: MW 1:30-3:30 pm, and by appointment

E-MAIL: kladstaetter@siena.edu

OFFICE PHONE: 518.783.2979

SNAIL MAIL: Siena College, 515 Loudon Road, Loudonville NY 12211-1462

If you cannot see me in my office hours, I prefer to be contacted via e-mail (rather than by phone). If you send e-mail, please use your Siena address "____@siena.edu" and mention "Phil 210.13", "Ethics, sec. 13" (or something similar) in the subject line. This is to ensure that your message doesn't get caught by the College's spam filter; it's also a good idea to Cc: the message to yourself. Thanks in advance.

By attending the course you have agreed to abide by these rules.

**PHIL-150/11
BASIC LOGIC**

**Kiernan Hall 121
MWF 2:35-3:30 pm**

Dr. Klaus Ladstaetter

SYLLABUS

❖ **REQUIRED TEXTS**

1. Moore, B. N, Parker, R., eds.: *Critical Thinking*. 8th ed. McGraw-Hill 2007.
In particular: Chapters 1-2, 5-9.
2. Any additional handouts or assigned (electronic) texts.

❖ **COURSE DESCRIPTION**

Students will be introduced to (in)formal logical techniques and the analysis of arguments. The course stresses critical thinking, the recognition and construction of sound arguments, and the identification of mistakes in reasoning, i.e. of fallacies. It is basically divided into four parts covering the following topics: I. critical thinking, (subjective/objective) claims, issues, (the anatomy and varieties of) arguments, explanations, vagueness, ambiguity, definitions; II. rhetoric and fallacies; III. deductive arguments: Aristotelian syllogistic; and IV. deductive arguments: sentential logic.

❖ **COURSE OBJECTIVES**

Freely adapted from the German philosopher Immanuel Kant, critical thinking is a tool in order to achieve enlightenment (i.e. the exit of mankind from self-imposed immaturity). An essential component of critical thinking is the capacity to identify and classify arguments and to evaluate them for validity, soundness, or strength. Logic studies the difference between valid and invalid arguments. So logic should be regarded as a tool contributing to your critical thinking skills.

More broadly speaking, the goal of the course is to introduce you to the study of all sorts of arguments and figures of (valid or pseudo-) reasoning, to the practice in the philosophical habits of asking informed questions and producing reasoned arguments, and to the practice in entertaining points of view different from our own.

❖ **COURSE REQUIREMENTS**

• **READING PREPARATION**

Your success in this course essentially depends on your daily reading preparation. Reading assignments will be given at the beginning of each class or announced on the course web page. Expect to read assigned passages more than once.

• **ATTENDANCE**

Every student is expected to go to the web page of this course, to come to class on a regular basis, and to contribute to class discussions. In fact, class attendance is compulsory. You are expected to arrive at lectures on time and to remain for the duration of the class. Your own signature on the class roster will be required every session to secure credit for class attendance.

Make every effort to attend all classes. Your presence can only benefit you and your classmates. Experience from the past has shown that students attending on a regular basis do much better.

Absences will affect your grade adversely and may result in a course grade of "U", i.e. failure of the course due to excessive absences. In this course, "excessive absences" means four unexcused absences. Moreover, if you accumulate six total absences (excused or unexcused), you will also receive the failing grade "U" for the course.

Any examination or homework deadline missed without a valid excuse results in an "F" (or 0 points) for that exam or homework. If you miss two examinations without a valid excuse, you will fail the course -- no appeal. If you miss the final without a valid excuse, you will fail the course -- no

appeal. In order for an excuse to be granted, it will require appropriate written documentation by an authorized school official. If I grant the excuse, I shall not count that test or homework and schedule a make-up examination or extend the deadline of the homework.

If there has been an extraordinary reason for excessive absences (such as prolonged illness), a student may petition the Vice President for Academic Affairs in writing to consider reinstatement in the class or permission to withdraw with the grade "W" (Cf. p.40 of the 2007-08 Siena College Catalog).

• **ACADEMIC INTEGRITY**

Be honest in all your academic work. Dishonesty in your academic work, e.g. plagiarism (presenting the language, ideas, thoughts of another as your own), cheating, or signing another person's name on the attendance sheet can result in failure of the course and dismissal from the College. (Cf. p.13 of the 2007-08 Siena College Catalog).

❖ **GRADING**

Your grade for the course will be determined by four inclass exams, by class participation and by four homeworks:

1. **INCLASS EXAMS** (approximate dates)

1 st Exam (September 26)	.....	20% = 100 points
2 nd Exam (October 22)	.....	20% = 100 points
3 rd Exam (November 14)	.....	20% = 100 points
4 th Exam (scheduled by the Registrar)	.....	20% = 100 points
2. **CLASS PARTICIPATION & HOMEWORK** 20% = 100 points

Each component will be worth 100 points, giving a possible total of 500 points by the end of the term. Grades will be distributed along the following lines:

GRADING SCALE (FOR EACH COMPONENT)

	B +	90-86	C +	75-71	D +	60-56	F	45 or below
A	100-96	B	85-81	C	70-66	D	55-51	
A -	95-91	B -	80-76	C -	65-61	D -	50-46	

GRADING SCALE (OVERALL)

	B +	450-426	C +	375-351	D +	300-276	F	225 or below
A	500-476	B	425-401	C	350-326	D	275-251	
A -	475-451	B -	400-376	C -	325-301	D -	250-226	

Exams will be closed book, closed notes, closed print outs, and non-cumulative. But certain questions about universal ideas in philosophy (like "valid", "sound" or "induction") might be found on more than one test. Each exam will be given at the close of each part of the course and will cover all assigned readings and class discussion. The tests will contain multiple choice questions and "open" questions (requiring you to answer in a couple of sentences or to do some basic computations).

I do not grade on a curve. There will be no extra credit assignments to increase your final grade. The grade of "I" (incomplete) will only be given in exceptional circumstances consistent with the College's rules.

Class participation will be evaluated according to the following guidelines:

- A = Thoughtfully engaged presence: remarks illustrate close reading of the material; makes effort to assess or criticize material with supporting reasons; questions are thoughtful and challenging.
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- C = Attentive presence: appears attentive and occasionally makes a verbal contribution such as asking or answering a question.
- D = Physical presence: attends, but often unprepared or non-attentive.
- F = Not present regularly.

You will be informed of your class participation grade in writing at least twice during the semester. Let me stress that class participation is typically related directly to the reading and thinking preparation you do outside of class. Class preparation may be evaluated also through short writing assignments or quizzes.

❖ TENTATIVE COURSE SCHEDULE

September	
Week 1:	5 Introduction 7 Chap. 1: Critical Thinking Basics
Week 2:	10 Chap. 1 12 Chap. 1, Chap. 7: The Anatomy and Varieties of Arguments 14 Chap. 7
Week 3:	17 1ST HOMEWORK DUE; Chap. 7 19 Chap. 7, Chap. 2: Clear Thinking, Critical Thinking & Clear Writing 21 Chap. 2
Week 4:	24 Chap. 2 26 1ST EXAM (scope: Chap. 1, 2, 7) 28 Chap. 5: More Rhetorical Devices: Psychological and Related Fallacies
October	
Week 5:	1 Chap. 5 3 Chap. 5 5 Chap. 5
Week 6:	8 2ND HOMEWORK DUE; Chap. 6: More Fallacies 10 Chap. 6 12 NO CLASS: PRESIDENT'S HOLIDAY
Week 7:	15 Chap. 6 17 Chap. 6 19 Chap. 6
Week 8:	22 2ND EXAM (scope: Chap. 5, 6) 24 Chap. 8: Deductive Arguments I: Categorical Logic 26 Chap. 8
Week 9:	29 Chap. 8 31 Chap. 8
November	
	2 Chap. 8
Week 10:	5 3RD HOMEWORK DUE; Chap. 8 7 Chap. 8 9 Chap. 8
Week 11:	12 Chap. 8 14 3RD EXAM (scope: Chap. 8) 16 Chap. 9: Deductive Arguments II: Truth-Functional Logic
Week 12:	19 Chap. 9 21 NO CLASS: THANKSGIVING HOLIDAY 23 NO CLASS: THANKSGIVING HOLIDAY
Week 13:	26 Chap. 9 28 Chap. 9 30 4TH HOMEWORK DUE; Chap. 9
December	
Week 14:	3 Chap. 9 5 Chap. 9 7 Chap. 9
Week 15:	10 Chap. 9 11 NO CLASS: READING DAY 4TH EXAM (scope: Chap. 9) scheduled by the Registrar

❖ NOTE ON COURSE SCHEDULE

The last day to add the course is September 11; this is also the last day to change from credit to audit. The mid-semester grades are due on October 26. The last day to drop the course with a "W" grade is November 2; this is also the last day to exercise the pass/fail-option. The last day to drop the course with a "WP" or "WF" grade is November 26. (Cf. p.41 of the 2007-08 Siena College Catalog.)

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❖ CONTACT

Please don't hesitate to contact me if you have any questions:

COURSE PAGE: <http://blackboard.siena.edu>
PASSWORD: analysis (for files in .pdf)
OFFICE: Siena Hall 423
OFFICE HOURS: MW 10:30-11:30, F 10:30-12:30
E-MAIL: kladstaetter@siena.edu
OFFICE PHONE: (518) 783-2979
SNAIL MAIL: Siena College, 515 Loudon Road, Loudonville NY 12211-1462

If you cannot see me in my office hours, I prefer to be contacted via e-mail (rather than by phone). If you send e-mail, please use your Siena address "____@siena.edu" and mention "Phil 150/11", "Basic Logic, sec. 11" (or something similar) in the subject line. This is to ensure that your message doesn't get caught by the College's spam filter; it's also a good idea to Cc: the message to yourself. Thanks in advance.

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PHIL-101.8
PHILOSOPHY AND THE HUMAN BEING

Siena Hall 105
 TR 1:00-2:20 pm

Klaus Ladstaetter

SYLLABUS

This is an introductory philosophy course where no prior experience with philosophy is needed or assumed. It fulfills the Disciplinary Core Requirement in Philosophy, and is the pre-requisite to all other philosophy courses at Siena College (Logic excepted).

❖ **REQUIRED TEXTS**

1. Plato: *Five Dialogues*. 2nd ed. Translated by G.M.A. Grube. Hackett Pub. 2002.
 In particular:
 ~ Plato: *Euthyphro*, pp.1-20.
 ~ Plato: *Apology*, pp.21-44.
2. Feinberg, J., and Shafer-Landau, R., eds.: *Reason and Responsibility. Readings in Some Basic Problems of Philosophy*. 13th ed. Wadsworth Pub. 2007.
 In particular:
 ~ Joel Feinberg: *Introduction to Part Two: Human Knowledge: Its Grounds and Limits*, pp.129-137.
 ~ René Descartes: *Meditations on First Philosophy*, pp.164-196.
 ~ David Hume: *An Inquiry Concerning Human Understanding*, II, IV-VII, pp.219-245.
 ~ Joel Feinberg: *Introduction to Part Three: Mind and Its Place in Nature*, pp.279-285.
 ~ Paul M. Churchland: *Behaviorism, Materialism and Functionalism*, pp.309-321.
 ~ Joel Feinberg: *Introduction to Part Four: Determinism, Free Will, and Responsibility*, pp.407-413.
 ~ Paul Holbach: *The Illusion of Free Will*, pp.458-463.
 ~ Walter T. Stace: *The Problem of Free Will*, pp.419-424.
 ~ Campbell: *Has the Self 'Free Will'?*
3. Any additional handouts or assigned (electronic) texts.

❖ **COURSE DESCRIPTION**

Philosophy is an activity of human beings that essentially relies on critical questioning. This course is basically divided into four parts. The main questions we will pursue in the course are the following ones: (1) What is philosophy? What (if any) is the relation between morality and religion? (2) What is the nature of human knowledge, its scope, and its limitations? (3) What is the relation between the mind and the body? (4) Can we choose and act freely? While discussing these main questions, you may also hear my comments on topics such as truth, the existence and nature of God, and the purpose of human life.

The course format consists of lectures with integrated discussion. You will be called on to identify, interrogate, discuss, and critically evaluate issues presented in the readings.

❖ **COURSE OBJECTIVES**

The two broad goals of the course are (1) to introduce you to the study of philosophy in general, and (2) to explore the multiple aspects or facets lying at the bottom of being human.

The course is also designed to provide: (a) a broad sampling of problems and figures in the history of philosophy, (b) exposure to various styles and methods of philosophical inquiry, (c) practice in the philosophical habits of asking informed questions and producing reasoned arguments, and (d) practice in entertaining points of view different from our own, both historical and contemporary.

❖ **COURSE REQUIREMENTS**• **READING PREPARATION**

Your success in this course essentially depends on your daily reading preparation. Reading assignments will be given at the beginning of each class or announced on the course web page. Expect to read assigned passages more than once.

• **ATTENDANCE**

Every student is expected to go to the web page of this course and to come to class on a regular basis. In fact, class attendance is compulsory. You are expected to arrive at lectures on time and to remain for the duration of the class. Your own signature on the class roster will be required every session to secure credit for class attendance.

Make every effort to attend all classes. Your presence can only benefit you and your classmates. Experience from the past has shown that students attending on a regular basis do much better.

Absences will affect your grade adversely and may result in a course grade of "U", i.e. failure of the course due to excessive absences. In this course, "excessive absences" means four unexcused absences. Moreover, if you accumulate six total absences (excused or unexcused), you will also receive the failing grade "U" for the course.

Any examination or paper deadline missed without a valid excuse results in an "F" (or 0 points) for that exam or paper. Moreover, if you miss the final without a valid excuse, you will fail the course -- no appeal. In order for an excuse to be granted, it will require appropriate written documentation by an authorized school official. If I grant the excuse, I shall not count that test or paper and schedule a make-up examination or extend the paper deadline.

If there has been an extraordinary reason for excessive absences (such as prolonged illness), a student may petition the Vice President for Academic Affairs in writing to consider reinstatement in the class or permission to withdraw with the grade "W".

• **ACADEMIC INTEGRITY**

Be honest in all your academic work. Dishonesty in your academic work, e.g. plagiarism (presenting the language, ideas, thoughts of another as your own), cheating, or signing another person's name on the attendance sheet can result in failure of the course and dismissal from the College.

❖ **GRADING**

Your grade for the course will be determined by two inclass exams (midterm, final), by two papers, and by class participation and preparation:

1. **INCLASS EXAMS** (approximate dates)

Midterm (March 6)	.....	20% = 100 points
Final (scheduled by Registrar)	.....	20% = 100 points
2. **PAPERS** (approximate dates)

First Paper (February 12)	.....	20% = 100 points
Second Paper (April 10)	.....	20% = 100 points
3. **CLASS ATTENDANCE & PARTICIPATION** 20% = 100 points

Each component will be worth 100 points, giving a possible total of 500 points by the end of the term. Grades will be distributed along the following lines:

GRADING SCALE (FOR EACH COMPONENT)

		B +	90-86	C +	75-71	D +	60-56	F	45 or below
A	100-96	B	85-81	C	70-66	D	55-51		
A -	95-91	B -	80-76	C -	65-61	D -	50-46		

GRADING SCALE (OVERALL)

		B +	450-426	C +	375-351	D +	300-276	F	225 or below
A	500-476	B	425-401	C	350-326	D	275-251		
A -	475-451	B -	400-376	C -	325-301	D -	250-226		

Exams will be closed book, closed notes, non-cumulative, and will require some shorter and some longer, essay-like answers; the exams will cover all assigned readings and class discussion. Paper topics will be given out well in advance. Papers will be in the range of three pages (i.e. approximately 900-1000 words) and could involve some basic research. Guidelines for writing papers will be distributed when the topic is assigned. Class participation will be evaluated according to the following guidelines:

- A = Thoughtfully engaged presence: remarks illustrate close reading of the material; makes effort to assess or criticize material with supporting reasons; questions are thoughtful and challenging.
- B = Responsive presence: regularly takes active responsibility for clarifying the material by asking or answering a question.
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- F = Not present regularly.

You will be informed of your class participation grade in writing at least twice during the semester. Let me stress that class participation is typically related directly to the reading and thinking preparation you do outside of class. Class preparation may be evaluated also through short writing assignments or quizzes.

❖ **TENTATIVE COURSE SCHEDULE****JANUARY**

Week 1:	1	22	Introduction
	2	24	Plato: <i>Euthyphro</i>
Week 2:	3	29	Plato: <i>Euthyphro</i>
	4	31	Plato: <i>Apology</i>

FEBRUARY

Week 3:	5	5	Plato: <i>Apology</i>
	6	7	Feinberg: <i>Introduction to Part 2</i> , Descartes: <i>Synopsis</i>
Week 4:	7	12	FIRST PAPER DUE ; Descartes: <i>Meditation I</i>
	8	14	Descartes: <i>Meditation I</i> , <i>Meditation II</i>
Week 5:	9	19	Descartes: <i>Meditation II</i> , <i>Meditation III</i>
	10	21	Descartes: <i>Meditation III</i>
Week 6:	11	26	Hume: <i>Inquiry</i> , Sec. II, Sec. IV, Part I
	12	28	Hume: <i>Inquiry</i> , Sec. IV, Part II, Sec. V, Part I, Part II

MARCH

Week 7:	13	4	Hume: <i>Inquiry</i> , Sec. VII, Part I, Part II
	14	6	MIDTERM EXAM (Scope: Descartes, Hume)
Week 8:	15	11	Feinberg: <i>Introduction to Part 3</i>
	16	13	Feinberg: <i>Introduction to Part 3</i>
Week 9:		18	No Class : EASTER HOLIDAY
		20	No Class : EASTER HOLIDAY
Week 10:		25	No Class : EASTER HOLIDAY
	17	27	Descartes: <i>Meditation II</i> (review)

APRIL

Week 11:	18	1	Descartes: <i>Meditation VI</i>
	19	3	Churchland: <i>Behaviorism, Materialism and Functionalism</i>
Week 12:	20	8	Churchland: <i>Behaviorism, Materialism and Functionalism</i>
	21	10	SECOND PAPER DUE ; Feinberg: <i>Introduction to Part 4</i>
Week 13:	22	15	Feinberg: <i>Introduction to Part 4</i> , Holbach: <i>The Illusion of Free Will</i>
	23	17	Holbach: <i>The Illusion of Free Will</i>
Week 14:	24	22	Stace: <i>The Problem of Free Will</i>

	25	24	Stace: <i>The Problem of Free Will</i>
Week 15:	26	29	Campbell: <i>Has the Self 'Free Will'?</i>
			MAY
	27	1	Campbell: <i>Has the Self 'Free Will'?</i>
Week 16:		6	No CLASS: READING DAY
			FINAL EXAM (Scope: The Mind/Body-Problem, The Problem of Free Will) scheduled by the Registrar

❖ NOTE ON COURSE SCHEDULE

The last day to add the course is January 29; this is also the last day to change from credit to audit. The mid-semester grades are due on March 14. The last day to drop the course with a "W" grade is March 26; this is also the last day to exercise the pass/fail-option. The last day to drop the course with a "WP" or "WF" grade is April 21.

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If the College is forced to close due to some disaster, please bring your syllabi, readings, and assignments home with you. Continue to do the readings and to summarize the main points. Reflect critically, and keep a record of your writing. Assuming internet functionality, my lecture notes, topics for outstanding papers, questions for outstanding exams, and all other relevant course materials will be communicated via the course web page and via e-mail. If we do not have internet access, do the reading and writing, and I will read and grade your written work once school officially resumes.

❖ CONTACT

Please don't hesitate to contact me if you have any questions:

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OFFICE: Siena Hall 423

OFFICE HOURS: MW 1:30-3:30 pm, and by appointment

E-MAIL: kladstaetter@siena.edu

OFFICE PHONE: 518.783.2979

SNAIL MAIL: Siena College, 515 Loudon Road, Loudonville NY 12211-1462

If you cannot see me in my office hours, I prefer to be contacted via e-mail (rather than by phone). If you send e-mail, please use your Siena address "____@siena.edu" and mention "Phil 101.8", "Phil & Human Being, sec. 8" (or something similar) in the subject line. This is to ensure that your message doesn't get caught by the College's spam filter; it's also a good idea to Cc: the message to yourself. Thanks in advance.

By attending the course you have agreed to abide by these rules.

Contemporary Epistemology and Philosophy of Science
Phi 2141.01
Dickinson 209
MTH, 2-3:30
Klaus Ladstaetter

SYLLABUS

- **TEXTS**

Reader (available in the Social Science Coordinator's office of Charlene James).
Some lecture notes will be posted on the course web page.

- **BRIEF COURSE DESCRIPTION**

This course is divided into two sections. The first part is on contemporary epistemology. The aim of every theory of knowledge is to answer questions about the nature, the scope, and the limits of human knowledge. What is it to say that a person knows something? Wherein does the justification of a belief consist? The theories investigated offer foundationalist or coherentist, internalist or externalist approaches to these questions. Other topics will include theories of perception and of a priori knowledge.

The second part of the course is concerned with recent developments in the philosophy of science. We will focus on traditional positivist criteria of cognitive significance, the structure of scientific revolutions and the nature of scientific change, perception and theoretical entities, the old and the new riddle of induction, maximizing expected utility versus satisficing, laws of nature, explanation and prediction, as well as reductionism and autonomy of the special sciences.

- **READINGS**

Please see the web page for the dates on which the individual articles will be discussed.

PART I. CONTEMPORARY EPISTEMOLOGY

1. A TRADITIONAL APPROACH

- B. Russell, *The Problems of Philosophy* (1912) ch.1-3 of [Pa]
- B. Russell, *The Problems of Philosophy* (1912) ch.5 of [Pa]

2. KNOWLEDGE: JUSTIFIED TRUE BELIEF

- L. Bonjour, "The Concept of Epistemic Justification" (1985)[C]
- E. L. Gettier, "Is Justified True Belief Knowledge?" (1963)[Pb]
- R. Feldman, "An Alleged Defect in Gettier-counterexamples" (1974)[Pb]
- A. I. Goldman, "A Causal Theory of Knowing" (1967)[BD]
- K. Lehrer and T.D. Paxson, Jr., "Knowledge: Undefeated Justified True Belief" (1969)[L]

3. JUSTIFICATION: INTERNALISM / EXTERNALISM

- A. I. Goldman, "Discrimination and Perceptual Knowledge" (1976)[BD]
- A. I. Goldman, "What is Justified Belief?" (1979)[C]
- R. M. Chisholm, "The Indispensability of Internal Justification" (1988)[BD]
- L. Bonjour, "Externalist Theories of Empirical Knowledge" (1980)[C]

4. JUSTIFICATION: FOUNDATIONALISM / COHERENTISM, NATURALISM

R. M. Chisholm, "The Directly Evident" (1977)[Pb]
 L. Bonjour, "Can Empirical Knowledge Have a Foundation?" (1978)[M]
 K. Lehrer, "The Coherence Theory of Knowledge" (1986)[M]
 W.v.O. Quine, "Epistemology Naturalized" (1969)[C]

5. SKEPTICISM

P. Unger, "A Defense of Skepticism" (1971)[BD]
 J. L. Austin, "Other Minds" (1946)[BD]
 H. Putnam, "Brains in a Vat" (1981)[BD]

PART II. CONTEMPORARY PHILOSOPHY OF SCIENCE**1. LOGICAL EMPIRICISM AND EPISTEMOLOGY**

W.v.O. Quine, "Two Dogmas of Empiricism" (1951/1961)[Pa]
 C. G. Hempel, "Empiricist Criteria of Cognitive Significance: Problems and Changes" (1950)[M]
 C. G. Hempel, "Concept Formation" (1966) ch.7 of [H]

2. HISTORICISM AND RELATIVISM

T. Kuhn, "Scientific Revolutions" (1962)[BGT]

3. OBSERVATION AND THEORY

H. Brown, "Perception and Theory" (1977) ch.6 of [B]
 G. Maxwell, "The Ontological Status of Theoretical Entities" (1970)[KHK]

4. INDUCTION AND UNDERDETERMINATION

B. Russell, "On Induction" (1912)[BD]
 H. Reichenbach, "The Pragmatic Justification of Induction" (1949)[BD]
 N. Goodman, "The New Riddle of Induction" (1955)[BD]
 E. Sober, "The Philosophical Problem of Simplicity" (1988) ch.2 of [S]

5. MAXIMIZING / SATISFICING

P. Horwich, pp.11-15, (1982)[HP]
 P. Horwich, "Prediction" (1982) ch.5 of [HP]
 R. Giere, "Scientific Judgment" (1988) ch.6 of [G]

6. COVERING-LAWS AND EXPLANATION

C. G. Hempel and P. Oppenheim, "Studies in the Logic of Explanation" (1948)[McE]
 H. Brown, "Explanation" (1977) ch.4 of [B]

7. REDUCTIONISM / AUTONOMY

P. Oppenheim and H. Putnam, "Unity of Science as a Working Hypothesis" (1958)[BGT]
 J. Fodor, "Special Sciences" (1974)[BGT]
 Ph. Kitcher, "1953 and All That: A Tale of Two Sciences" (1984)[BGT]
 R. McClamrock, "Part One: Intertheoretic Considerations" (1995) ch.1-3 of [McC]

• REQUIREMENTS, WRITTEN WORK AND DEADLINES

This course requires active participation in class discussion and frequent meetings with me to discuss essay topics and your progress in the course. The reading material is challenging. Three paper topics will be assigned. Each paper topic will be announced in class at least one week before the deadline. Drafts are optional for all essays. All papers must be submitted either

electronically or in hard copy at the beginning of class on the following due dates.

First Paper: Monday, Oct 23, 2 pm.

Second Paper: Monday, Nov 20, 2 pm. (at the beginning of class)

Third Paper: Thursday, Dec 14, 2 pm. (at the beginning of class)

First Paper: Its length should not exceed 8-10 typed pages (double space, approximately 2400-3000 words). Second and third paper: Their lengths should not exceed 4-5 typed pages (double space, approximately 1200-1500 words). Late work will not be accepted. Please see the paper submission guidelines for more details.

- **CLASS ATTENDANCE**

I will take attendance. Class attendance is compulsory. Three unexplained absences will result in a "Fail" for the course. If you cannot attend a class you must speak to me in advance of the class.

- **COURSE POLICIES**

I do not grade on a curve. There will be no extra credit assignments to increase your final grade. The grade of "I" (incomplete) will only be given in exceptional circumstances consistent with the College rules. If you got lower than "D-", your official grade is "Fail". If you score in the range "C-" to "D-", your grade is "Marginal Pass". If you score in the range "C" or better, your grade is "Pass".

Every student is expected to do the required readings, to go to the web page for this course, and to come to class on a regular basis.

All cases of cheating, of plagiarism, or of other forms of academic dishonesty will result in penalty allowed by the College rules and may be subject to further disciplinary action. By attending the course you have agreed to abide by these rules.

- **NOTE**

The last day to add/drop this course is September 20; this is also the last day to request letter grades.

- **CONTACT**

If you send e-mail, please mention "phi epistemology", "phil of science" (or something similar) in the subject line. For security reasons I shall delete emails with a weird subject line or no subject line at all. Thanks in advance. Please do not hesitate to contact me if you have any questions.

e-mail: KLadstaetter@bennington.edu

home page: <http://faculty.bennington.edu/~kladstaetter/>

course page: http://faculty.bennington.edu/~kladstaetter/epist_phisci-f06/index/index_Frameset.htm

voice: 802-440-4391

office: Barn 229

advising: W, 10-12 a.m.

snail mail: Philosophy, Bennington College, Bennington, VT, 05201

Twentieth Century Philosophy
Phi 315 (call #: 7874)
HU 123
TTH, 10:15 – 11:35 AM
Klaus Ladstaetter

Syllabus

- **Texts:** Reading Packet for Phi 315, available from Shipmates in Stuyvesant Plaza
- **Course Work:**

There will be a midterm in class on Tuesday, October 19, and a final exam on Monday, December 13, 10:30 a.m.-12:30 p.m..

You will also be expected to write two three page papers on assigned topics. Four topics will be assigned, and you must choose one of the first two and one of the second two. Each paper topic will be announced at least one week before the deadline. Late work will be penalized. The paper deadlines are:

First topic: due Thursday, September 23
 Second topic: due Tuesday, October 12

Third topic: due Thursday, November 4
 Fourth topic: due Tuesday, November 30

- **Grade Distribution:**
 - ~ Each paper: 15%
 - ~ Midterm: 30%
 - ~ Final: 40%
- **Tentative Schedule of Readings:**

I. Anglo-American Analytic Philosophy

- | | |
|--|--|
| 1. Epistemology
(External World) | B. Russell, Problems of Philosophy*
G. E. Moore, The Refutation of Idealism
G. E. Moore, A Defense of Common Sense
G. E. Moore, Proof of an External World |
| 2. Philosophy of
Language
(Definite
Descriptions) | G. Frege, On Sense and Reference
B. Russell, On Denoting
B. Russell, Descriptions
P. F. Strawson, On Referring
K. Donnellan, Reference and Definite Descriptions |
| 3. Logical Positivism
and Epistemology | R. Carnap, The Elimination of Metaphysics Through Logical Analysis of
Language
A. J. Ayer, The Elimination of Metaphysics
A. J. Ayer, A Critique of Ethics and Theology |
| 4. Philosophy of
Language
(Truth) | L. Wittgenstein, Tractatus Logico-Philosophicus*
A. Tarski, The Semantic Conception of Truth and the Foundations of
Semantics |
| 5. Critique of Logical
Positivism | W.v.O. Quine, Two Dogmas of Empiricism
C. G. Hempel, Empiricist Criteria of Cognitive Significance: Problems
and Changes
L. Wittgenstein, Philosophical Investigations* |
| 6. Philosophy of
Language
(Proper Names) | J. Searle, Proper Names
S. A. Kripke, Naming and Necessity*
G. Evans, The Causal Theory of Names |

II. Continental Philosophy

- | | |
|-------------------|--|
| 8. Phenomenology | E. Husserl, The Idea of Phenomenology
E. Husserl, Ideas: General Introduction to Pure Phenomenology |
| 9. Existentialism | M. Heidegger, Introduction to Being and Time
J. P. Sartre, Bad Faith
J. P. Sartre, Existentialism and Humanism |

* Selection to be announced

- **Course Policies:**

I do not grade on a curve. There will be no extra credit assignments to increase your final grade. The grade of "I" (incomplete) will only be given in exceptional circumstances consistent with the university rules. The university does not give "A+"; if you end up with one, your official grade is "A"; if you got lower than "D--", your official grade is "E".

Any examination missed without an accepted excuse results in an "E" for that examination. If an excuse is to be granted, it will require appropriate written documentation from a physician; if you are not ill, then you must convince me that you had no other choice but to miss the test. If the excuse is granted, then I will not count that test and a make-up will be scheduled.

If you miss the final without a valid excuse, you fail. No appeal. If something terrible and unavoidable happens, you must let me know as soon as possible.

Every student is expected to do the required readings, to go to the web page for this course, and to come to class on a regular basis.

I will not take attendance. But if you miss classes, you will probably get lost and not be able to make it up again.

All cases of cheating, of plagiarism, or of other forms of academic dishonesty will result in penalty allowed by the university rules and may be subject to further disciplinary action.

By attending the course you have agreed to abide by these rules.

- **Note:**

The last day for adding this course without permission number is September 7; the last day for undergraduate students to file S/U or A-E grading options is September 30; the last day for undergraduate students to drop the course with a "W" is November 9.

- **Contact:**

If you send email, please mention "Phi 315 - 20th century philosophy" (or something similar) in the subject line. For security and anti-spam reasons I shall simply delete emails with a weird subject line or no subject line at all. Thanks in advance. Please don't hesitate to contact me if you have any questions:

Klaus Ladstaetter:

e-mail: philologic@albany.edu

Klaus home page: <http://www.albany.edu/~kl7887>

course page: <http://www.albany.edu/~kl7887/315-f04>

voice: (518) 442-4230

office: HU-239

office hours: WTH, 2:45-4:00 p.m. (and by appointment)

snail mail: Philosophy, HU-257, 1400 Washington Ave., Albany, N.Y. 12222

Introduction to Logic
 Social Science 131
 MW, 4:15-5:35 pm

APhi 210
 Class Nbr: 6993
 Instructor: Klaus Ladstaetter

SYLLABUS

- REQUIRED TEXTS**

Forbes, Graeme (1994): *Modern Logic. A Text in Elementary Symbolic Logic*.
 New York, Oxford: Oxford UP.
 A packet of readings will be posted on the course web page as we proceed.

- SCHEDULE** (roughly corresponding to the following sections of Forbes's text)

Pre-Midterm Material:

Part 1: Introduction; Phrase Structure Grammar
 Chapter 1, §§ 1--5
 Part 2: Sentential Connectives
 Chapter 2, §§ 1--4
 Part 3: Sentential Logic; Truth Tables
 Chapter 2, § 5; Chapter 3, §§ 1, 8
 Part 4: Semantic Implication
 Chapter 3, §§ 2--4, § 6
 Part 5: Formal Proofs in Sentential Logic
 Chapter 4, §§ 1--7

Post-Midterm Material:

Part 6: More Proofs; Translations into Sentential Logic
 Chapter 4, § 11; Chapter 2, §§ 1--4
 Part 7: Introduction to Sets and to Predicate Logic
 (no readings)
 Part 8: Introduction to Quantified Logic
 Chapter 5, §§ 1--4; Chapter 7, § 3
 Part 9: Semantics of Quantified Logic
 Chapter 6, §§ 1--2
 Part 10: More Semantics of Quantified Logic
 Chapter 7, § 1; Chapter 8, §§ 1--2
 Part 11: Translations into Quantified Logic
 Chapter 7, §§ 2--4

- COURSE WORK, EXAMINATIONS, AND GRADE DISTRIBUTION**

There will be ten problem sets evenly spread out in the semester. I encourage teamwork; but if you work with other students, please indicate on the top of your problem set with whom you worked. Please do not type your problem sets. Write legibly instead -- AND please staple your home works. Late problem sets will not be accepted.

There will be a midterm exam in class on Wednesday, March 14, 4:15-5:35 pm; the final will also take place in class, but the time still needs to be determined. Both exams are open book and open notes. However, no teamwork while the exams will be allowed. The final exam is cumulative with a strong focus on the post-midterm material. The grade distribution is as follows:

PROBLEM SETS: 50%

MIDTERM: 15%

FINAL: 35%

- GRADING SCALE -- Problem Sets (50% -- 1000 points)**

A + 100-91	B + 80-76	C + 65-61	D + 50-46	E 35 or below
A 90-86	B 75-71	C 60-56	D 45-41	
A - 85-81	B - 70-66	C - 55-51	D - 40-36	

- GRADING SCALE -- Midterm Exam (15% -- 300 points)**

A + 300-272	B + 241-227	C + 196-182	D + 151-137	E 106 or below
A 271-257	B 226-212	C 181-167	D 136-122	
A - 256-242	B - 211-197	C - 166-152	D - 121-107	

- GRADING SCALE -- Final Exam (35% -- 700 points)**

A + 700-634	B + 563-529	C + 458-424	D + 353-319	E 248 or below
A 633-599	B 528-494	C 423-389	D 318-284	
A - 598-564	B - 493-459	C - 388-354	D - 283-249	

- **GRADING SCALE -- Overall**

A+	2000-1810	B+	1609-1510	C+	1309-1210	D+	1009-910	E	709 or below
A	1809-1710	B	1509-1410	C	1209-1110	D	909-810		
A-	1709-1610	B-	1409-1310	C-	1109-1010	D-	809-710		

[**Note:** This grading scale is ambitious and might be subject to change.]

- **COURSE POLICIES**

I do not grade on a curve. There will be no extra credit assignments to increase your final grade. The grade of "I" (incomplete) will only be given in exceptional circumstances consistent with the university rules. The university does not give "A+"; if you end up with one, your official grade is "A"; if you got lower than "D-", your official grade is "E".

Any examination missed without an accepted excuse results in an "E" (or 0 points) for that examination. Moreover, if you miss the final without a valid excuse, you fail the course -- no appeal. If an excuse is to be granted by the Dean of Undergraduate Studies, it will require appropriate written documentation from a physician. If you are not ill, you must convince the Dean that you had no other choice but to miss the test. If the excuse is granted, I will not count that test and a make-up examination will be scheduled.

Every student is expected to do the required readings, to go to the web site for this course, and to come to class on a regular basis. I will not take attendance. But if you miss classes, you will probably get lost and will not be able to make it up again. (I urge you to take this seriously.) Experience from the past has shown that students attending on a regular basis do much better.

All cases of cheating, of plagiarism, or of other forms of academic dishonesty will result in penalty allowed by the university rules and may be subject to further disciplinary action. By attending the course you have agreed to abide by these rules.

- **NOTE**

The last day to add this course WITHOUT a class permission number is January 25. The last day to add this course WITH a class permission number is January 31. This is also the last day to drop the course WITHOUT receiving a "W". The last day for students to file S/U or A-E grading options is February 14. The last day for students to drop the course WITH receiving a "W" is April 10.

- **CONTACT**

I prefer to be contacted via e-mail. If you send e-mail, please mention "Phi 210 logic" (or something similar) in the subject line. For security reasons I shall delete emails with a weird subject line or no subject line at all. Thanks in advance. Please do not hesitate to contact me if you have any questions.

e-mail: philologic@albany.edu
home page: <http://www.albany.edu/~kl7887>
course page: http://www.albany.edu/~kl7887/210L-s06/index/index_Frameset.htm
voice: (518) 442-4231
office: HU-291
office hours: MW, 6:00-7:00 pm, and by appointment
snail mail: University at Albany, Philosophy, HU-257,
 1400 Washington Ave., Albany, N.Y. 12222

Syllabus Addendum: General Education Information

This course is a Humanities/Arts General Education course.

Characteristics of all General Education Courses:

1. General Education courses offer introductions to the central topics of disciplines and interdisciplinary fields.
2. General Education courses offer explicit rather than tacit understandings of the procedures, practices, methodology and fundamental assumptions of disciplines and interdisciplinary fields.
3. General Education courses recognize multiple perspectives on the subject matter.
4. General Education courses emphasize active learning in an engaged environment that enables students to be producers as well as consumers of knowledge.
5. General Education courses promote critical inquiry into the assumptions, goals, and methods of various fields of academic study; they aim to develop the interpretive, analytic, and evaluative competencies characteristic of critical thinking.

Learning Objectives for General Education Humanities Courses:

Humanities courses teach students to analyze and interpret texts, ideas, artifacts, and discourse systems, and the human values, traditions, and beliefs that they reflect.

1. Humanities courses enable students to demonstrate knowledge of the assumptions, methods of study, and theories of at least one of the disciplines within the humanities.

Depending on the discipline, humanities courses will enable students to demonstrate some or all of the following:

2. An understanding of the objects of study as expressions of the cultural contexts of the people who created them.
3. An understanding of the continuing relevance of the objects of study to the present and to the world outside the university.
4. An ability to employ the terms and understand the conventions particular to the discipline.
5. An ability to analyze and assess the strengths and weaknesses of ideas and positions along with the reasons or arguments that can be given for and against them.
6. An understanding of the nature of the texts, artifacts, ideas, or discourse of the discipline and of the assumptions that underlie this understanding, including those relating to issues of tradition and canon.

Among other goals, an aim of this course is to enable students to (1) demonstrate knowledge of the some of the assumptions, methods of study, and theories in philosophy, and to (5) analyze and assess the strengths and weaknesses of ideas and positions along with the reasons or arguments that can be given for and against them. The course will do so by engaging the philosophical arguments themselves, considering how the arguments can be engaged, and evaluating the arguments.

Critical Thinking (Phi 112)
Class Nbr: 2977
Education 120
T, TH, 2:45-4:05 pm
Klaus Ladstaetter

SYLLABUS

- **Text:**

~ required: Brooke Moore, Richard Parker (2004), *Critical Thinking*, WCB/McGraw-Hill, 7th edition

- **Course Schedule:**

Part	Chap.	Title of Chapter	Exam Dates
I.	1 2	Thinking Critically: It Matters Critical Thinking and Clear Writing	Exam #1: Sept 20
II.	5 6	More Rhetorical Devices More Fallacies	Exam #2: Oct 20
III.	7 10	The Anatomy and Variety of Arguments Inductive Arguments	Exam #3: Nov 15
IV.	11 8	Causal Arguments Deductive Arguments I: Categorical Logic	Final: Dec 15 [EDU 120, 10:30 am -- 12:30 pm]

- **Grading:**

There will be four exams in class. Your final grade depends on these exams, on your attendance, and on your performance in class (including your behavior). The tests will mainly consist of multiple choice questions, machine graded; however, there will also be "open" questions on each test -- meaning that you'll have to answer each of these questions in a couple of sentences. Each of the tests will be 80 minutes -- except for the final which will be 120 minutes.

The tests are not cumulative, but certain questions about universal ideas in philosophy (like "valid", "sound" or "induction") might be found on more than one test. The final examination counts more than the other three tests. Each of the first three exams counts 20% towards your overall course grade; the final counts 40%.

I do not grade on a curve. There will be no extra credit assignments to increase your final grade. The grade of "I" (incomplete) will only be given in exceptional circumstances consistent with the university rules. The university does not give "A+"; if you end up with one, your official grade is "A"; if you got lower than "D-", your official grade is "E".

Grading scale for the first three tests:

A +	100-91	B +	80-76	C +	65-61	D +	50-46	E	35 or below
A	90-86	B	75-71	C	60-56	D	45-41		
A -	85-81	B -	70-66	C -	55-51	D -	40-36		

Grading scale for the final exam:

A +	200-181	B +	160-151	C +	130-121	D +	100-91	E	70 or below
A	180-171	B	150-141	C	120-111	D	90-81		
A -	170-161	B -	140-131	C -	110-101	D -	80-71		

Scale for your overall grade:

A +	500-451	B +	400-376	C +	325-301	D +	250-226	E	175 or below
A	450-426	B	375-351	C	300-276	D	225-201		
A -	425-401	B -	350-326	C -	275-251	D -	200-176		

- Course Policies:**

Each exam is closed text, closed notes, and closed print outs. Each exam will be given at the close of each part of the course. This means that there will be an exam approximately every six sessions. Any examination missed without an accepted excuse results in an "E" (or 0 points) for that examination. If you miss two tests without a valid excuse, you fail the course; no appeal. If you miss the final without a valid excuse, you fail the course; no appeal. If an excuse is to be granted, it will require appropriate written documentation from a physician; if you are not ill, you must convince me that you had no other choice but to miss the test; if something terrible and unavoidable happens, you must try to let me know in time. If the excuse is granted, I will not count that test and a make-up will be scheduled.

Every student is expected to do the required readings, to go to the course website, to come to class on a regular basis, and to contribute to class discussions. Assigned readings must be done before the class for which they are assigned. I will take attendance. Attendance in this course is important. If you miss classes, you will probably get lost and will not be able to make it up again. If your attendance is insufficient, i.e. if you have five or more unexcused absences, your grade will at least be reduced to whatever your scores on the tests happen to be; moreover, I shall reserve the right to further lower your grade. On the other hand, I might raise your grade if your attendance is sufficient and if you participate well in class discussions. Experience from the past has shown that students attending the course on a regular basis do much better.

All cases of cheating, plagiarism, signing someone else's name on the attendance sheet, or of other forms of academic dishonesty will result in penalty allowed by university rules and may be subject to further disciplinary action. By attending the course you have agreed to abide by these rules.

- Note:**

The last day for adding this course with a class permission number is September 12; this is also the last day for dropping the course without receiving a "W". The last day for students to file S/U or A-E grading options is September 26. The last day for students to drop the course with a "W" is November 8.

- **Contact:**

If you send e-mail, please mention "Phi 112 Critical Thinking" (or something similar) in the subject line. For security and anti-spam reasons I shall delete emails with a weird subject line or no subject line at all. Thanks in advance. Please do not hesitate to contact me if you have any questions.

e-mail: philologic@albany.edu
home page: <http://www.albany.edu/~kl7887>
course page: http://www.albany.edu/~kl7887/112L-f05/index/index_Frameset.htm
pwd: analysis
voice: (518) 442-4230
office: HU-239
office hours: T, TH, 1:15-2:15 pm, and by appointment
snail mail: Philosophy, HU-257, 1400 Washington Ave., Albany, N.Y. 12222

Syllabus Addendum: General Education Information

This course is a Humanities/Arts General Education course.

Characteristics of all General Education Courses:

1. General Education courses offer introductions to the central topics of disciplines and interdisciplinary fields.
2. General Education courses offer explicit rather than tacit understandings of the procedures, practices, methodology and fundamental assumptions of disciplines and interdisciplinary fields.
3. General Education courses recognize multiple perspectives on the subject matter.
4. General Education courses emphasize active learning in an engaged environment that enables students to be producers as well as consumers of knowledge.
5. General Education courses promote critical inquiry into the assumptions, goals, and methods of various fields of academic study; they aim to develop the interpretive, analytic, and evaluative competencies characteristic of critical thinking.

Learning Objectives for General Education Humanities Courses:

Humanities courses teach students to analyze and interpret texts, ideas, artifacts, and discourse systems, and the human values, traditions, and beliefs that they reflect.

1. Humanities courses enable students to demonstrate knowledge of the assumptions, methods of study, and theories of at least one of the disciplines within the humanities.

Depending on the discipline, humanities courses will enable students to demonstrate some or all of the following:

2. An understanding of the objects of study as expressions of the cultural contexts of the people who created them.
3. An understanding of the continuing relevance of the objects of study to the present and to the world outside the university.
4. An ability to employ the terms and understand the conventions particular to the discipline.
5. An ability to analyze and assess the strengths and weaknesses of ideas and positions along with the reasons or arguments that can be given for and against them.
6. An understanding of the nature of the texts, artifacts, ideas, or discourse of the discipline and of the assumptions that underlie this understanding, including those relating to issues of tradition and canon.

Among other goals, an aim of this course is to enable students to (1) demonstrate knowledge of the some of the assumptions, methods of study, and theories in philosophy, and to (5) analyze and assess the strengths and weaknesses of ideas and positions along with the reasons or arguments that can be given for and against them. The course will do so by engaging the philosophical arguments themselves, considering how the arguments can be engaged, and evaluating the arguments.

Introduction to Philosophical Problems (Phi 110 L)

Syllabus

This course is an introduction to theoretical problems in philosophy. It has four parts in which we will mainly deal with three topics:

- (1) What is the nature of human knowledge, and what are its limits?
- (2) How are our minds related to our bodies?
- (3) Can we act freely? What is it to act freely?

There is no way to talk about knowledge without talking about truth; and there is no way to talk about Descartes without talking about the prominent role that God plays in his philosophy. So you will hear my comments on these topics as well.

❖ **Course Schedule:**

- **Topic 1: The Nature and Limits of Knowledge**

- o **May 28 - June 4:**

- ~ Introduction; Knowledge of the Self and of the External World; Rationalism.
 - ~ Read: Feinberg (pp.134-136), Descartes (pp.149-166)
 - ~ Exam # 1: June 5

- o **June 6 - 13:**

- ~ Knowledge of the Uniformity of Nature; Empiricism.
 - ~ Read: Feinberg (pp.136-140), Hume (pp.238-262), Salmon (pp.363-282)
 - ~ Exam # 2: June 14

- **Topic 2: Mind and Body**

- o **June 17 - 24:**

- ~ Cartesian Dualism; Behaviorism; Empirical Identity Theory; Material Functionalism; etc.
 - ~ Read: Feinberg (pp.298-302), Descartes (pp.154-156: review; pp.174-182), Shaffer (pp.302-317), Churchland (pp.318-333)
 - ~ Exam # 3: June 25

- **Topic 3: Determinism and Free Will**

- o **June 26 - July 4:**

- ~ Dilemma of Determinism; Hard Determinism; Soft determinism (or Compatibilism); Libertarianism.
 - ~ Read: Feinberg (pp.410-416), Holbach (pp.416-421), Stace (pp.435-440), Campbell (pp.441-451)
 - ~ Exam # 4: July 5

❖ **Texts:** Packet of Readings, available at Shipmates (Stuyvesant Plaza, Tel.:458-7758), includes:

- ~ Joel Feinberg: *Introduction to Part Two: Human Knowledge: Its Grounds and Limits*, pp.134-140.
- ~ René Descartes: *Meditations on First Philosophy*, pp.149-182.
- ~ David Hume: *An Inquiry Concerning Human Understanding*, II, IV-VII, pp.238-262.
- ~ Wesley C. Salmon: *An Encounter with David Hume*, pp.263-282.
- ~ Joel Feinberg: *Introduction to Part Three: Mind and Its Place in Nature*, pp.298-302.
- ~ Jerome A. Shaffer: *The Subject of Consciousness*, pp.302-317.

- ~ Paul M. Churchland: *Behaviorism, Materialism and Functionalism*, pp.318-333.
- ~ Joel Feinberg: *Introduction to Part Four: Determinism, Free Will, and Responsibility*, pp.410-416.
- ~ Paul Holbach: *The Illusion of Free Will*, pp.416-421.
- ~ Walter T. Stace: *The Problem of Free Will*, pp.435-440.
- ~ C. A. Campbell: *Has the Self 'Free Will'?*, pp.441-451.

❖ Grading

Four exams will be given in class. Each exam is closed book and closed notes and will comprise questions which require shorter or longer, more essay-like answers. The questions will be selected from among the study questions that you can find on the website. In addition, I will post an exam review before each exam on the course website. It is to your own advantage to use the electronic resources for this course.

Each exam will be given at the close of each part of the course. The last exam will be given on the last day of the course. This means that there will be an exam approximately every 7 sessions. Each exam will be approximately one period or 80 minutes.

Each exam is non-cumulative and counts 25% towards your overall course grade. Any examination missed without an accepted excuse will result in an "E" for that examination. If an excuse is to be granted, it will require appropriate written documentation. If the excuse is granted, then a make-up will be scheduled.

Every student is expected to do the required readings, to go to the website for this course and to come to class on a regular basis. Assigned readings must be done before the class for which they are assigned. I will take attendance. I shall reserve the right to lower your grade if your attendance is insufficient. I shall also consider attendance and class participation in order to decide borderline course grades. There will be no extra credit assignments.

The grade of INC (incomplete) will only be given in exceptional circumstances consistent with university rules. All cases of cheating, plagiarism, signing's someone else's name on the attendance sheet, or of other forms of academic dishonesty will result in penalty allowed by university rules and may be subject to further disciplinary action.

❖ Grading Scale

A +	100-96	B +	85-81	C +	70-66	D +	55-51	E +	40-36
A	95-91	B	80-76	C	65-61	D	50-46	E	35 or below
A -	90-86	B -	75-71	C -	60-56	D -	45-41		

The university does not give A +; if you end up with one, your official grade will be A; if you got lower than E +, your official grade is E.

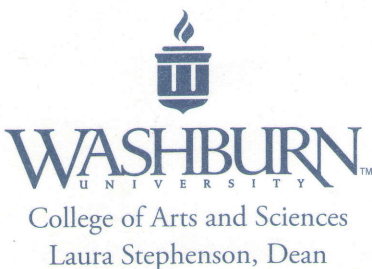
❖ Contact

Please don't hesitate to contact me if you have any questions:

e-mail: philologic@albany.edu
 department home page: <http://www.albany.edu/philosophy>
 my home page: <http://www.albany.edu/~kl7887>
 course page: <http://www.albany.edu/~kl7887/110L-su02>
 voice: (518) 442-4257, or: (518) 442-4688
 office (mailbox): HU-255
 office hours: t.b.a.
 snail mail: Philosophy, HU-258, 1400 Washington Ave., Albany, N.Y. 12222

Teaching Evaluations

Klaus Ladstaetter



May 16, 2017

Klaus Ladstaetter
Philosophy Department

Dear Klaus,

When they file an application for a degree, our graduating students are asked to fill out an online survey. One of the questions on the survey asks if there was any person at Washburn who had made a positive difference in their lives. Whether it was challenging students to meet high standards, offering a kind word of encouragement or sage advice, providing extra help, or inspiring students with their passion about their discipline, students identified many ways that faculty and staff made a difference in their lives.

You were identified as one of those people who made a positive difference in the life of a student.

Thank you for going the extra distance for our students and helping them achieve their dreams. Your dedication is an essential part of what makes Washburn an extraordinary place to study and to work.

Have a wonderful summer!

Sincerely yours,

Laura A. Stephenson
Dean, College of Arts and Sciences

Cc: Russ Jacobs, Chair, PH Department

JuliAnn Mazachek, Vice President for Academic Affairs

Teaching Evaluations

Washburn University

Spring 2009 - Spring 2015

Statistical Summary

Klaus Ladstaetter

Comment:

My statistical summary is based on the *Washburn University Faculty Evaluations* provided in this period; it captures only the category of the instructor's teaching effectiveness.

Statistical Summary
Washburn University Faculty Evaluations
Spring 2009 - Spring 2015

Evaluation Category: The instructor was an effective teacher of the course.

Evaluation Scale: 1 (best) - 4 (worst), N/A

Number of Scanned Evaluations: [#]

Number of Courses: {#}

COURSES	PH 100A	PH 100B	PH 201A	PH 202A	Upper Level
Spring 2015	1.27 [11]	1.48 [21]		1.00 [5]	2.00 [1]
Spring 2015					1.00 [2]
Fall 2014	2.25 [20]	1.82 [30]	1.50 [4]		2.00 [1]
Fall 2014					1.00 [1]
Fall 2014					1.00 [4]
Spring 2014	1.54 [13]	2.00 [24]		1.00 [1]	1.00 [1]
Spring 2014					1.00 [1]
Spring 2014					1.00 [3]
Fall 2013	2.08 [13]	1.67 [12]	1.29 [8]		1.80 [5]
Spring 2013	2.33 [15]	1.40 [5]		1.33 [6]	1.00 [2]
Fall 2012	1.38 [9]	1.75 [12]	1.00 [4]		1.75 [5]
Summer 2012	2.00 [5]				
Spring 2012	1.45 [12]	1.67 [6]		1.40 [5]	1.00 [2]
Fall 2011	1.64 [12]	2.27 [15]	1.50 [4]		1.67 [6]
Summer 2011	1.14 [7]				
Spring 2011	1.79 [19]			1.25 [9]	
Fall 2009	1.72 [18]	1.78 [19]	1.00 [7]		1.00 [1]
Fall 2009					1.43 [7]
Spring 2009	2.64 [13]	2.00 [14]		1.40 [5]	1.00 [3]
Sum	23.23 [167]	17.84 [158]	6.29 [27]	7.38 [31]	20.65 [45]
Average	1.79	1.78	1.26	1.23	1.29

OVERALL

PH 100A	23.23 {13}
PH 100B	17.84 {10}
PH 201A	6.29 {5}
PH 202A	7.38 {6}
Upper Level	20.65 {16}
Sum	75.39 {50}
Average	1.51

Teaching Evaluations

Washburn University

Fall 2015 - Spring 2016

"

Mrcwu'Ncf urcgwgt"

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Vj g'UKT/KKU{uwo 'ecppqv'i gpgtcvg'hwni'encuu'tgr qtw'hqt"eqwtug'ugevkqpu"vj cvj' cxg'hgy gt'vj cp"7"
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qh'vj g'Eqmgi g'qh'Ctw'cpf "Uekgpegu0"Dcugf "qp'vj g'eqpxg{ gf 'lphqto cvkqp."Kj cxg'f gxgrgr gf "o { "
qy p'hqto u'vq'ecr wtg'vj g'f cvc'hqt'vj g'eqwtugu'RJ "424C"*ur tkpi "4238+."RJ "322D"*ur tkpi "4238+."
cpf "RJ "423C"*hcm'4237+0

Student Instructional Report II

27. Course journals or logs required of students

—

28. Instructor's use of computers as aids in instruction

—

Evaluation Scale for Sections F-G

5 Much More Than Most Courses

2 Less Than Most Courses

4 More Than Most Courses

1 Much Less Than Most Courses

3 About the Same as Others

F. Course Outcomes

Mean

29. My learning increased in this course

5.0

30. I made progress toward achieving course objectives

4.0

31. My interest in the subject area has increased

3.0

32. This course helped me to think independently about the subject matter

4.0

33. This course actively involved me in what I was learning

5.0

Overall Outcomes Mean

4.2

G. Student Effort and Involvement

Mean

34. I studied and put effort into the course

5.0

35. I was prepared for each class [writing and reading assignments]

5.0

36. I was challenged by this course

5.0

Overall Effort Mean

5.0

H. Course Difficulty, Workload and Pace

37. For my preparation and ability, the level of difficulty of this course was:

—

38. The workload for this course in relation to other courses of equal credit was:

—

39. For me, the pace at which the instructor covered the material during the term was:

—

Evaluation Scale for Section I

5 Very Effective

2 Somewhat Ineffective

4 Effective

1 Ineffective

3 Moderately Effective

I. Overall Evaluation

40. Rate the quality of instruction in this course as it contributed to your learning.

5.00

Overall Evaluation Mean

5.00

J. Student Information

41. Which one of the following best describes this course for you?

—

42. What is your class level?

—

43. Do you communicate better in English or another language?

—

44. Sex

—

45. What grade do you expect to receive in this course?

—

K. Supplementary Questions

—

Name: Ladstaetter

Admin. Date: 04/16

Batch No.:

Report No.:

Report: Class

College: Washburn University

Class: PH104A - Intro Logic Critical Thinking

Class Enrollment: 23 **No. of Respondents:** 10*

Suggestions for Improving Your Teaching

Educational Testing Service offers an on-line set of suggestions for improving instruction. This Compendium of suggestions includes practices that highly rated teachers say they use as well as research-based effective teaching practices. The suggestions are grouped according to the SIR II scales and are linked to additional sources of information.

To download a PDF of the Compendium go to: www.ets.org/sirii/compendium

(The percentages and means are based on the total number of respondents, not class enrollment.)

A. Course Organization and Planning

This scale speaks to how well the instructor has made requirements clear and is prepared for each class. It also reflects whether students view the instructor as being in command of the subject matter and able to emphasize the important points to be learned.

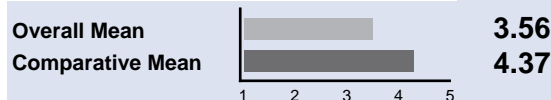


	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Omitted	N/A	Mean
1. The instructor's explanation of course requirements	20	40	30	10	---	---	---	3.70
2. The instructor's preparation for each class period	20	40	40	---	---	---	---	3.80
3. The instructor's command of the subject matter	60	30	10	---	---	---	---	4.50
4. The instructor's use of class time	---	40	30	30	---	---	---	3.10-
5. The instructor's way of summarizing or emphasizing important points in class	10	50	30	10	---	---	---	3.60

To download a PDF of the Compendium go to: www.ets.org/sirii/organization

B. Communication

Making clear and understandable presentations and using examples or illustrations when necessary are important tools for communicating with students. Communication is also facilitated by an instructor's enthusiasm for the material and use of challenging questions or problems in class.

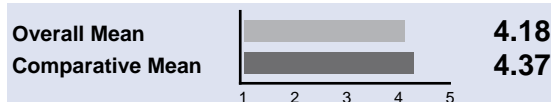


	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Omitted	N/A	Mean
6. The instructor's ability to make clear and understandable presentations	10	20	50	20	---	---	---	3.20-
7. The instructor's command of spoken English (or the language used in the course)	20	20	50	---	---	---	10	3.67-
8. The instructor's use of examples or illustrations to clarify course material	---	90	---	---	10	---	---	3.70
9. The instructor's use of challenging questions or problems	10	40	30	10	---	---	10	3.56
10. The instructor's enthusiasm for the course material	20	40	30	10	---	---	---	3.70

To download a PDF of the Compendium go to: www.ets.org/sirii/communication

C. Faculty/Student Interaction

Students prefer instructors who are helpful, responsive and show concern for their students' progress. Highly rated teachers are available to give students extra help if needed and show a willingness to listen to students' questions and opinions.



	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Omitted	N/A	Mean
11. The instructor's helpfulness and responsiveness to students	20	50	30	---	---	---	---	3.90
12. The instructor's respect for students	60	40	---	---	---	---	---	4.60
13. The instructor's concern for student progress	40	30	10	20	---	---	---	3.90
14. The availability of extra help for this class (taking into account the size of the class)	20	60	20	---	---	---	---	4.00
15. The instructor's willingness to listen to student questions and opinions	50	50	---	---	---	---	---	4.50

+ This mean is reliably at or above the 90th percentile. See page 5.

- This mean is reliably at or below the 10th percentile. See page 5.

For explanation of flagging (*), see "Number of Students Responding," page 5

To download a PDF of the Compendium go to: www.ets.org/sirii/interaction

D. Assignments, Exams, and Grading

An important aspect of this scale is the quality of feedback students receive from instructors on their assignments, exams and grades. Instructors choose assignments and textbooks that are helpful in understanding course material.

Overall Mean

Comparative Mean



3.83

4.17

	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Omitted	N/A	Mean
16. The information given to students about how they would be graded	30	60	10	---	---	---	---	4.20
17. The clarity of exam questions	10	50	20	20	---	---	---	3.50
18. The exams' coverage of important aspects of the course	20	70	10	---	---	---	---	4.10
19. The instructor's comments on assignments and exams	---	50	20	---	---	---	30	3.71
20. The overall quality of the textbook(s)	20	50	20	10	---	---	---	3.80
21. The helpfulness of assignments in understanding course material	10	40	40	---	---	---	10	3.67

To download a PDF of the Compendium go to: www.ets.org/sirii/assignments

E. Supplementary Instructional Methods ***

	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Omitted	Not Used	Mean
22. Problems or questions presented by the instructor for small group discussions	---	20	10	---	---	---	70	***
23. Term paper(s) or project(s)	---	40	20	30	---	---	10	***
24. Laboratory exercises for understanding important course concepts	---	10	---	---	---	---	90	***
25. Assigned projects in which students worked together	---	10	---	---	---	---	90	***
26. Case studies, simulations, or role playing	---	10	---	10	---	---	80	***
27. Course journals or logs required of students	---	10	---	---	---	---	90	***
28. Instructor's use of computers as aids in instruction	30	40	10	10	---	---	10	***

*** Means are not reported for these statements

To download a PDF of the Compendium go to: www.ets.org/sirii/compendium

F. Course Outcomes

The goal of any course is to increase student learning. Making progress toward course objectives and increasing student interest in the subject area are important corollaries to this outcome. This scale measures students' perceptions of their learning in the course, as well as to what extent the course helped them think independently.

Overall Mean

Comparative Mean



3.28

3.75

	5 Much More Than Most Courses	4 More Than Most Courses	3 About the Same as Others	2 Less Than Most Courses	1 Much Less Than Most Courses	Omitted	N/A	Mean
29. My learning increased in this course	30	10	50	10	---	---	---	3.60
30. I made progress toward achieving course objectives	10	10	60	20	---	---	---	3.10
31. My interest in the subject area has increased	10	10	70	10	---	---	---	3.20
32. This course helped me to think independently about the subject matter	20	30	50	---	---	---	---	3.70
33. This course actively involved me in what I was learning	---	20	50	20	10	---	---	2.80-

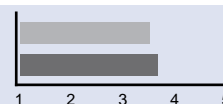
To download a PDF of the Compendium go to: www.ets.org/sirii/outcomes

G. Student Effort and Involvement

Student learning is also determined by how much effort is put into the course. How much time students spend studying and completing assignments, how well prepared they are for each class, and their attitudes toward the content itself are only partially under the teacher's control.

Overall Mean

Comparative Mean



3.57

3.74

	5 Much More Than Most Courses	4 More Than Most Courses	3 About the Same as Others	2 Less Than Most Courses	1 Much Less Than Most Courses	Omitted	N/A	Mean
34. I studied and put effort into the course	10	30	40	20	---	---	---	3.30
35. I was prepared for each class [writing and reading assignments]	20	---	80	---	---	---	---	3.40
36. I was challenged by this course	30	40	30	---	---	---	---	4.00

+ This mean is reliably at or above the 90th percentile. See page 5.

- This mean is reliably at or below the 10th percentile. See page 5.

For explanation of flagging (*), see "Number of Students Responding," page 5

To download a PDF of the Compendium go to: www.ets.org/sirii/studenteffort

H. Course Difficulty, Workload and Pace

Students who feel overwhelmed by a course will find it difficult to experience any feelings of success or reinforcement for their efforts. On the other hand, if they achieve success too quickly and are unchallenged, it is unlikely they will work to their capacity and/or value their learning highly.

	Very Difficult	Somewhat Difficult	About Right	Somewhat Elementary	Very Elementary	Omitted
37. For my preparation and ability, the level of difficulty of this course was:	10	70	10	10	---	---
	Much Heavier	Heavier	About the Same	Lighter	Much Lighter	Omitted
38. The workload for this course in relation to other courses of equal credit was:	---	10	60	30	---	---
	Very Fast	Somewhat Fast	Just About Right	Somewhat Slow	Very Slow	Omitted
39. For me, the pace at which the instructor covered the material during the term was:	---	10	80	10	---	---

Means are not appropriate for COURSE DIFFICULTY, WORKLOAD AND PACE.
Review the distribution of students' responses

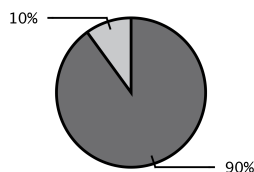
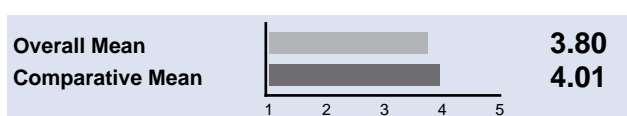
To download a PDF of the Compendium go to: www.ets.org/sirii/coursedifficulty







I. Overall Evaluation [†]

Overall Evaluation Ratings:

40. Rate the quality of instruction in this course as it contributed to your learning.

(try to set aside your feelings about the course content.)



Graph	%	Rating
	0 %	Very Effective
	90 %	Effective
	0 %	Moderately Effective
	10 %	Somewhat Ineffective
	0 %	Ineffective
	0 %	Omitted

[†] This is not a summary of items 1 through 39.

J. Student Information

				A Major/Minor Requirement	A College Requirement	An Elective	Other	Omitted			
41. Which one of the following best describes this course for you?				20	20	50	10	---			
				Freshman/ 1st Year	Sophomore/ 2nd Year	Junior/3rd Year	Senior/4th Year	Graduate	Other	Omitted	
42. What is your class level?				30	30	30	10	---	---	---	
								Better in English	Better in Another Language	Equally Well in English and Another Language	Omitted
43. Do you communicate better in English or another language?								90	---	10	---
								Female		Male	Omitted
44. Sex								70	30	---	
				A	A-	B+	B	B-	C	Below C	Omitted
45. What grade do you expect to receive in this course?				---	30	20	20	---	30	---	---

K. Supplementary Questions

	5	4	3	2	1	NA	Omitted
46.	---	---	---	---	---	---	---
47.	---	---	---	---	---	---	---
48.	---	---	---	---	---	---	---
49.	---	---	---	---	---	---	---
50.	---	---	---	---	---	---	---
51.	---	---	---	---	---	---	---
52.	---	---	---	---	---	---	---
53.	---	---	---	---	---	---	---
54.	---	---	---	---	---	---	---
55.	---	---	---	---	---	---	---

Student Survey Comments

I was hoping to have more interactive assignments where we got feedback from the instructor and other students in order to understand the material better. I learned a lot about logic and I think it was a very valuable course. I would've liked to spend less time on the stuff at the beginning of the course, and more on the sentential logic stuff.

To download a PDF of the Compendium go to: www.ets.org/sirii/compendium

Interpreting SIR II

To learn more about the development and research relating to the SIRII, go to the following link:

http://www.ets.org/sir_ii/about/research

The SIR II is designed to:

- Identify areas of strength and/or areas for improvement
- Provide feedback from students about their courses
- Provide information on new teaching methods used in class
- Provide one measure of effective teaching for several classes

(see http://www.ets.org/Media/Products/SIR_II/pdf/3320_SIRII_Report.pdf)

NUMBER OF STUDENTS RESPONDING

The number of students responding can affect the results when the class is very small (fewer than 10), or when fewer than two-thirds of the students enrolled in the class respond. For this reason, a Class Report **will not be produced** when fewer than five students respond. The degree of accuracy for each item mean (i.e. average) increases as the number of students responding increases. For example, the estimated reliability for the Overall Evaluation Item is .85 if 15 students respond and .90 if 25 students respond. (A full discussion of the reliability of student evaluation items can be found in *The Development of SIR II* report at <http://www.ets.org/Media/Products/283840.pdf>.) To call attention to possible reliability concerns, the number responding **will be flagged (*)** when 10 or fewer students responded or less than 60 percent of the class responded (this calculation is based on information from the *Instructor's Cover Sheet*). An item mean **will not be reported** when 50 percent or more of the students did not respond, or marked an item "Not Applicable", or fewer than five students responded to an item. An overall scale mean **is not reported** when one or more item means are not reported.

COMPARATIVE DATA

The comparative means used throughout this report are based on user data from a sample of two- and four-year colleges and universities from 2003-2010 administrations. The comparative means for 4-year institutions were obtained by averaging the mean ratings for 238,471 classes from 111 institutions. The comparative means for 2-year institutions were obtained by averaging the mean ratings for 107,071 classes from 62 institutions. Either two-year or four-year comparative data are used based on that identification. However, the selected comparison group is not necessarily the most appropriate comparison group for a particular class or institution. For example, mean ratings within each institution type may vary depending upon class characteristics such as class size, level, and subject area. *The Comparative Data Guides (CDGs)* for two-year and four-year colleges contain class means and percentile distributions for different class sizes, levels, types of class (e.g., lecture discussion, lab), and for several different subject areas. A copy of the appropriate CDG can be downloaded from the SIR II website at http://www.ets.org/sir_ii/scores_reports/compare_data.

Local Comparative Data: Equally important and useful are an institution's own comparative data. Such local comparative data — e.g., an institutional summary, departmental summaries, program summaries — are available to any user institution. Forms for ordering these reports are included in the *Institutional Coordinator's Manual*.

UNDERSTANDING WHAT SIR II RATINGS TELL YOU

Ratings can vary by class size and discipline. The CDGs provide data by various categories to assist users in interpreting the SIR II reports. Please refer to the CDGs and to the *SIR II Guidelines* (http://www.ets.org/sir_ii/administration/procedures) for further information. Since student ratings typically tend to be positive, it is important to have comparative data to interpret a report fully. For example, while a 3.6 is numerically above the midpoint of 3 on a 5-point scale, it may be average or even slightly below average in comparison to ratings received by others with whom the instructor can be appropriately compared.

How Percentile Flags Were Calculated

The average ratings on all of the items and scales in this report have been compared against the ratings obtained by all of the classes in one of the appropriate comparative data groups (two-year or four-year institutions). Specifically, the ratings have been compared against the rating values corresponding to the 10th percentile and 90th percentile in the comparative group. If the results indicate a rating is significantly below the 10th percentile or significantly above the 90th percentile, it will be flagged in the report as follows:

- + This class average is significantly above the 90th percentile.
- This class average is significantly below the 10th percentile.

Ratings above the 90th percentile or below the 10th percentile are flagged when there is appropriate statistical confidence that the rating that the instructor received falls above the 90th percentile or below the 10th percentile. If a rating is flagged with a +, there is less than one chance in 20 that the rating is below the 90th percentile. If a rating is flagged with a -, there is less than one chance in 20 that the rating is above the 10th percentile. (One chance in 20 is the commonly accepted measurement standard for a 95% confidence level.)

Here is an example:

Suppose, for the four-year colleges and universities, the average rating values of the 10th and 90th percentile of Scale A, which included 5 items, are 3.64 and 4.80, respectively. These values are from the *CDG* reports. Suppose again that the ratings that Class A gave to an instructor on Scale A averaged 3.61, with a standard deviation of .19; then there is a 90% confidence interval from 3.47 to 3.75 around the average of 3.61. Since this interval overlaps with the interval obtained from the *CDG* report, Class A is not assigned any flag. Suppose the average rating given by Class B was 3.50, with a standard deviation of .10 on the same scale; then there is a 90% confidence interval from 3.43 to 3.57 around the average of 3.50. Since this interval is significantly lower than the lower bound of 3.64 of the *CDG* interval (lower and not overlapping), Class B is assigned a flag "-". Similarly, suppose Class C gave an average rating of 4.90, with a standard deviation of .10 on the scale; then there is a 90% confidence interval from 4.83 to 4.97 around the average of 4.90. Since this interval is significantly higher than the upper bound of 4.80 (higher and not overlapping) of the *CDG* interval, Class C is assigned a flag "+".

Student Instructional Report II

Name: Ladstaetter**Admin date:** 04/16**Batch No.:****Report No.:****Report:** Class**College:** Washburn University**Class:** PH 100B - Introduction to Philosophy**Class Enrollment:** 11**No. of Respondents:** 4***Evaluation Scale for Sections A-E**

5 Very Effective

2 Somewhat Ineffective

4 Effective

1 Ineffective

3 Moderately Effective

A. Course Organization and Planning

Mean

1. The instructor's explanation of course requirements

3.25

2. The instructor's preparation for each class period

3.75

3. The instructor's command of the subject matter

3.25

4. The instructor's use of class time

3.0

5. The instructor's way of summarizing or emphasizing important points in class

3.0

Overall Organization Mean

3.25

B. Communication

Mean

6. The instructor's ability to make clear and understandable presentations

3.0

7. The instructor's command of spoken English (or the language used in the course)

3.5

8. The instructor's use of examples or illustrations to clarify course material

3.25

9. The instructor's use of challenging questions or problems

3.25

10. The instructor's enthusiasm for the course material

3.25

Overall Communication Mean

3.25

C. Faculty/Student Interaction

Mean

11. The instructor's helpfulness and responsiveness to students

3.0

12. The instructor's respect for students

3.0

13. The instructor's concern for student progress

3.0

14. The availability of extra help for this class (taking into account the size of the class)

3.0

15. The instructor's willingness to listen to student questions and opinions

3.0

Overall Interaction Mean

3.0

D. Assignments, Exams, and Grading

Mean

16. The information given to students about how they would be graded

3.5

17. The clarity of exam questions

3.0

18. The exams' coverage of important aspects of the course

3.0

19. The instructor's comments on assignments and exams

3.25

20. The overall quality of the textbook(s)

3.0

21. The helpfulness of assignments in understanding course material

3.0

Overall Assignments & Grading Mean

3.13

E. Supplementary Instructional Methods

Mean

22. Problems or questions presented by the instructor for small group discussions

—

23. Term paper(s) or project(s)

—

24. Laboratory exercises for understanding important course concepts

—

25. Assigned projects in which students worked together

—

26. Case studies, simulations, or role playing

—

Student Instructional Report II

27. Course journals or logs required of students

28. Instructor's use of computers as aids in instruction

Evaluation Scale for Sections F-G

5 Much More Than Most Courses

2 Less Than Most Courses

4 More Than Most Courses

1 Much Less Than Most Courses

3 About the Same as Others

F. Course Outcomes

Mean

29. My learning increased in this course

2.75

30. I made progress toward achieving course objectives

2.75

31. My interest in the subject area has increased

3.0

32. This course helped me to think independently about the subject matter

3.0

33. This course actively involved me in what I was learning

2.75

Overall Outcomes Mean

2.85

G. Student Effort and Involvement

Mean

34. I studied and put effort into the course

3.75

35. I was prepared for each class [writing and reading assignments]

3.25

36. I was challenged by this course

3.25

Overall Effort Mean

3.42

H. Course Difficulty, Workload and Pace

37. For my preparation and ability, the level of difficulty of this course was:

—

38. The workload for this course in relation to other courses of equal credit was:

—

39. For me, the pace at which the instructor covered the material during the term was:

—

Evaluation Scale for Section I

5 Very Effective

2 Somewhat Ineffective

4 Effective

1 Ineffective

3 Moderately Effective

I. Overall Evaluation

40. Rate the quality of instruction in this course as it contributed to your learning.

2.25

Overall Evaluation Mean

2.25

J. Student Information

41. Which one of the following best describes this course for you?

—

42. What is your class level?

—

43. Do you communicate better in English or another language?

—

44. Sex

—

45. What grade do you expect to receive in this course?

—

K. Supplementary Questions

—

Name: Ladstaetter

Admin. Date: 04/16

Batch No.:

Report No.:

Report: Class

College: Washburn University

Class: PH100A - Introduction to Philosophy

Class Enrollment: 24 **No. of Respondents:** 13*

Suggestions for Improving Your Teaching

Educational Testing Service offers an on-line set of suggestions for improving instruction. This Compendium of suggestions includes practices that highly rated teachers say they use as well as research-based effective teaching practices. The suggestions are grouped according to the SIR II scales and are linked to additional sources of information.

To download a PDF of the Compendium go to: www.ets.org/sirii/compendium

(The percentages and means are based on the total number of respondents, not class enrollment.)

A. Course Organization and Planning

This scale speaks to how well the instructor has made requirements clear and is prepared for each class. It also reflects whether students view the instructor as being in command of the subject matter and able to emphasize the important points to be learned.

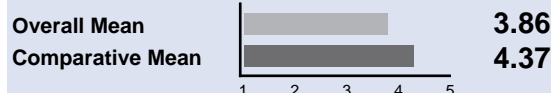


	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Omitted	N/A	Mean
1. The instructor's explanation of course requirements	38	23	23	15	---	---	---	3.85
2. The instructor's preparation for each class period	38	30	23	7	---	---	---	4.00
3. The instructor's command of the subject matter	46	38	---	15	---	---	---	4.15
4. The instructor's use of class time	38	23	15	23	---	---	---	3.77
5. The instructor's way of summarizing or emphasizing important points in class	38	15	30	7	7	---	---	3.69

To download a PDF of the Compendium go to: www.ets.org/sirii/organization

B. Communication

Making clear and understandable presentations and using examples or illustrations when necessary are important tools for communicating with students. Communication is also facilitated by an instructor's enthusiasm for the material and use of challenging questions or problems in class.

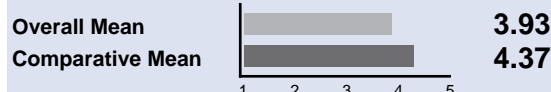


	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Omitted	N/A	Mean
6. The instructor's ability to make clear and understandable presentations	38	15	15	23	7	---	---	3.54
7. The instructor's command of spoken English (or the language used in the course)	30	23	15	23	7	---	---	3.46-
8. The instructor's use of examples or illustrations to clarify course material	30	30	15	7	7	7	---	3.75
9. The instructor's use of challenging questions or problems	38	38	15	---	7	---	---	4.00
10. The instructor's enthusiasm for the course material	69	15	15	---	---	---	---	4.54

To download a PDF of the Compendium go to: www.ets.org/sirii/communication

C. Faculty/Student Interaction

Students prefer instructors who are helpful, responsive and show concern for their students' progress. Highly rated teachers are available to give students extra help if needed and show a willingness to listen to students' questions and opinions.



	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Omitted	N/A	Mean
11. The instructor's helpfulness and responsiveness to students	38	15	30	15	---	---	---	3.77
12. The instructor's respect for students	46	30	15	7	---	---	---	4.15
13. The instructor's concern for student progress	30	23	23	7	7	7	---	3.67
14. The availability of extra help for this class (taking into account the size of the class)	30	30	7	15	---	---	15	3.91
15. The instructor's willingness to listen to student questions and opinions	46	30	15	7	---	---	---	4.15

+ This mean is reliably at or above the 90th percentile. See page 5.

- This mean is reliably at or below the 10th percentile. See page 5.

For explanation of flagging (*), see "Number of Students Responding," page 5

To download a PDF of the Compendium go to: www.ets.org/sirii/interaction

D. Assignments, Exams, and Grading

An important aspect of this scale is the quality of feedback students receive from instructors on their assignments, exams and grades. Instructors choose assignments and textbooks that are helpful in understanding course material.



	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Omitted	N/A	Mean
16. The information given to students about how they would be graded	53	15	15	15	---	---	---	4.08
17. The clarity of exam questions	30	30	7	15	7	---	7	3.67
18. The exams' coverage of important aspects of the course	30	30	23	---	7	---	7	3.83
19. The instructor's comments on assignments and exams	30	38	15	7	---	---	7	4.00
20. The overall quality of the textbook(s)	15	23	30	7	15	---	7	3.17
21. The helpfulness of assignments in understanding course material	30	15	15	7	---	---	30	4.00

To download a PDF of the Compendium go to: www.ets.org/sirii/assignments

E. Supplementary Instructional Methods ***

	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Omitted	Not Used	Mean
22. Problems or questions presented by the instructor for small group discussions	15	15	7	---	---	---	61	***
23. Term paper(s) or project(s)	15	15	7	---	---	---	61	***
24. Laboratory exercises for understanding important course concepts	---	---	---	---	---	---	100	***
25. Assigned projects in which students worked together	---	7	---	---	---	---	92	***
26. Case studies, simulations, or role playing	---	---	---	7	---	---	92	***
27. Course journals or logs required of students	---	---	---	---	---	---	100	***
28. Instructor's use of computers as aids in instruction	7	30	15	7	---	---	38	***

*** Means are not reported for these statements

To download a PDF of the Compendium go to: www.ets.org/sirii/compendium

F. Course Outcomes

The goal of any course is to increase student learning. Making progress toward course objectives and increasing student interest in the subject area are important corollaries to this outcome. This scale measures students' perceptions of their learning in the course, as well as to what extent the course helped them think independently.

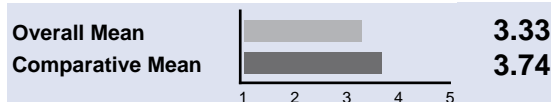


	5 Much More Than Most Courses	4 More Than Most Courses	3 About the Same as Others	2 Less Than Most Courses	1 Much Less Than Most Courses	Omitted	N/A	Mean
29. My learning increased in this course	23	23	30	15	7	---	---	3.38
30. I made progress toward achieving course objectives	7	30	53	---	7	---	---	3.31
31. My interest in the subject area has increased	30	---	38	15	15	---	---	3.15
32. This course helped me to think independently about the subject matter	30	23	23	15	7	---	---	3.54
33. This course actively involved me in what I was learning	30	7	30	15	15	---	---	3.23

To download a PDF of the Compendium go to: www.ets.org/sirii/outcomes

G. Student Effort and Involvement

Student learning is also determined by how much effort is put into the course. How much time students spend studying and completing assignments, how well prepared they are for each class, and their attitudes toward the content itself are only partially under the teacher's control.



	5 Much More Than Most Courses	4 More Than Most Courses	3 About the Same as Others	2 Less Than Most Courses	1 Much Less Than Most Courses	Omitted	N/A	Mean
34. I studied and put effort into the course	7	23	46	15	7	---	---	3.08
35. I was prepared for each class [writing and reading assignments]	7	23	46	15	7	---	---	3.08
36. I was challenged by this course	30	30	30	7	---	---	---	3.85

+ This mean is reliably at or above the 90th percentile. See page 5.

- This mean is reliably at or below the 10th percentile. See page 5.

For explanation of flagging (*), see "Number of Students Responding," page 5

To download a PDF of the Compendium go to: www.ets.org/sirii/studenteffort

H. Course Difficulty, Workload and Pace

Students who feel overwhelmed by a course will find it difficult to experience any feelings of success or reinforcement for their efforts. On the other hand, if they achieve success too quickly and are unchallenged, it is unlikely they will work to their capacity and/or value their learning highly.

	Very Difficult	Somewhat Difficult	About Right	Somewhat Elementary	Very Elementary	Omitted
37. For my preparation and ability, the level of difficulty of this course was:	15	38	46	---	---	---
	Much Heavier	Heavier	About the Same	Lighter	Much Lighter	Omitted
38. The workload for this course in relation to other courses of equal credit was:	---	---	46	46	7	---
	Very Fast	Somewhat Fast	Just About Right	Somewhat Slow	Very Slow	Omitted
39. For me, the pace at which the instructor covered the material during the term was:	---	15	46	38	---	---

Means are not appropriate for COURSE DIFFICULTY, WORKLOAD AND PACE.
Review the distribution of students' responses

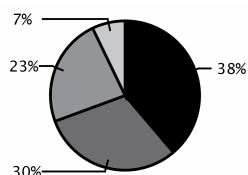
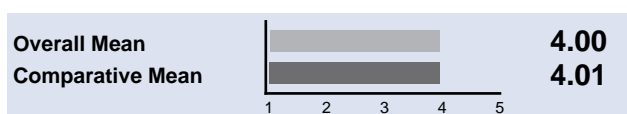
To download a PDF of the Compendium go to: www.ets.org/sirii/coursedifficulty

I. Overall Evaluation [†]

Overall Evaluation Ratings:

40. Rate the quality of instruction in this course as it contributed to your learning.

(try to set aside your feelings about the course content.)



Graph	%	Rating
	38 %	Very Effective
	30 %	Effective
	23 %	Moderately Effective
	7 %	Somewhat Ineffective
	0 %	Ineffective
	0 %	Omitted

[†] This is not a summary of items 1 through 39.

J. Student Information

				A Major/Minor Requirement	A College Requirement	An Elective	Other	Omitted
41. Which one of the following best describes this course for you?				7	7	69	15	---
	Freshman/1st Year	Sophomore/2nd Year	Junior/3rd Year	Senior/4th Year	Graduate	Other	Omitted	
42. What is your class level?	30	53	---	7	---	7	---	
				Better in English	Better in Another Language	Equally Well in English and Another Language	Omitted	
43. Do you communicate better in English or another language?				92	---	7	---	
						Female	Male	Omitted
44. Sex						61	38	---
	A	A-	B+	B	B-	C	Below C	Omitted
45. What grade do you expect to receive in this course?	15	15	30	23	---	7	---	7

K. Supplementary Questions

	5	4	3	2	1	NA	Omitted
46.	---	---	---	---	---	---	---
47.	---	---	---	---	---	---	---
48.	---	---	---	---	---	---	---
49.	---	---	---	---	---	---	---
50.	---	---	---	---	---	---	---
51.	---	---	---	---	---	---	---
52.	---	---	---	---	---	---	---
53.	---	---	---	---	---	---	---
54.	---	---	---	---	---	---	---
55.	---	---	---	---	---	---	---

Student Survey Comments

Professor Ladstaetter was a very enthusiastic and fun teacher. I enjoyed his passion for what he teaches. However, this course was quite difficult as there was a lot of material to cover, but not enough time allotted. I often found myself staying several minutes after class, or even rushed during a lesson, because Mr Ladstaetter was trying to at least touch base on the important points we need to know. I think this may be a problem in the design of the course- there may be too much general information about the subject of philosophy. This course would be nice in two separate courses, and I feel as though this would not be as (stressfully) tough as it currently is. I believe Professor Ladstaetter kept this course as on pace and as interesting as he could....only complaint is the difficulty of clarifying words through his thick accent! I was often lost because I could not understand his dialect. This was something that was transitional throughout the semester to be able to understand him.

The professor is behind on the syllabus on a continual basis and usually lectures on unnecessary subject matter.

Professor spent a bit too much time reviewing - one time he spent twenty minutes reteaching the hi-lights from the previous session - and then ends up behind schedule. I really enjoyed his instruction, though, and appreciated that he made the study materials and exams himself. He made it his and taught from a neutral standpoint, which I greatly appreciate. I'm glad that I took his class.

To download a PDF of the Compendium go to: www.ets.org/sirii/compendium

Student Instructional Report II

Name: Ladstaetter**Admin date:** 11/15**Batch No.:****Report No.:****Report:** Class**College:** Washburn University**Class:** PH 201A - History of Ancient Western Philosophy**Class Enrollment:** 10**No. of Respondents:** 3***Evaluation Scale for Sections A-E**

5 Very Effective

2 Somewhat Ineffective

4 Effective

1 Ineffective

3 Moderately Effective

A. Course Organization and Planning

Mean

1. The instructor's explanation of course requirements

4.33

2. The instructor's preparation for each class period

4.0

3. The instructor's command of the subject matter

4.33

4. The instructor's use of class time

3.33

5. The instructor's way of summarizing or emphasizing important points in class

4.33

Overall Organization Mean

4.07

B. Communication

Mean

6. The instructor's ability to make clear and understandable presentations

4.33

7. The instructor's command of spoken English (or the language used in the course)

4.33

8. The instructor's use of examples or illustrations to clarify course material

4.33

9. The instructor's use of challenging questions or problems

4.0

10. The instructor's enthusiasm for the course material

4.33

Overall Communication Mean

4.27

C. Faculty/Student Interaction

Mean

11. The instructor's helpfulness and responsiveness to students

4.67

12. The instructor's respect for students

4.67

13. The instructor's concern for student progress

4.33

14. The availability of extra help for this class (taking into account the size of the class)

4.33

15. The instructor's willingness to listen to student questions and opinions

4.67

Overall Interaction Mean

4.53

D. Assignments, Exams, and Grading

Mean

16. The information given to students about how they would be graded

4.33

17. The clarity of exam questions

4.0

18. The exams' coverage of important aspects of the course

4.0

19. The instructor's comments on assignments and exams

4.0

20. The overall quality of the textbook(s)

4.33

21. The helpfulness of assignments in understanding course material

4.33

Overall Assignments & Grading Mean

4.17

E. Supplementary Instructional Methods

Mean

22. Problems or questions presented by the instructor for small group discussions

—

23. Term paper(s) or project(s)

—

24. Laboratory exercises for understanding important course concepts

—

25. Assigned projects in which students worked together

—

26. Case studies, simulations, or role playing

—

Student Instructional Report II

27. Course journals or logs required of students

—

28. Instructor's use of computers as aids in instruction

—

Evaluation Scale for Sections F-G

5 Much More Than Most Courses

2 Less Than Most Courses

4 More Than Most Courses

1 Much Less Than Most Courses

3 About the Same as Others

F. Course Outcomes

Mean

29. My learning increased in this course

4.0

30. I made progress toward achieving course objectives

3.67

31. My interest in the subject area has increased

4.33

32. This course helped me to think independently about the subject matter

4.33

33. This course actively involved me in what I was learning

3.67

Overall Outcomes Mean

4.0

G. Student Effort and Involvement

Mean

34. I studied and put effort into the course

4.67

35. I was prepared for each class [writing and reading assignments]

4.0

36. I was challenged by this course

3.67

Overall Effort Mean

4.11

H. Course Difficulty, Workload and Pace

37. For my preparation and ability, the level of difficulty of this course was:

—

38. The workload for this course in relation to other courses of equal credit was:

—

39. For me, the pace at which the instructor covered the material during the term was:

—

Evaluation Scale for Section I

5 Very Effective

2 Somewhat Ineffective

4 Effective

1 Ineffective

3 Moderately Effective

I. Overall Evaluation

40. Rate the quality of instruction in this course as it contributed to your learning.

4.0

Overall Evaluation Mean

4.0

J. Student Information

41. Which one of the following best describes this course for you?

—

42. What is your class level?

—

43. Do you communicate better in English or another language?

—

44. Sex

—

45. What grade do you expect to receive in this course?

—

K. Supplementary Questions

—

Name: Ladstaetter

Admin. Date: 11/15

Batch No.:

Report No.:

Report: Class

College: Washburn University

Class: PH100B - Introduction to Philosophy

Class Enrollment: 17 **No. of Respondents:** 13

Suggestions for Improving Your Teaching

Educational Testing Service offers an on-line set of suggestions for improving instruction. This Compendium of suggestions includes practices that highly rated teachers say they use as well as research-based effective teaching practices. The suggestions are grouped according to the SIR II scales and are linked to additional sources of information.

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(The percentages and means are based on the total number of respondents, not class enrollment.)

A. Course Organization and Planning

This scale speaks to how well the instructor has made requirements clear and is prepared for each class. It also reflects whether students view the instructor as being in command of the subject matter and able to emphasize the important points to be learned.

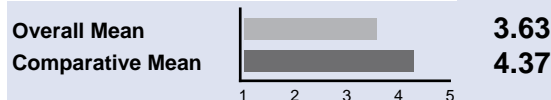


	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Omitted	N/A	Mean
1. The instructor's explanation of course requirements	15	46	15	23	---	---	---	3.54
2. The instructor's preparation for each class period	30	30	15	23	---	---	---	3.69
3. The instructor's command of the subject matter	38	23	15	23	---	---	---	3.77
4. The instructor's use of class time	38	7	38	15	---	---	---	3.69
5. The instructor's way of summarizing or emphasizing important points in class	30	---	30	30	7	---	---	3.15-

To download a PDF of the Compendium go to: www.ets.org/sirii/organization

B. Communication

Making clear and understandable presentations and using examples or illustrations when necessary are important tools for communicating with students. Communication is also facilitated by an instructor's enthusiasm for the material and use of challenging questions or problems in class.

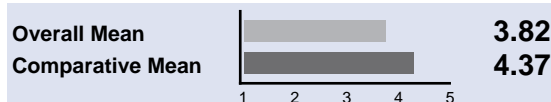


	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Omitted	N/A	Mean
6. The instructor's ability to make clear and understandable presentations	23	30	23	15	7	---	---	3.46
7. The instructor's command of spoken English (or the language used in the course)	23	30	30	15	---	---	---	3.62-
8. The instructor's use of examples or illustrations to clarify course material	30	15	30	23	---	---	---	3.54
9. The instructor's use of challenging questions or problems	30	30	15	23	---	---	---	3.69
10. The instructor's enthusiasm for the course material	38	30	7	23	---	---	---	3.85

To download a PDF of the Compendium go to: www.ets.org/sirii/communication

C. Faculty/Student Interaction

Students prefer instructors who are helpful, responsive and show concern for their students' progress. Highly rated teachers are available to give students extra help if needed and show a willingness to listen to students' questions and opinions.



	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Omitted	N/A	Mean
11. The instructor's helpfulness and responsiveness to students	30	23	23	7	15	---	---	3.46
12. The instructor's respect for students	38	38	23	---	---	---	---	4.15
13. The instructor's concern for student progress	46	30	7	15	---	---	---	4.08
14. The availability of extra help for this class (taking into account the size of the class)	15	30	38	15	---	---	---	3.46
15. The instructor's willingness to listen to student questions and opinions	38	30	15	15	---	---	---	3.92

+ This mean is reliably at or above the 90th percentile. See page 5.

- This mean is reliably at or below the 10th percentile. See page 5.

For explanation of flagging (*), see "Number of Students Responding," page 5

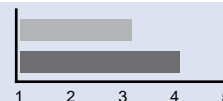
To download a PDF of the Compendium go to: www.ets.org/sirii/interaction

D. Assignments, Exams, and Grading

An important aspect of this scale is the quality of feedback students receive from instructors on their assignments, exams and grades. Instructors choose assignments and textbooks that are helpful in understanding course material.

Overall Mean

Comparative Mean



3.21-
4.17

	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Omitted	N/A	Mean
16. The information given to students about how they would be graded	30	23	38	---	7	---	---	3.69
17. The clarity of exam questions	15	30	7	15	30	---	---	2.85-
18. The exams' coverage of important aspects of the course	23	30	15	23	7	---	---	3.38
19. The instructor's comments on assignments and exams	23	30	15	15	15	---	---	3.31
20. The overall quality of the textbook(s)	7	30	7	30	7	---	15	3.00-
21. The helpfulness of assignments in understanding course material	15	23	15	23	15	---	7	3.00-

To download a PDF of the Compendium go to: www.ets.org/sirii/assignments

E. Supplementary Instructional Methods ***

	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Omitted	Not Used	Mean
22. Problems or questions presented by the instructor for small group discussions	7	15	7	15	---	---	53	***
23. Term paper(s) or project(s)	7	15	15	15	---	---	46	***
24. Laboratory exercises for understanding important course concepts	15	---	---	7	---	7	69	***
25. Assigned projects in which students worked together	7	7	---	7	---	---	76	***
26. Case studies, simulations, or role playing	7	---	---	7	---	---	84	***
27. Course journals or logs required of students	7	---	---	7	---	---	84	***
28. Instructor's use of computers as aids in instruction	23	7	15	15	---	---	38	***

*** Means are not reported for these statements

To download a PDF of the Compendium go to: www.ets.org/sirii/compendium

F. Course Outcomes

The goal of any course is to increase student learning. Making progress toward course objectives and increasing student interest in the subject area are important corollaries to this outcome. This scale measures students' perceptions of their learning in the course, as well as to what extent the course helped them think independently.

Overall Mean

Comparative Mean



3.08
3.75

	5 Much More Than Most Courses	4 More Than Most Courses	3 About the Same as Others	2 Less Than Most Courses	1 Much Less Than Most Courses	Omitted	N/A	Mean
29. My learning increased in this course	7	15	53	15	---	7	---	3.17
30. I made progress toward achieving course objectives	15	7	61	7	7	---	---	3.15
31. My interest in the subject area has increased	15	23	30	7	23	---	---	3.00
32. This course helped me to think independently about the subject matter	7	30	46	7	7	---	---	3.23
33. This course actively involved me in what I was learning	7	15	38	30	7	---	---	2.85

To download a PDF of the Compendium go to: www.ets.org/sirii/outcomes

G. Student Effort and Involvement

Student learning is also determined by how much effort is put into the course. How much time students spend studying and completing assignments, how well prepared they are for each class, and their attitudes toward the content itself are only partially under the teacher's control.

Overall Mean

Comparative Mean



3.46
3.74

	5 Much More Than Most Courses	4 More Than Most Courses	3 About the Same as Others	2 Less Than Most Courses	1 Much Less Than Most Courses	Omitted	N/A	Mean
34. I studied and put effort into the course	7	7	69	7	7	---	---	3.00
35. I was prepared for each class [writing and reading assignments]	7	15	53	15	7	---	---	3.00-
36. I was challenged by this course	61	15	23	---	---	---	---	4.38

+ This mean is reliably at or above the 90th percentile. See page 5.

- This mean is reliably at or below the 10th percentile. See page 5.

For explanation of flagging (*), see "Number of Students Responding," page 5

To download a PDF of the Compendium go to: www.ets.org/sirii/studenteffort

H. Course Difficulty, Workload and Pace

Students who feel overwhelmed by a course will find it difficult to experience any feelings of success or reinforcement for their efforts. On the other hand, if they achieve success too quickly and are unchallenged, it is unlikely they will work to their capacity and/or value their learning highly.

	Very Difficult	Somewhat Difficult	About Right	Somewhat Elementary	Very Elementary	Omitted
37. For my preparation and ability, the level of difficulty of this course was:	30	30	30	7	---	---
	Much Heavier	Heavier	About the Same	Lighter	Much Lighter	Omitted
38. The workload for this course in relation to other courses of equal credit was:	---	15	53	23	7	---
	Very Fast	Somewhat Fast	Just About Right	Somewhat Slow	Very Slow	Omitted
39. For me, the pace at which the instructor covered the material during the term was:	15	38	30	15	---	---

Means are not appropriate for COURSE DIFFICULTY, WORKLOAD AND PACE.
Review the distribution of students' responses

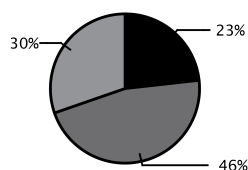
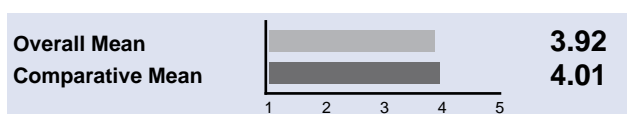
To download a PDF of the Compendium go to: www.ets.org/sirii/coursedifficulty







I. Overall Evaluation [†]

Overall Evaluation Ratings:

40. Rate the quality of instruction in this course as it contributed to your learning.

(try to set aside your feelings about the course content.)



Graph	%	Rating
	23 %	Very Effective
	46 %	Effective
	30 %	Moderately Effective
	0 %	Somewhat Ineffective
	0 %	Ineffective
	0 %	Omitted

[†] This is not a summary of items 1 through 39.

J. Student Information

				A Major/Minor Requirement	A College Requirement	An Elective	Other	Omitted			
41. Which one of the following best describes this course for you?				15	---	84	---	---			
				Freshman/ 1st Year	Sophomore/ 2nd Year	Junior/3rd Year	Senior/4th Year	Graduate	Other	Omitted	
42. What is your class level?				30	30	30	7	---	---	---	
							Better in English	Better in Another Language	Equally Well in English and Another Language	Omitted	
43. Do you communicate better in English or another language?							100	---	---	---	
								Female	Male	Omitted	
44. Sex								46	53	---	
				A	A-	B+	B	B-	C	Below C	Omitted
45. What grade do you expect to receive in this course?				---	7	7	15	23	30	15	---

K. Supplementary Questions

	5	4	3	2	1	NA	Omitted
46.	---	---	---	---	---	---	---
47.	---	---	---	---	---	---	---
48.	---	---	---	---	---	---	---
49.	---	---	---	---	---	---	---
50.	---	---	---	---	---	---	---
51.	---	---	---	---	---	---	---
52.	---	---	---	---	---	---	---
53.	---	---	---	---	---	---	---
54.	---	---	---	---	---	---	---
55.	---	---	---	---	---	---	---

Student Survey Comments

I pose this question; is this course an overview of philosophy, a course in practical ethics, both, or more? While the professor is VERY knowledgeable in his field, often times his commentary, both written and in class, superseded the assigned text. More emphasis was placed on the supplemental reading than on the assigned text. I found that this was more than what a survey course has had, based on my experience in taking a variety of introductory courses. Perhaps a more narrow focus on a specific area would be considered. In other words, if this is an overview of philosophy, then just teach an overview. If this is an ethics class, then just teach that. I did receive a very thorough grounding of Plato, Descartes, and the English school of philosophers. Unfortunately we ran out of time as we approached the ethics portion of the class and was very hurried through the end of the term.

Course was very technical, making it difficult to engage.

To download a PDF of the Compendium go to: www.ets.org/sirii/compendium

Name: Ladstaetter

Admin. Date: 11/15

Batch No.:

Report No.:

Report: Class

College: Washburn University

Class: PH100A - Introduction to Philosophy

Class Enrollment: 26 **No. of Respondents:** 14*

Suggestions for Improving Your Teaching

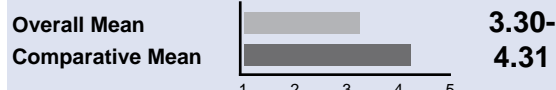
Educational Testing Service offers an on-line set of suggestions for improving instruction. This Compendium of suggestions includes practices that highly rated teachers say they use as well as research-based effective teaching practices. The suggestions are grouped according to the SIR II scales and are linked to additional sources of information.

To download a PDF of the Compendium go to: www.ets.org/sirii/compendium

(The percentages and means are based on the total number of respondents, not class enrollment.)

A. Course Organization and Planning

This scale speaks to how well the instructor has made requirements clear and is prepared for each class. It also reflects whether students view the instructor as being in command of the subject matter and able to emphasize the important points to be learned.

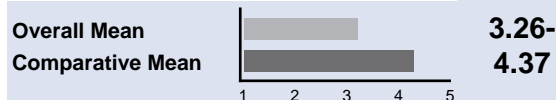


	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Omitted	N/A	Mean
1. The instructor's explanation of course requirements	28	21	7	28	14	---	---	3.21-
2. The instructor's preparation for each class period	35	21	14	28	---	---	---	3.64
3. The instructor's command of the subject matter	35	21	7	21	14	---	---	3.43-
4. The instructor's use of class time	28	7	28	21	14	---	---	3.14-
5. The instructor's way of summarizing or emphasizing important points in class	28	7	28	14	21	---	---	3.07-

To download a PDF of the Compendium go to: www.ets.org/sirii/organization

B. Communication

Making clear and understandable presentations and using examples or illustrations when necessary are important tools for communicating with students. Communication is also facilitated by an instructor's enthusiasm for the material and use of challenging questions or problems in class.



	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Omitted	N/A	Mean
6. The instructor's ability to make clear and understandable presentations	35	14	7	21	21	---	---	3.21-
7. The instructor's command of spoken English (or the language used in the course)	14	35	7	21	21	---	---	3.00-
8. The instructor's use of examples or illustrations to clarify course material	35	7	21	21	14	---	---	3.29-
9. The instructor's use of challenging questions or problems	28	14	21	21	14	---	---	3.21-
10. The instructor's enthusiasm for the course material	50	14	---	14	21	---	---	3.57-

To download a PDF of the Compendium go to: www.ets.org/sirii/communication

C. Faculty/Student Interaction

Students prefer instructors who are helpful, responsive and show concern for their students' progress. Highly rated teachers are available to give students extra help if needed and show a willingness to listen to students' questions and opinions.



	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Omitted	N/A	Mean
11. The instructor's helpfulness and responsiveness to students	28	21	7	14	28	---	---	3.07-
12. The instructor's respect for students	28	21	14	14	21	---	---	3.21-
13. The instructor's concern for student progress	35	14	7	7	35	---	---	3.07-
14. The availability of extra help for this class (taking into account the size of the class)	14	21	14	35	14	---	---	2.86-
15. The instructor's willingness to listen to student questions and opinions	50	7	7	21	14	---	---	3.57

+ This mean is reliably at or above the 90th percentile. See page 5.

- This mean is reliably at or below the 10th percentile. See page 5.

For explanation of flagging (*), see "Number of Students Responding," page 5

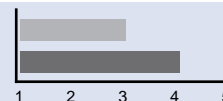
To download a PDF of the Compendium go to: www.ets.org/sirii/interaction

D. Assignments, Exams, and Grading

An important aspect of this scale is the quality of feedback students receive from instructors on their assignments, exams and grades. Instructors choose assignments and textbooks that are helpful in understanding course material.

Overall Mean

Comparative Mean



3.09-
4.17

	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Omitted	N/A	Mean
16. The information given to students about how they would be graded	50	---	14	28	7	---	---	3.57
17. The clarity of exam questions	42	---	7	28	21	---	---	3.14-
18. The exams' coverage of important aspects of the course	42	7	---	35	7	7	---	3.46
19. The instructor's comments on assignments and exams	14	14	21	14	21	7	7	2.83-
20. The overall quality of the textbook(s)	21	7	14	21	28	---	7	2.69-
21. The helpfulness of assignments in understanding course material	28	7	7	7	35	---	14	2.83-

To download a PDF of the Compendium go to: www.ets.org/sirii/assignments

E. Supplementary Instructional Methods ***

	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Omitted	Not Used	Mean
22. Problems or questions presented by the instructor for small group discussions	14	7	7	7	21	---	42	***
23. Term paper(s) or project(s)	21	14	7	21	14	---	21	***
24. Laboratory exercises for understanding important course concepts	---	---	7	7	7	---	78	***
25. Assigned projects in which students worked together	---	---	7	7	7	---	78	***
26. Case studies, simulations, or role playing	---	---	7	7	7	---	78	***
27. Course journals or logs required of students	7	---	7	7	7	---	71	***
28. Instructor's use of computers as aids in instruction	21	7	14	21	14	---	21	***

*** Means are not reported for these statements

To download a PDF of the Compendium go to: www.ets.org/sirii/compendium

F. Course Outcomes

The goal of any course is to increase student learning. Making progress toward course objectives and increasing student interest in the subject area are important corollaries to this outcome. This scale measures students' perceptions of their learning in the course, as well as to what extent the course helped them think independently.

Overall Mean

Comparative Mean



2.61-
3.75

	5 Much More Than Most Courses	4 More Than Most Courses	3 About the Same as Others	2 Less Than Most Courses	1 Much Less Than Most Courses	Omitted	N/A	Mean
29. My learning increased in this course	14	21	21	7	35	---	---	2.71-
30. I made progress toward achieving course objectives	---	21	28	14	35	---	---	2.36-
31. My interest in the subject area has increased	---	35	14	21	28	---	---	2.57-
32. This course helped me to think independently about the subject matter	14	28	14	14	28	---	---	2.86-
33. This course actively involved me in what I was learning	---	35	21	7	35	---	---	2.57-

To download a PDF of the Compendium go to: www.ets.org/sirii/outcomes

G. Student Effort and Involvement

Student learning is also determined by how much effort is put into the course. How much time students spend studying and completing assignments, how well prepared they are for each class, and their attitudes toward the content itself are only partially under the teacher's control.

Overall Mean

Comparative Mean



3.14
3.74

	5 Much More Than Most Courses	4 More Than Most Courses	3 About the Same as Others	2 Less Than Most Courses	1 Much Less Than Most Courses	Omitted	N/A	Mean
34. I studied and put effort into the course	7	21	57	---	14	---	---	3.07
35. I was prepared for each class [writing and reading assignments]	7	7	64	---	21	---	---	2.79-
36. I was challenged by this course	35	14	35	---	14	---	---	3.57

+ This mean is reliably at or above the 90th percentile. See page 5.

- This mean is reliably at or below the 10th percentile. See page 5.

For explanation of flagging (*), see "Number of Students Responding," page 5

To download a PDF of the Compendium go to: www.ets.org/sirii/studenteffort

H. Course Difficulty, Workload and Pace

Students who feel overwhelmed by a course will find it difficult to experience any feelings of success or reinforcement for their efforts. On the other hand, if they achieve success too quickly and are unchallenged, it is unlikely they will work to their capacity and/or value their learning highly.

	Very Difficult	Somewhat Difficult	About Right	Somewhat Elementary	Very Elementary	Omitted
37. For my preparation and ability, the level of difficulty of this course was:	35	28	35	---	---	---
	Much Heavier	Heavier	About the Same	Lighter	Much Lighter	Omitted
38. The workload for this course in relation to other courses of equal credit was:	---	7	50	21	21	---
	Very Fast	Somewhat Fast	Just About Right	Somewhat Slow	Very Slow	Omitted
39. For me, the pace at which the instructor covered the material during the term was:	28	14	57	---	---	---

Means are not appropriate for COURSE DIFFICULTY, WORKLOAD AND PACE.
Review the distribution of students' responses

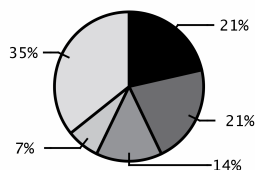
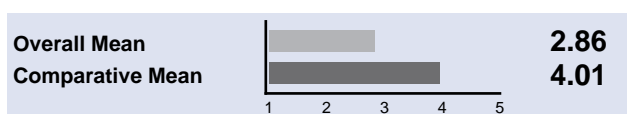
To download a PDF of the Compendium go to: www.ets.org/sirii/coursedifficulty







I. Overall Evaluation [†]

Overall Evaluation Ratings:

40. Rate the quality of instruction in this course as it contributed to your learning.

(try to set aside your feelings about the course content.)



Graph	%	Rating
	21 %	Very Effective
	21 %	Effective
	14 %	Moderately Effective
	7 %	Somewhat Ineffective
	35 %	Ineffective
	0 %	Omitted

[†] This is not a summary of items 1 through 39.

J. Student Information

				A Major/Minor Requirement	A College Requirement	An Elective	Other	Omitted	
41. Which one of the following best describes this course for you?				21	28	42	7	---	
		Freshman/ 1st Year	Sophomore/ 2nd Year	Junior/3rd Year	Senior/4th Year	Graduate	Other	Omitted	
42. What is your class level?		35	21	21	21	---	---	---	
					Better in English	Better in Another Language	Equally Well in English and Another Language	Omitted	
43. Do you communicate better in English or another language?					100	---	---	---	
						Female	Male	Omitted	
44. Sex						50	50	---	
		A	A-	B+	B	B-	C	Below C	Omitted
45. What grade do you expect to receive in this course?		28	7	14	7	7	14	21	---

K. Supplementary Questions

	5	4	3	2	1	NA	Omitted
46.	---	---	---	---	---	---	---
47.	---	---	---	---	---	---	---
48.	---	---	---	---	---	---	---
49.	---	---	---	---	---	---	---
50.	---	---	---	---	---	---	---
51.	---	---	---	---	---	---	---
52.	---	---	---	---	---	---	---
53.	---	---	---	---	---	---	---
54.	---	---	---	---	---	---	---
55.	---	---	---	---	---	---	---

Student Survey Comments

I feel as if this instructor has little to no respect for his students. How is it the students fault if the entire class doesn't do well on a quiz? There's no need for him to essentially yell at us for not understanding the material when we ask questions. There's also no need for him to make snide comments when students walk in a couple of minutes late to the lecture; its not even the students walking in that obstruct the learning, its the comments he makes. I really looked forward to this class towards the beginning of the semester, but now I really wish that I had withdrew before the October 30th deadline. I will tell anyone that I not only do I not recommend this course, but I do not recommend taking a class with this instructor.

I'm never taking this class again.

Very interesting course, my first time in a philosophy course and I loved it. Kept my interest throughout the lectures!

This class is a hard class in general, along with the concepts we are suppose to be learning. I would never recommend this class to anyone. I can only understand every 3rd word the teacher says, his hand writing on the board is illegible, and he moved through way to much information in too short of a time.

I have enjoyed myself more in other courses.

I felt that the instructor was disrespectful of students and did not explain course objectives well. I did not feel prepared for any of my tests even though I would study for 3 or more hours. I would not recommend this course to anyone else at Washburn University.

Klaus did a good job explaining philosophical theories in terms easy to understand. I enjoyed his lecturing and just having the two essay tests and multiple choice tests. I think having out of class assignments would've been too much of a workload for all the studying required to get a good grade. It would've been an overall fantastic experience besides the random interruptions by people in class.

I think Klaus L. is a good professor, but I think the course would improve a lot if he would include a few graded assignments leading up to the tests and final. That would better prepare his students and would give us a way to strengthen poor grades.

To download a PDF of the Compendium go to: www.ets.org/sirii/compendium

Teaching Evaluations

Washburn University

Fall 2014 - Spring 2015

Klaus Ladstaetter



Washburn University Faculty Evaluations

College of Arts and Science

Spring 2015

Class Report

This report examines the performance of an instructor in each class.

CRN: 1200

Section: PH399A

Course: Senior Thesis

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 0	Senior 1	A 1	D 0	General Ed Requirement 0	Elective 0	3.30-4.00 1	1.50-2.09 0
Sophomore 0	Other 0	B 0	F 0	Required for Major 1	Other 0	2.70-3.29 0	Under 1.50 0
Junior 0		C 0	N/A 0	Required for Minor 0		2.10-2.69 0	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	1	0	0	0	0	0	1
As of this date, most of the stated objectives have been met.	0	1	0	0	0	0	2
As of this date, the instructor has held to the stated grading criteria.	0	1	0	0	0	0	2
The instructor seemed well-prepared for class/course.	0	1	0	0	0	0	2
The instructor clearly explained the grading criteria.	0	1	0	0	0	0	2
The instructor was respectful of students.	1	0	0	0	0	0	1
I was intellectually challenged by the instructor.	1	0	0	0	0	0	1
The instructor was punctual for class/course.	1	0	0	0	0	0	1
The instructor was willing to provide assistance if it was needed.	1	0	0	0	0	0	1
The instructor was an effective teacher of the course.	0	1	0	0	0	0	2

Total scanned evaluations for this class: 1



Washburn University Faculty Evaluations

College of Arts and Science

Spring 2015

Class Report

This report examines the performance of an instructor in each class.

CRN: 2401

Section: PH302A

Course: Phil of Religion

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 0	Senior 2	A 1	D 0	General Ed Requirement 0	Elective 0	3.30-4.00 1	1.50-2.09 0
Sophomore 0	Other 0	B 0	F 0	Required for Major 1	Other 0	2.70-3.29 0	Under 1.50 0
Junior 0		C 1	N/A 0	Required for Minor 1		2.10-2.69 1	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	2	0	0	0	0	0	1
As of this date, most of the stated objectives have been met.	1	1	0	0	0	0	1.5
As of this date, the instructor has held to the stated grading criteria.	0	2	0	0	0	0	2
The instructor seemed well-prepared for class/course.	1	1	0	0	0	0	1.5
The instructor clearly explained the grading criteria.	1	1	0	0	0	0	1.5
The instructor was respectful of students.	1	1	0	0	0	0	1.5
I was intellectually challenged by the instructor.	2	0	0	0	0	0	1
The instructor was punctual for class/course.	2	0	0	0	0	0	1
The instructor was willing to provide assistance if it was needed.	2	0	0	0	0	0	1
The instructor was an effective teacher of the course.	2	0	0	0	0	0	1

Total scanned evaluations for this class: 2



Washburn University Faculty Evaluations

College of Arts and Science

Spring 2015

Class Report

This report examines the performance of an instructor in each class.

CRN: 0489

Section: PH202A

Course: Hist of Mod Western Phil

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 0	Senior 2	A 1	D 0	General Ed Requirement 2	Elective 1	3.30-4.00 2	1.50-2.09 0
Sophomore 2	Other 0	B 4	F 0	Required for Major 0	Other 2	2.70-3.29 3	Under 1.50 0
Junior 1		C 0	N/A 0	Required for Minor 0		2.10-2.69 0	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	4	1	0	0	0	0	1.2
As of this date, most of the stated objectives have been met.	4	1	0	0	0	0	1.2
As of this date, the instructor has held to the stated grading criteria.	4	1	0	0	0	0	1.2
The instructor seemed well-prepared for class/course.	5	0	0	0	0	0	1
The instructor clearly explained the grading criteria.	4	1	0	0	0	0	1.2
The instructor was respectful of students.	5	0	0	0	0	0	1
I was intellectually challenged by the instructor.	5	0	0	0	0	0	1
The instructor was punctual for class/course.	4	1	0	0	0	0	1.2
The instructor was willing to provide assistance if it was needed.	5	0	0	0	0	0	1
The instructor was an effective teacher of the course.	5	0	0	0	0	0	1

Total scanned evaluations for this class: 5



Washburn University Faculty Evaluations

College of Arts and Science

Spring 2015

Class Report

This report examines the performance of an instructor in each class.

CRN: 0484

Section: PH100B

Course: Introduction to Philosophy

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 9	Senior 0	A 3	D 0	General Ed Requirement 12	Elective 5	3.30-4.00 3	1.50-2.09 1
Sophomore 9	Other 0	B 10	F 0	Required for Major 1	Other 2	2.70-3.29 12	Under 1.50 0
Junior 3		C 8	N/A 0	Required for Minor 0		2.10-2.69 5	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	13	6	1	1	0	0	1.5238
As of this date, most of the stated objectives have been met.	13	5	0	1	0	2	1.4211
As of this date, the instructor has held to the stated grading criteria.	13	7	1	0	0	0	1.4286
The instructor seemed well-prepared for class/course.	14	6	0	1	0	0	1.4286
The instructor clearly explained the grading criteria.	15	5	1	0	0	0	1.3333
The instructor was respectful of students.	15	3	3	0	0	0	1.4286
I was intellectually challenged by the instructor.	15	4	1	1	0	0	1.4286
The instructor was punctual for class/course.	15	6	0	0	0	0	1.2857
The instructor was willing to provide assistance if it was needed.	14	4	1	1	1	0	1.45
The instructor was an effective teacher of the course.	14	5	1	1	0	0	1.4762

Total scanned evaluations for this class: 21



Washburn University Faculty Evaluations

College of Arts and Science

Spring 2015

Class Report

This report examines the performance of an instructor in each class.

CRN: 0483

Section: PH100A

Course: Introduction to Philosophy

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 4	Senior 2	A 4	D 1	General Ed Requirement 5	Elective 2	3.30-4.00 4	1.50-2.09 0
Sophomore 3	Other 0	B 3	F 0	Required for Major 1	Other 2	2.70-3.29 2	Under 1.50 0
Junior 1		C 2	N/A 0	Required for Minor 0		2.10-2.69 4	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	8	3	0	0	0	0	1.2727
As of this date, most of the stated objectives have been met.	8	2	1	0	0	0	1.3636
As of this date, the instructor has held to the stated grading criteria.	8	2	1	0	0	0	1.3636
The instructor seemed well-prepared for class/course.	8	2	1	0	0	0	1.3636
The instructor clearly explained the grading criteria.	7	3	1	0	0	0	1.4545
The instructor was respectful of students.	8	2	0	1	0	0	1.4545
I was intellectually challenged by the instructor.	8	2	0	0	1	0	1.2
The instructor was punctual for class/course.	10	0	1	0	0	0	1.1818
The instructor was willing to provide assistance if it was needed.	8	3	0	0	0	0	1.2727
The instructor was an effective teacher of the course.	9	1	1	0	0	0	1.2727

Total scanned evaluations for this class: 11



Washburn University Faculty Evaluations

College of Arts and Science

Fall 2014

Class Report

This report examines the performance of an instructor in each class.

CRN: 1601

Section: PH398A

Course: Senior Thesis Research

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 0	Senior 1	A 1	D 0	General Ed Requirement 0	Elective 0	3.30-4.00 1	1.50-2.09 0
Sophomore 0	Other 0	B 0	F 0	Required for Major 1	Other 0	2.70-3.29 0	Under 1.50 0
Junior 0		C 0	N/A 0	Required for Minor 0		2.10-2.69 0	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	0	1	0	0	0	0	2
As of this date, most of the stated objectives have been met.	0	1	0	0	0	0	2
As of this date, the instructor has held to the stated grading criteria.	0	1	0	0	0	0	2
The instructor seemed well-prepared for class/course.	0	1	0	0	0	0	2
The instructor clearly explained the grading criteria.	0	0	1	0	0	0	3
The instructor was respectful of students.	1	0	0	0	0	0	1
I was intellectually challenged by the instructor.	1	0	0	0	0	0	1
The instructor was punctual for class/course.	1	0	0	0	0	0	1
The instructor was willing to provide assistance if it was needed.	0	1	0	0	0	0	2
The instructor was an effective teacher of the course.	0	1	0	0	0	0	2

Total scanned evaluations for this class: 1



Washburn University Faculty Evaluations

College of Arts and Science

Fall 2014

Class Report

This report examines the performance of an instructor in each class.

CRN: 2287

Section: PH386A

Course: Special Studies

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 0	Senior 1	A 1	D 0	General Ed Requirement 0	Elective 0	3.30-4.00 1	1.50-2.09 0
Sophomore 0	Other 0	B 0	F 0	Required for Major 1	Other 0	2.70-3.29 0	Under 1.50 0
Junior 0		C 0	N/A 0	Required for Minor 0		2.10-2.69 0	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	0	1	0	0	0	0	2
As of this date, most of the stated objectives have been met.	0	0	1	0	0	0	3
As of this date, the instructor has held to the stated grading criteria.	0	1	0	0	0	0	2
The instructor seemed well-prepared for class/course.	0	1	0	0	0	0	2
The instructor clearly explained the grading criteria.	0	1	0	0	0	0	2
The instructor was respectful of students.	1	0	0	0	0	0	1
I was intellectually challenged by the instructor.	1	0	0	0	0	0	1
The instructor was punctual for class/course.	0	0	0	0	1	0	#Num!
The instructor was willing to provide assistance if it was needed.	1	0	0	0	0	0	1
The instructor was an effective teacher of the course.	1	0	0	0	0	0	1

Total scanned evaluations for this class: 1



Washburn University Faculty Evaluations

College of Arts and Science

Fall 2014

Class Report

This report examines the performance of an instructor in each class.

CRN: 1125

Section: PH330A

Course: Philosophy of Mind

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 0	Senior 3	A 2	D 0	General Ed Requirement 1	Elective 1	3.30-4.00 3	1.50-2.09 0
Sophomore 0	Other 0	B 1	F 0	Required for Major 2	Other 0	2.70-3.29 0	Under 1.50 0
Junior 1		C 1	N/A 0	Required for Minor 0		2.10-2.69 1	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	4	0	0	0	0	0	1
As of this date, most of the stated objectives have been met.	3	1	0	0	0	0	1.25
As of this date, the instructor has held to the stated grading criteria.	3	1	0	0	0	0	1.25
The instructor seemed well-prepared for class/course.	3	1	0	0	0	0	1.25
The instructor clearly explained the grading criteria.	3	1	0	0	0	0	1.25
The instructor was respectful of students.	4	0	0	0	0	0	1
I was intellectually challenged by the instructor.	4	0	0	0	0	0	1
The instructor was punctual for class/course.	4	0	0	0	0	0	1
The instructor was willing to provide assistance if it was needed.	4	0	0	0	0	0	1
The instructor was an effective teacher of the course.	4	0	0	0	0	0	1

Total scanned evaluations for this class: 4



Washburn University Faculty Evaluations

College of Arts and Science

Fall 2014

Class Report

This report examines the performance of an instructor in each class.

CRN: 0331

Section: PH201A

Course: Hist of Ancient Western Phil

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 1	Senior 1	A 1	D 0	General Ed Requirement 1	Elective 0	3.30-4.00 2	1.50-2.09 0
Sophomore 1	Other 0	B 1	F 0	Required for Major 2	Other 0	2.70-3.29 1	Under 1.50 0
Junior 1		C 1	N/A 0	Required for Minor 0		2.10-2.69 1	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	3	1	0	0	0	0	1.25
As of this date, most of the stated objectives have been met.	4	0	0	0	0	0	1
As of this date, the instructor has held to the stated grading criteria.	4	0	0	0	0	0	1
The instructor seemed well-prepared for class/course.	2	1	0	0	0	1	1.3333
The instructor clearly explained the grading criteria.	3	1	0	0	0	0	1.25
The instructor was respectful of students.	4	0	0	0	0	0	1
I was intellectually challenged by the instructor.	2	1	1	0	0	0	1.75
The instructor was punctual for class/course.	3	1	0	0	0	0	1.25
The instructor was willing to provide assistance if it was needed.	3	1	0	0	0	0	1.25
The instructor was an effective teacher of the course.	3	0	1	0	0	0	1.5

Total scanned evaluations for this class: 4



Washburn University Faculty Evaluations

College of Arts and Science

Fall 2014

Class Report

This report examines the performance of an instructor in each class.

CRN: 0326

Section: PH100B

Course: Introduction to Philosophy

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 9	Senior 5	A 3	D 0	General Ed Requirement 23	Elective 5	3.30-4.00 7	1.50-2.09 0
Sophomore 8	Other 0	B 17	F 0	Required for Major 1	Other 1	2.70-3.29 22	Under 1.50 0
Junior 8		C 9	N/A 0	Required for Minor 0		2.10-2.69 1	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	14	9	6	0	1	0	1.7241
As of this date, most of the stated objectives have been met.	14	9	4	1	2	0	1.7143
As of this date, the instructor has held to the stated grading criteria.	16	7	4	1	2	0	1.6429
The instructor seemed well-prepared for class/course.	15	10	2	2	1	0	1.6897
The instructor clearly explained the grading criteria.	14	8	4	2	2	0	1.7857
The instructor was respectful of students.	16	10	1	0	3	0	1.4444
I was intellectually challenged by the instructor.	14	13	0	0	3	0	1.4815
The instructor was punctual for class/course.	15	10	2	0	3	0	1.5185
The instructor was willing to provide assistance if it was needed.	16	9	1	1	3	0	1.5185
The instructor was an effective teacher of the course.	14	7	5	2	2	0	1.8214

Total scanned evaluations for this class: 30



Washburn University Faculty Evaluations

College of Arts and Science

Fall 2014

Class Report

This report examines the performance of an instructor in each class.

CRN: 0325

Section: PH100A

Course: Introduction to Philosophy

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 4	Senior 3	A 4	D 1	General Ed Requirement 11	Elective 6	3.30-4.00 5	1.50-2.09 0
Sophomore 6	Other 0	B 12	F 0	Required for Major 2	Other 1	2.70-3.29 10	Under 1.50 0
Junior 7		C 2	N/A 0	Required for Minor 0		2.10-2.69 4	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	6	5	5	1	3	0	2.0588
As of this date, most of the stated objectives have been met.	7	5	4	1	3	0	1.9412
As of this date, the instructor has held to the stated grading criteria.	6	6	3	1	4	0	1.9375
The instructor seemed well-prepared for class/course.	8	4	4	1	3	0	1.8824
The instructor clearly explained the grading criteria.	6	6	3	2	3	0	2.0588
The instructor was respectful of students.	9	3	4	1	3	0	1.8235
I was intellectually challenged by the instructor.	9	3	3	1	4	0	1.75
The instructor was punctual for class/course.	10	3	3	2	2	0	1.8333
The instructor was willing to provide assistance if it was needed.	7	4	4	1	4	0	1.9375
The instructor was an effective teacher of the course.	7	2	3	4	4	0	2.25

Total scanned evaluations for this class: 20

Teaching Evaluations

Washburn University

Fall 2013 - Spring 2014

Klaus Ladstaetter



Washburn University Faculty Evaluations

College of Arts and Science

Spring 2014

Class Report

This report examines the performance of an instructor in each class.

CRN: 3134

Section: PH386B

Course: Special Study: Advanced Logic

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 0	Senior 0	A 1	D 0	General Ed Requirement 0	Elective 0	3.30-4.00 1	1.50-2.09 0
Sophomore 0	Other 0	B 0	F 0	Required for Major 1	Other 0	2.70-3.29 0	Under 1.50 0
Junior 1		C 0	N/A 0	Required for Minor 0		2.10-2.69 0	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	1	0	0	0	0	0	1
As of this date, most of the stated objectives have been met.	1	0	0	0	0	0	1
As of this date, the instructor has held to the stated grading criteria.	1	0	0	0	0	0	1
The instructor seemed well-prepared for class/course.	1	0	0	0	0	0	1
The instructor clearly explained the grading criteria.	1	0	0	0	0	0	1
The instructor was respectful of students.	1	0	0	0	0	0	1
I was intellectually challenged by the instructor.	1	0	0	0	0	0	1
The instructor was punctual for class/course.	1	0	0	0	0	0	1
The instructor was willing to provide assistance if it was needed.	1	0	0	0	0	0	1
The instructor was an effective teacher of the course.	1	0	0	0	0	0	1

Total scanned evaluations for this class: 1

There is no comments section, but it should be noted that Klaus is the kind of philosophy professor who is not only very educated but is one who cares about his peers and students. Klaus is an exemplary educator who gives himself to the institution by organizing clubs and events, by dedicating himself to his studies for the sake of the students, and by his efforts to assist with student growth.



Washburn University Faculty Evaluations

College of Arts and Science

Spring 2014

Class Report

This report examines the performance of an instructor in each class.

CRN: 2661

Section: PH386A

Course: Sp Study: Philosophy of Mind

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 0	Senior 1	A 0	D 0	General Ed Requirement 0	Elective 0	3.30-4.00 0	1.50-2.09 0
Sophomore 0	Other 0	B 1	F 0	Required for Major 1	Other 0	2.70-3.29 0	Under 1.50 0
Junior 0		C 0	N/A 0	Required for Minor 0		2.10-2.69 1	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	1	0	0	0	0	0	1
As of this date, most of the stated objectives have been met.	1	0	0	0	0	0	1
As of this date, the instructor has held to the stated grading criteria.	1	0	0	0	0	0	1
The instructor seemed well-prepared for class/course.	1	0	0	0	0	0	1
The instructor clearly explained the grading criteria.	1	0	0	0	0	0	1
The instructor was respectful of students.	1	0	0	0	0	0	1
I was intellectually challenged by the instructor.	1	0	0	0	0	0	1
The instructor was punctual for class/course.	1	0	0	0	0	0	1
The instructor was willing to provide assistance if it was needed.	1	0	0	0	0	0	1
The instructor was an effective teacher of the course.	1	0	0	0	0	0	1

Total scanned evaluations for this class: 1



Washburn University Faculty Evaluations

College of Arts and Science

Spring 2014

Class Report

This report examines the performance of an instructor in each class.

CRN: 0747

Section: PH303A

Course: Topic: 20th Century Philosophy

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 0	Senior 1	A 3	D 0	General Ed Requirement 0	Elective 0	3.30-4.00 2	1.50-2.09 0
Sophomore 0	Other 0	B 0	F 0	Required for Major 3	Other 0	2.70-3.29 1	Under 1.50 0
Junior 2		C 0	N/A 0	Required for Minor 0		2.10-2.69 0	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	3	0	0	0	0	0	1
As of this date, most of the stated objectives have been met.	2	1	0	0	0	0	1.3333
As of this date, the instructor has held to the stated grading criteria.	2	1	0	0	0	0	1.3333
The instructor seemed well-prepared for class/course.	2	1	0	0	0	0	1.3333
The instructor clearly explained the grading criteria.	2	0	1	0	0	0	1.6667
The instructor was respectful of students.	3	0	0	0	0	0	1
I was intellectually challenged by the instructor.	3	0	0	0	0	0	1
The instructor was punctual for class/course.	3	0	0	0	0	0	1
The instructor was willing to provide assistance if it was needed.	2	1	0	0	0	0	1.3333
The instructor was an effective teacher of the course.	3	0	0	0	0	0	1

Total scanned evaluations for this class: 3



Washburn University Faculty Evaluations

College of Arts and Science

Spring 2014

Class Report

This report examines the performance of an instructor in each class.

CRN: 0594

Section: PH202A

Course: Hist of Mod Western Phil

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 0	Senior 0	A 0	D 0	General Ed Requirement 1	Elective 0	3.30-4.00 1	1.50-2.09 0
Sophomore 1	Other 0	B 1	F 0	Required for Major 0	Other 0	2.70-3.29 0	Under 1.50 0
Junior 0		C 0	N/A 0	Required for Minor 0		2.10-2.69 0	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	1	0	0	0	0	0	1
As of this date, most of the stated objectives have been met.	1	0	0	0	0	0	1
As of this date, the instructor has held to the stated grading criteria.	1	0	0	0	0	0	1
The instructor seemed well-prepared for class/course.	1	0	0	0	0	0	1
The instructor clearly explained the grading criteria.	1	0	0	0	0	0	1
The instructor was respectful of students.	1	0	0	0	0	0	1
I was intellectually challenged by the instructor.	1	0	0	0	0	0	1
The instructor was punctual for class/course.	0	1	0	0	0	0	2
The instructor was willing to provide assistance if it was needed.	1	0	0	0	0	0	1
The instructor was an effective teacher of the course.	1	0	0	0	0	0	1

Total scanned evaluations for this class: 1



Washburn University Faculty Evaluations

College of Arts and Science

Spring 2014

Class Report

This report examines the performance of an instructor in each class.

CRN: 0586

Section: PH100B

Course: World Views & Moral Values

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 13	Senior 1	A 5	D 0	General Ed Requirement 15	Elective 6	3.30-4.00 13	1.50-2.09 0
Sophomore 9	Other 1	B 12	F 0	Required for Major 2	Other 0	2.70-3.29 6	Under 1.50 0
Junior 0		C 7	N/A 0	Required for Minor 0		2.10-2.69 3	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	10	7	1	5	1	0	2.0435
As of this date, most of the stated objectives have been met.	8	7	4	3	1	1	2.0909
As of this date, the instructor has held to the stated grading criteria.	12	6	3	0	3	0	1.5714
The instructor seemed well-prepared for class/course.	13	7	1	0	3	0	1.4286
The instructor clearly explained the grading criteria.	12	7	0	1	3	1	1.5
The instructor was respectful of students.	15	4	1	1	3	0	1.4286
I was intellectually challenged by the instructor.	14	5	1	1	3	0	1.4762
The instructor was punctual for class/course.	14	6	0	1	3	0	1.4286
The instructor was willing to provide assistance if it was needed.	13	5	2	2	2	0	1.6818
The instructor was an effective teacher of the course.	12	2	4	4	2	0	2

Total scanned evaluations for this class: 24



Washburn University Faculty Evaluations

College of Arts and Science

Spring 2014

Class Report

This report examines the performance of an instructor in each class.

CRN: 0585

Section: PH100A

Course: World Views & Moral Values

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 3	Senior 2	A 3	D 1	General Ed Requirement 10	Elective 2	3.30-4.00 8	1.50-2.09 0
Sophomore 6	Other 0	B 9	F 0	Required for Major 1	Other 0	2.70-3.29 5	Under 1.50 0
Junior 2		C 0	N/A 0	Required for Minor 0		2.10-2.69 0	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	9	3	0	1	0	0	1.4615
As of this date, most of the stated objectives have been met.	8	4	0	0	1	0	1.3333
As of this date, the instructor has held to the stated grading criteria.	8	4	1	0	0	0	1.4615
The instructor seemed well-prepared for class/course.	9	3	0	1	0	0	1.4615
The instructor clearly explained the grading criteria.	6	4	2	0	1	0	1.6667
The instructor was respectful of students.	10	2	0	0	1	0	1.1667
I was intellectually challenged by the instructor.	11	1	0	0	1	0	1.0833
The instructor was punctual for class/course.	6	6	0	0	1	0	1.5
The instructor was willing to provide assistance if it was needed.	9	3	0	1	0	0	1.4615
The instructor was an effective teacher of the course.	8	4	0	1	0	0	1.5385

Total scanned evaluations for this class: 13



Washburn University Faculty Evaluations

College of Arts and Science

Fall 2013

Class Report

This report examines the performance of an instructor in each class.

CRN: 1003

Section: PH335A

Course: Metaphysics

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 0	Senior 3	A 2	D 0	General Ed Requirement 0	Elective 0	3.30-4.00 3	1.50-2.09 0
Sophomore 0	Other 0	B 1	F 0	Required for Major 5	Other 0	2.70-3.29 1	Under 1.50 0
Junior 2		C 0	N/A 1	Required for Minor 0		2.10-2.69 1	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	1	3	1	0	0	0	2
As of this date, most of the stated objectives have been met.	1	3	1	0	0	0	2
As of this date, the instructor has held to the stated grading criteria.	2	2	0	1	0	0	2
The instructor seemed well-prepared for class/course.	1	4	0	0	0	0	1.8
The instructor clearly explained the grading criteria.	2	2	0	1	0	0	2
The instructor was respectful of students.	2	2	1	0	0	0	1.8
I was intellectually challenged by the instructor.	5	0	0	0	0	0	1
The instructor was punctual for class/course.	3	2	0	0	0	0	1.4
The instructor was willing to provide assistance if it was needed.	3	1	1	0	0	0	1.6
The instructor was an effective teacher of the course.	2	2	1	0	0	0	1.8

Total scanned evaluations for this class: 5



Washburn University Faculty Evaluations

College of Arts and Science

Fall 2013

Class Report

This report examines the performance of an instructor in each class.

CRN: 0352

Section: PH201A

Course: Hist of Ancient Western Phil

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 0	Senior 5	A 2	D 0	General Ed Requirement 6	Elective 0	3.30-4.00 1	1.50-2.09 0
Sophomore 3	Other 0	B 5	F 0	Required for Major 1	Other 1	2.70-3.29 4	Under 1.50 0
Junior 0		C 1	N/A 0	Required for Minor 0		2.10-2.69 3	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	6	1	0	0	1	0	1.1429
As of this date, most of the stated objectives have been met.	6	1	0	0	1	0	1.1429
As of this date, the instructor has held to the stated grading criteria.	5	2	0	1	0	0	1.625
The instructor seemed well-prepared for class/course.	6	1	0	0	1	0	1.1429
The instructor clearly explained the grading criteria.	5	2	1	0	0	0	1.5
The instructor was respectful of students.	7	0	0	0	1	0	1
I was intellectually challenged by the instructor.	7	0	0	0	1	0	1
The instructor was punctual for class/course.	4	3	0	0	1	0	1.4286
The instructor was willing to provide assistance if it was needed.	6	1	0	0	1	0	1.1429
The instructor was an effective teacher of the course.	5	2	0	0	1	0	1.2857

Total scanned evaluations for this class: 8



Washburn University Faculty Evaluations

College of Arts and Science

Fall 2013

Class Report

This report examines the performance of an instructor in each class.

CRN: 0347

Section: PH100B

Course: World Views & Moral Values

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 4	Senior 1	A 4	D 0	General Ed Requirement 7	Elective 4	3.30-4.00 7	1.50-2.09 1
Sophomore 5	Other 0	B 6	F 0	Required for Major 0	Other 1	2.70-3.29 3	Under 1.50 0
Junior 2		C 2	N/A 0	Required for Minor 0		2.10-2.69 1	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	9	1	2	0	0	0	1.4167
As of this date, most of the stated objectives have been met.	8	4	0	0	0	0	1.3333
As of this date, the instructor has held to the stated grading criteria.	10	2	0	0	0	0	1.1667
The instructor seemed well-prepared for class/course.	9	2	1	0	0	0	1.3333
The instructor clearly explained the grading criteria.	9	1	2	0	0	0	1.4167
The instructor was respectful of students.	10	2	0	0	0	0	1.1667
I was intellectually challenged by the instructor.	8	3	1	0	0	0	1.4167
The instructor was punctual for class/course.	10	2	0	0	0	0	1.1667
The instructor was willing to provide assistance if it was needed.	7	5	0	0	0	0	1.4167
The instructor was an effective teacher of the course.	5	6	1	0	0	0	1.6667

Total scanned evaluations for this class: 12



Washburn University Faculty Evaluations

College of Arts and Science

Fall 2013

Class Report

This report examines the performance of an instructor in each class.

CRN: 0346

Section: PH100A

Course: World Views & Moral Values

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 3	Senior 1	A 3	D 0	General Ed Requirement 5	Elective 5	3.30-4.00 2	1.50-2.09 0
Sophomore 5	Other 1	B 7	F 0	Required for Major 2	Other 0	2.70-3.29 8	Under 1.50 0
Junior 3		C 2	N/A 1	Required for Minor 0		2.10-2.69 3	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	4	7	2	0	0	0	1.8462
As of this date, most of the stated objectives have been met.	3	9	1	0	0	0	1.8462
As of this date, the instructor has held to the stated grading criteria.	2	11	0	0	0	0	1.8462
The instructor seemed well-prepared for class/course.	4	8	1	0	0	0	1.7692
The instructor clearly explained the grading criteria.	5	7	1	0	0	0	1.6923
The instructor was respectful of students.	5	4	2	0	1	1	1.7273
I was intellectually challenged by the instructor.	6	5	1	0	1	0	1.5833
The instructor was punctual for class/course.	7	5	1	0	0	0	1.5385
The instructor was willing to provide assistance if it was needed.	4	6	1	1	0	1	1.9167
The instructor was an effective teacher of the course.	4	5	3	1	0	0	2.0769

Total scanned evaluations for this class: 13

Teaching Evaluations

Washburn University

Fall 2012 - Spring 2013

Klaus Ladstaetter



Washburn University Faculty Evaluations

College of Arts and Science

Spring 2013

Class Report

This report examines the performance of an instructor in each class.

CRN: 2610

Section: PH302A

Course: Phil of Religion

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 0	Senior 2	A 0	D 0	General Ed Requirement 0	Elective 1	3.30-4.00 0	1.50-2.09 0
Sophomore 0	Other 0	B 2	F 0	Required for Major 1	Other 0	2.70-3.29 2	Under 1.50 0
Junior 0		C 0	N/A 0	Required for Minor 0		2.10-2.69 0	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	2	0	0	0	0	0	1
As of this date, most of the stated objectives have been met.	2	0	0	0	0	0	1
As of this date, the instructor has held to the stated grading criteria.	2	0	0	0	0	0	1
The instructor seemed well-prepared for class/course.	2	0	0	0	0	0	1
The instructor clearly explained the grading criteria.	2	0	0	0	0	0	1
The instructor was respectful of students.	2	0	0	0	0	0	1
I was intellectually challenged by the instructor.	2	0	0	0	0	0	1
The instructor was punctual for class/course.	1	1	0	0	0	0	1.5
The instructor was willing to provide assistance if it was needed.	2	0	0	0	0	0	1
The instructor was an effective teacher of the course.	2	0	0	0	0	0	1

Total scanned evaluations for this class: 2



Washburn University Faculty Evaluations

College of Arts and Science

Spring 2013

Class Report

This report examines the performance of an instructor in each class.

CRN: 0633

Section: PH202A

Course: Hist of Mod Western Phil

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 1	Senior 2	A 1	D 0	General Ed Requirement 1	Elective 0	3.30-4.00 4	1.50-2.09 0
Sophomore 3	Other 0	B 4	F 0	Required for Major 4	Other 0	2.70-3.29 1	Under 1.50 0
Junior 0		C 1	N/A 0	Required for Minor 1		2.10-2.69 1	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	4	2	0	0	0	0	1.3333
As of this date, most of the stated objectives have been met.	3	2	1	0	0	0	1.6667
As of this date, the instructor has held to the stated grading criteria.	4	2	0	0	0	0	1.3333
The instructor seemed well-prepared for class/course.	4	2	0	0	0	0	1.3333
The instructor clearly explained the grading criteria.	4	2	0	0	0	0	1.3333
The instructor was respectful of students.	4	2	0	0	0	0	1.3333
I was intellectually challenged by the instructor.	6	0	0	0	0	0	1
The instructor was punctual for class/course.	3	3	0	0	0	0	1.5
The instructor was willing to provide assistance if it was needed.	5	1	0	0	0	0	1.1667
The instructor was an effective teacher of the course.	4	2	0	0	0	0	1.3333

Total scanned evaluations for this class: 6



Washburn University Faculty Evaluations

College of Arts and Science

Spring 2013

Class Report

This report examines the performance of an instructor in each class.

CRN: 0625

Section: PH100B

Course: World Views & Moral Values

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 1	Senior 1	A 0	D 0	General Ed Requirement 4	Elective 1	3.30-4.00 1	1.50-2.09 0
Sophomore 1	Other 0	B 2	F 0	Required for Major 0	Other 0	2.70-3.29 1	Under 1.50 0
Junior 2		C 2	N/A 0	Required for Minor 0		2.10-2.69 3	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	3	1	0	1	0	0	1.8
As of this date, most of the stated objectives have been met.	3	1	1	0	0	0	1.6
As of this date, the instructor has held to the stated grading criteria.	4	0	1	0	0	0	1.4
The instructor seemed well-prepared for class/course.	4	1	0	0	0	0	1.2
The instructor clearly explained the grading criteria.	4	1	0	0	0	0	1.2
The instructor was respectful of students.	4	0	0	1	0	0	1.6
I was intellectually challenged by the instructor.	2	3	0	0	0	0	1.6
The instructor was punctual for class/course.	4	1	0	0	0	0	1.2
The instructor was willing to provide assistance if it was needed.	3	1	1	0	0	0	1.6
The instructor was an effective teacher of the course.	3	2	0	0	0	0	1.4

Total scanned evaluations for this class: 5



Washburn University Faculty Evaluations

College of Arts and Science

Spring 2013

Class Report

This report examines the performance of an instructor in each class.

CRN: 0624

Section: PH100A

Course: World Views & Moral Values

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 6	Senior 0	A 3	D 0	General Ed Requirement 10	Elective 5	3.30-4.00 4	1.50-2.09 0
Sophomore 5	Other 0	B 8	F 0	Required for Major 0	Other 0	2.70-3.29 9	Under 1.50 0
Junior 4		C 3	N/A 1	Required for Minor 0		2.10-2.69 1	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	9	2	2	2	0	0	1.8
As of this date, most of the stated objectives have been met.	7	3	3	2	0	0	2
As of this date, the instructor has held to the stated grading criteria.	5	7	1	1	1	0	1.8571
The instructor seemed well-prepared for class/course.	8	5	1	1	0	0	1.6667
The instructor clearly explained the grading criteria.	3	7	2	2	1	0	2.2143
The instructor was respectful of students.	6	6	1	2	0	0	1.9333
I was intellectually challenged by the instructor.	7	5	3	0	0	0	1.7333
The instructor was punctual for class/course.	8	5	1	1	0	0	1.6667
The instructor was willing to provide assistance if it was needed.	8	4	1	1	1	0	1.6429
The instructor was an effective teacher of the course.	4	5	3	3	0	0	2.3333

Total scanned evaluations for this class: 15



Washburn University Faculty Evaluations

College of Arts and Science

Fall 2012

Class Report

This report examines the performance of an instructor in each class.

CRN: 2625

Section: PH207A

Course: Existence of God

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 0	Senior 0	A 0	D 0	General Ed Requirement 4	Elective 1	3.30-4.00 0	1.50-2.09 0
Sophomore 3	Other 0	B 2	F 0	Required for Major 0	Other 0	2.70-3.29 4	Under 1.50 0
Junior 2		C 2	N/A 0	Required for Minor 0		2.10-2.69 1	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	3	1	1	0	0	0	1.6
As of this date, most of the stated objectives have been met.	4	1	0	0	0	0	1.2
As of this date, the instructor has held to the stated grading criteria.	4	1	0	0	0	0	1.2
The instructor seemed well-prepared for class/course.	2	1	1	0	1	0	1.75
The instructor clearly explained the grading criteria.	4	1	0	0	0	0	1.2
The instructor was respectful of students.	4	1	0	0	0	0	1.2
I was intellectually challenged by the instructor.	5	0	0	0	0	0	1
The instructor was punctual for class/course.	5	0	0	0	0	0	1
The instructor was willing to provide assistance if it was needed.	3	1	0	0	1	0	1.25
The instructor was an effective teacher of the course.	2	1	1	0	1	0	1.75

Total scanned evaluations for this class: 5



Washburn University Faculty Evaluations

College of Arts and Science

Fall 2012

Class Report

This report examines the performance of an instructor in each class.

CRN: 0365

Section: PH201A

Course: Hist of Ancient Western Phil

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 0	Senior 0	A 1	D 0	General Ed Requirement 0	Elective 2	3.30-4.00 1	1.50-2.09 1
Sophomore 3	Other 0	B 2	F 0	Required for Major 2	Other 0	2.70-3.29 1	Under 1.50 0
Junior 1		C 1	N/A 0	Required for Minor 0		2.10-2.69 1	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	4	0	0	0	0	0	1
As of this date, most of the stated objectives have been met.	3	1	0	0	0	0	1.25
As of this date, the instructor has held to the stated grading criteria.	4	0	0	0	0	0	1
The instructor seemed well-prepared for class/course.	4	0	0	0	0	0	1
The instructor clearly explained the grading criteria.	4	0	0	0	0	0	1
The instructor was respectful of students.	4	0	0	0	0	0	1
I was intellectually challenged by the instructor.	4	0	0	0	0	0	1
The instructor was punctual for class/course.	4	0	0	0	0	0	1
The instructor was willing to provide assistance if it was needed.	4	0	0	0	0	0	1
The instructor was an effective teacher of the course.	4	0	0	0	0	0	1

Total scanned evaluations for this class: 4



Washburn University Faculty Evaluations

College of Arts and Science

Fall 2012

Class Report

This report examines the performance of an instructor in each class.

CRN: 0360

Section: PH100B

Course: World Views & Moral Values

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 4	Senior 1	A 1	D 1	General Ed Requirement 9	Elective 1	3.30-4.00 3	1.50-2.09 0
Sophomore 4	Other 0	B 8	F 0	Required for Major 0	Other 2	2.70-3.29 4	Under 1.50 0
Junior 3		C 2	N/A 0	Required for Minor 0		2.10-2.69 4	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	5	6	1	0	0	0	1.6667
As of this date, most of the stated objectives have been met.	5	6	1	0	0	0	1.6667
As of this date, the instructor has held to the stated grading criteria.	8	4	0	0	0	0	1.3333
The instructor seemed well-prepared for class/course.	6	5	1	0	0	0	1.5833
The instructor clearly explained the grading criteria.	8	4	0	0	0	0	1.3333
The instructor was respectful of students.	8	4	0	0	0	0	1.3333
I was intellectually challenged by the instructor.	8	4	0	0	0	0	1.3333
The instructor was punctual for class/course.	8	4	0	0	0	0	1.3333
The instructor was willing to provide assistance if it was needed.	7	5	0	0	0	0	1.4167
The instructor was an effective teacher of the course.	4	7	1	0	0	0	1.75

Total scanned evaluations for this class: 12



Washburn University Faculty Evaluations

College of Arts and Science

Fall 2012

Class Report

This report examines the performance of an instructor in each class.

CRN: 0359

Section: PH100A

Course: World Views & Moral Values

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 3	Senior 0	A 3	D 0	General Ed Requirement 6	Elective 1	3.30-4.00 4	1.50-2.09 1
Sophomore 3	Other 0	B 4	F 0	Required for Major 0	Other 0	2.70-3.29 4	Under 1.50 0
Junior 3		C 2	N/A 0	Required for Minor 1		2.10-2.69 0	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	5	2	1	0	1	0	1.5
As of this date, most of the stated objectives have been met.	5	2	1	1	0	0	1.7778
As of this date, the instructor has held to the stated grading criteria.	6	1	0	0	2	0	1.1429
The instructor seemed well-prepared for class/course.	6	1	0	1	1	0	1.5
The instructor clearly explained the grading criteria.	6	1	0	1	1	0	1.5
The instructor was respectful of students.	6	1	0	0	2	0	1.1429
I was intellectually challenged by the instructor.	7	0	0	1	1	0	1.375
The instructor was punctual for class/course.	5	2	0	1	1	0	1.625
The instructor was willing to provide assistance if it was needed.	5	2	1	1	0	0	1.7778
The instructor was an effective teacher of the course.	6	1	1	0	1	0	1.375

Total scanned evaluations for this class: 9

Teaching Evaluations

Washburn University

Fall 2011 - Summer 2012

Klaus Ladstaetter



Washburn University Faculty Evaluations

College of Arts and Science

Summer 2012

Class Report

This report examines the performance of an instructor in each class.

CRN: 0414

Section: PH100A

Course: World Views & Moral Values

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 1	Senior 2	A 1	D 0	General Ed Requirement 4	Elective 0	3.30-4.00 1	1.50-2.09 0
Sophomore 1	Other 1	B 3	F 0	Required for Major 0	Other 1	2.70-3.29 4	Under 1.50 0
Junior 0		C 1	N/A 0	Required for Minor 0		2.10-2.69 0	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	1	2	0	0	2	0	1.6667
As of this date, most of the stated objectives have been met.	1	1	1	1	1	0	2.5
As of this date, the instructor has held to the stated grading criteria.	1	2	0	0	2	0	1.6667
The instructor seemed well-prepared for class/course.	1	1	1	0	2	0	2
The instructor clearly explained the grading criteria.	1	2	0	0	2	0	1.6667
The instructor was respectful of students.	1	2	0	0	2	0	1.6667
I was intellectually challenged by the instructor.	2	0	1	0	2	0	1.6667
The instructor was punctual for class/course.	1	2	0	1	1	0	2.25
The instructor was willing to provide assistance if it was needed.	1	2	0	0	2	0	1.6667
The instructor was an effective teacher of the course.	1	1	1	0	2	0	2

Total scanned evaluations for this class: 5



Washburn University Faculty Evaluations

College of Arts and Science

Spring 2012

Class Report

This report examines the performance of an instructor in each class.

CRN: 2411

Section: PH330A

Course: Philosophy of Mind

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course			Approximate GPA	
Freshman 0	Senior 0	A 1	D 0	General Ed Requirement 0	Elective 1		3.30-4.00 0	1.50-2.09 0
Sophomore 0	Other 0	B 1	F 0	Required for Major 0	Other 0		2.70-3.29 2	Under 1.50 0
Junior 2		C 0	N/A 0	Required for Minor 1			2.10-2.69 0	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	2	0	0	0	0	0	1
As of this date, most of the stated objectives have been met.	2	0	0	0	0	0	1
As of this date, the instructor has held to the stated grading criteria.	2	0	0	0	0	0	1
The instructor seemed well-prepared for class/course.	2	0	0	0	0	0	1
The instructor clearly explained the grading criteria.	2	0	0	0	0	0	1
The instructor was respectful of students.	2	0	0	0	0	0	1
I was intellectually challenged by the instructor.	2	0	0	0	0	0	1
The instructor was punctual for class/course.	2	0	0	0	0	0	1
The instructor was willing to provide assistance if it was needed.	1	1	0	0	0	0	1.5
The instructor was an effective teacher of the course.	2	0	0	0	0	0	1

Total scanned evaluations for this class: 2



Washburn University Faculty Evaluations

College of Arts and Science

Spring 2012

Class Report

This report examines the performance of an instructor in each class.

CRN: 0657

Section: PH202A

Course: Hist of Mod Western Phil

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course			Approximate GPA	
Freshman 0	Senior 0	A 0	D 0	General Ed Requirement 3	Elective 1		3.30-4.00 0	1.50-2.09 0
Sophomore 4	Other 0	B 4	F 0	Required for Major 1	Other 0		2.70-3.29 3	Under 1.50 0
Junior 1		C 1	N/A 0	Required for Minor 0			2.10-2.69 2	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	4	1	0	0	0	0	1.2
As of this date, most of the stated objectives have been met.	3	1	1	0	0	0	1.6
As of this date, the instructor has held to the stated grading criteria.	4	1	0	0	0	0	1.2
The instructor seemed well-prepared for class/course.	4	0	1	0	0	0	1.4
The instructor clearly explained the grading criteria.	4	1	0	0	0	0	1.2
The instructor was respectful of students.	4	1	0	0	0	0	1.2
I was intellectually challenged by the instructor.	4	0	1	0	0	0	1.4
The instructor was punctual for class/course.	4	1	0	0	0	0	1.2
The instructor was willing to provide assistance if it was needed.	4	1	0	0	0	0	1.2
The instructor was an effective teacher of the course.	4	0	1	0	0	0	1.4

Total scanned evaluations for this class: 5

Additional Comments

I strongly recommend Klaus as an instructor, he's one of the best teachers I've come across and he deserves recognition.



Washburn University Faculty Evaluations

College of Arts and Science

Spring 2012

Class Report

This report examines the performance of an instructor in each class.

CRN: 0649

Section: PH100B

Course: World Views & Moral Values

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 1	Senior 1	A 1	D 0	General Ed Requirement 2	Elective 1	3.30-4.00 2	1.50-2.09 0
Sophomore 1	Other 0	B 4	F 0	Required for Major 1	Other 2	2.70-3.29 3	Under 1.50 0
Junior 3		C 1	N/A 0	Required for Minor 0		2.10-2.69 1	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	4	1	1	0	0	0	1.5
As of this date, most of the stated objectives have been met.	3	1	2	0	0	0	1.8333
As of this date, the instructor has held to the stated grading criteria.	3	2	1	0	0	0	1.6667
The instructor seemed well-prepared for class/course.	3	3	0	0	0	0	1.5
The instructor clearly explained the grading criteria.	4	2	0	0	0	0	1.3333
The instructor was respectful of students.	4	1	1	0	0	0	1.5
I was intellectually challenged by the instructor.	4	1	1	0	0	0	1.5
The instructor was punctual for class/course.	5	1	0	0	0	0	1.1667
The instructor was willing to provide assistance if it was needed.	3	2	1	0	0	0	1.6667
The instructor was an effective teacher of the course.	4	1	0	1	0	0	1.6667

Total scanned evaluations for this class: 6



Washburn University Faculty Evaluations

College of Arts and Science

Spring 2012

Class Report

This report examines the performance of an instructor in each class.

CRN: 0648

Section: PH100A

Course: World Views & Moral Values

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course			Approximate GPA	
Freshman 2	Senior 1	A 2	D 0	General Ed Requirement 6	Elective 5		3.30-4.00 2	1.50-2.09 1
Sophomore 4	Other 0	B 6	F 0	Required for Major 1	Other 0		2.70-3.29 7	Under 1.50 0
Junior 5		C 4	N/A 0	Required for Minor 0			2.10-2.69 2	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	9	2	0	0	1	0	1.1818
As of this date, most of the stated objectives have been met.	8	3	0	1	0	0	1.5
As of this date, the instructor has held to the stated grading criteria.	9	1	1	1	0	0	1.5
The instructor seemed well-prepared for class/course.	7	4	0	0	1	0	1.3636
The instructor clearly explained the grading criteria.	8	2	1	1	0	0	1.5833
The instructor was respectful of students.	9	2	0	0	1	0	1.1818
I was intellectually challenged by the instructor.	7	3	1	0	1	0	1.4545
The instructor was punctual for class/course.	6	5	0	0	1	0	1.4545
The instructor was willing to provide assistance if it was needed.	9	2	0	1	0	0	1.4167
The instructor was an effective teacher of the course.	6	5	0	0	1	0	1.4545

Total scanned evaluations for this class: 12



Washburn University Faculty Evaluations

College of Arts and Science

Fall 2011

Class Report

This report examines the performance of an instructor in each class.

CRN: 2348

Section: PH303A

Course: Topic: 20th Century Philosophy

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 0	Senior 1	A 0	D 0	General Ed Requirement 1	Elective 1	3.30-4.00 5	1.50-2.09 0
Sophomore 2	Other 2	B 3	F 0	Required for Major 2	Other 2	2.70-3.29 0	Under 1.50 0
Junior 1		C 1	N/A 2	Required for Minor 0		2.10-2.69 0	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	3	2	0	0	1	0	1.4
As of this date, most of the stated objectives have been met.	3	1	1	1	0	0	2
As of this date, the instructor has held to the stated grading criteria.	3	1	0	1	1	0	1.8
The instructor seemed well-prepared for class/course.	3	2	0	0	1	0	1.4
The instructor clearly explained the grading criteria.	4	1	0	0	1	0	1.2
The instructor was respectful of students.	5	0	0	0	1	0	1
I was intellectually challenged by the instructor.	5	0	0	0	1	0	1
The instructor was punctual for class/course.	4	1	0	0	1	0	1.2
The instructor was willing to provide assistance if it was needed.	5	0	0	0	1	0	1
The instructor was an effective teacher of the course.	4	1	0	1	0	0	1.6667

Total scanned evaluations for this class: 6



Washburn University Faculty Evaluations

College of Arts and Science

Fall 2011

Class Report

This report examines the performance of an instructor in each class.

CRN: 0379

Section: PH201A

Course: Hist of Ancient Western Phil

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 0	Senior 0	A 2	D 0	General Ed Requirement 0	Elective 0	3.30-4.00 3	1.50-2.09 0
Sophomore 3	Other 0	B 1	F 0	Required for Major 2	Other 0	2.70-3.29 0	Under 1.50 0
Junior 1		C 1	N/A 0	Required for Minor 1		2.10-2.69 1	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	4	0	0	0	0	0	1
As of this date, most of the stated objectives have been met.	3	1	0	0	0	0	1.25
As of this date, the instructor has held to the stated grading criteria.	3	1	0	0	0	0	1.25
The instructor seemed well-prepared for class/course.	4	0	0	0	0	0	1
The instructor clearly explained the grading criteria.	2	2	0	0	0	0	1.5
The instructor was respectful of students.	3	1	0	0	0	0	1.25
I was intellectually challenged by the instructor.	3	1	0	0	0	0	1.25
The instructor was punctual for class/course.	3	1	0	0	0	0	1.25
The instructor was willing to provide assistance if it was needed.	2	2	0	0	0	0	1.5
The instructor was an effective teacher of the course.	2	2	0	0	0	0	1.5

Total scanned evaluations for this class: 4



Washburn University Faculty Evaluations

College of Arts and Science

Fall 2011

Class Report

This report examines the performance of an instructor in each class.

CRN: 0374

Section: PH100B

Course: World Views & Moral Values

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 6	Senior 1	A 2	D 3	General Ed Requirement 8	Elective 5	3.30-4.00 5	1.50-2.09 0
Sophomore 4	Other 0	B 6	F 0	Required for Major 0	Other 1	2.70-3.29 6	Under 1.50 0
Junior 4		C 2	N/A 2	Required for Minor 1		2.10-2.69 2	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	6	4	1	2	2	0	1.9231
As of this date, most of the stated objectives have been met.	7	3	2	2	0	1	1.9286
As of this date, the instructor has held to the stated grading criteria.	7	3	0	4	1	0	2.0714
The instructor seemed well-prepared for class/course.	6	3	3	2	1	0	2.0714
The instructor clearly explained the grading criteria.	7	3	1	2	2	0	1.8462
The instructor was respectful of students.	7	3	1	2	2	0	1.8462
I was intellectually challenged by the instructor.	7	3	1	1	3	0	1.6667
The instructor was punctual for class/course.	8	3	0	2	2	0	1.6923
The instructor was willing to provide assistance if it was needed.	7	1	5	1	1	0	2
The instructor was an effective teacher of the course.	7	1	3	4	0	0	2.2667

Total scanned evaluations for this class: 15



Washburn University Faculty Evaluations

College of Arts and Science

Fall 2011

Class Report

This report examines the performance of an instructor in each class.

CRN: 0373

Section: PH100A

Course: World Views & Moral Values

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 3	Senior 2	A 4	D 0	General Ed Requirement 11	Elective 1	3.30-4.00 5	1.50-2.09 0
Sophomore 5	Other 0	B 4	F 0	Required for Major 0	Other 0	2.70-3.29 4	Under 1.50 1
Junior 2		C 4	N/A 0	Required for Minor 0		2.10-2.69 1	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	5	6	0	1	0	0	1.75
As of this date, most of the stated objectives have been met.	5	6	0	0	1	0	1.5455
As of this date, the instructor has held to the stated grading criteria.	7	4	0	0	1	0	1.3636
The instructor seemed well-prepared for class/course.	5	5	1	0	1	0	1.6364
The instructor clearly explained the grading criteria.	7	4	0	0	1	0	1.3636
The instructor was respectful of students.	6	2	3	0	1	0	1.7273
I was intellectually challenged by the instructor.	7	4	0	1	0	0	1.5833
The instructor was punctual for class/course.	8	2	1	1	0	0	1.5833
The instructor was willing to provide assistance if it was needed.	5	5	1	0	1	0	1.6364
The instructor was an effective teacher of the course.	5	5	1	0	1	0	1.6364

Total scanned evaluations for this class: 12

Teaching Evaluations

**The University of Kansas School of Continuing Education
Osher Lifelong Learning Institute**

Summer 2011

Klaus Ladstaetter

Comment:

The individual student evaluations are not included, but can be provided.

Teaching Evaluations

Washburn University

Spring 2011 - Summer 2011

Klaus Ladstaetter



Washburn University Faculty Evaluations

College of Arts and Science

Summer 2011

Class Report

This report examines the performance of an instructor in each class.

CRN: 0508

Section: PH100A

Course: World Views & Moral Values

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 2	Senior 0	A 3	D 0	General Ed Requirement 2	Elective 3	3.30-4.00 3	1.50-2.09 0
Sophomore 3	Other 1	B 1	F 0	Required for Major 2	Other 0	2.70-3.29 0	Under 1.50 0
Junior 1		C 3	N/A 0	Required for Minor 0		2.10-2.69 4	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	6	1	0	0	0	0	1.1429
As of this date, most of the stated objectives have been met.	6	1	0	0	0	0	1.1429
As of this date, the instructor has held to the stated grading criteria.	6	1	0	0	0	0	1.1429
The instructor seemed well-prepared for class/course.	5	2	0	0	0	0	1.2857
The instructor clearly explained the grading criteria.	5	2	0	0	0	0	1.2857
The instructor was respectful of students.	6	0	1	0	0	0	1.2857
I was intellectually challenged by the instructor.	5	1	1	0	0	0	1.4286
The instructor was punctual for class/course.	6	1	0	0	0	0	1.1429
The instructor was willing to provide assistance if it was needed.	6	1	0	0	0	0	1.1429
The instructor was an effective teacher of the course.	6	1	0	0	0	0	1.1429

Total scanned evaluations for this class: 7



Washburn University Faculty Evaluations

College of Arts and Science

Spring 2011

Class Report

This report examines the performance of an instructor in each class.

CRN: 0706

Section: PH202A

Course: Hist of Mod Western Phil

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 1	Senior 0	A 1	D 0	General Ed Requirement 3	Elective 1	3.30-4.00 4	1.50-2.09 1
Sophomore 4	Other 2	B 4	F 0	Required for Major 1	Other 4	2.70-3.29 3	Under 1.50 0
Junior 2		C 2	N/A 2	Required for Minor 0		2.10-2.69 0	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	7	0	1	0	1	0	1.25
As of this date, most of the stated objectives have been met.	6	1	1	0	1	0	1.375
As of this date, the instructor has held to the stated grading criteria.	7	1	0	0	1	0	1.125
The instructor seemed well-prepared for class/course.	6	2	0	0	1	0	1.25
The instructor clearly explained the grading criteria.	7	1	0	0	1	0	1.125
The instructor was respectful of students.	7	1	0	0	1	0	1.125
I was intellectually challenged by the instructor.	7	1	0	0	1	0	1.125
The instructor was punctual for class/course.	7	0	1	0	1	0	1.25
The instructor was willing to provide assistance if it was needed.	7	1	0	0	1	0	1.125
The instructor was an effective teacher of the course.	7	0	1	0	1	0	1.25

Total scanned evaluations for this class: 9

0706 Spring 2011

- an energetic, dedicated, passionate teacher
- I urge Washburn to hire him to the full-time faculty
- thank you.



Washburn University Faculty Evaluations

College of Arts and Science

Spring 2011

Class Report

This report examines the performance of an instructor in each class.

CRN: 0696

Section: PH100A

Course: World Views & Moral Values

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 7	Senior 7	A 5	D 1	General Ed Requirement 11	Elective 6	3.30-4.00 8	1.50-2.09 1
Sophomore 3	Other 0	B 9	F 0	Required for Major 1	Other 0	2.70-3.29 7	Under 1.50 0
Junior 2		C 3	N/A 0	Required for Minor 1		2.10-2.69 3	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	15	2	2	0	0	0	1.3158
As of this date, most of the stated objectives have been met.	13	4	2	0	0	0	1.4211
As of this date, the instructor has held to the stated grading criteria.	15	3	1	0	0	0	1.2632
The instructor seemed well-prepared for class/course.	15	3	0	1	0	0	1.3158
The instructor clearly explained the grading criteria.	15	2	2	0	0	0	1.3158
The instructor was respectful of students.	9	6	2	2	0	0	1.8421
I was intellectually challenged by the instructor.	14	4	0	1	0	0	1.3684
The instructor was punctual for class/course.	17	2	0	0	0	0	1.1053
The instructor was willing to provide assistance if it was needed.	10	7	2	0	0	0	1.5789
The instructor was an effective teacher of the course.	11	4	1	3	0	0	1.7895

Total scanned evaluations for this class: 19

Teaching Evaluations

Washburn University

Spring 2009 - Fall 2009

Klaus Ladstaetter



Washburn University Faculty Evaluations

College of Arts and Science

Fall 2009

Class Report

This report examines the performance of an instructor in each class.

CRN: 2188

Section: PH530GA Course: Philosophy Of The Mind

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 0	Senior 0	A 1	D 0	General Ed Requirement 0	Elective 0	3.30-4.00 1	1.50-2.09 0
Sophomore 0	Other 1	B 0	F 0	Required for Major 0	Other 1	2.70-3.29 0	Under 1.50 0
Junior 0		C 0	N/A 0	Required for Minor 0		2.10-2.69 0	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	1	0	0	0	0	0	1
As of this date, most of the stated objectives have been met.	1	0	0	0	0	0	1
As of this date, the instructor has held to the stated grading criteria.	1	0	0	0	0	0	1
The instructor seemed well-prepared for class/course.	1	0	0	0	0	0	1
The instructor clearly explained the grading criteria.	1	0	0	0	0	0	1
The instructor was respectful of students.	1	0	0	0	0	0	1
I was intellectually challenged by the instructor.	1	0	0	0	0	0	1
The instructor was punctual for class/course.	1	0	0	0	0	0	1
The instructor was willing to provide assistance if it was needed.	1	0	0	0	0	0	1
The instructor was an effective teacher of the course.	1	0	0	0	0	0	1

Total scanned evaluations for this class: 1

PH 530 FA

#2188

K. Ladstaetter

- Outstanding teacher — wonderful energy & dedication to material & students.
- Works hard class prep. & handouts (electronic) — very helpful
- He brings the material (dense stuff) alive & makes it vivid & cogent.
- Questions in class were answered carefully & (I thought) usefully. At times he used outside time to research answers and then brought this into the class discussions
- Impressive intellectual honesty — if I may be so bold — inspires confidence
- I would be very glad to take more courses from Dr. Ladstaetter. Thank you



Washburn University Faculty Evaluations

College of Arts and Science

Fall 2009

Class Report

This report examines the performance of an instructor in each class.

CRN: 2186

Section: PH330A

Course: Philosophy of Mind

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 0	Senior 3	A 3	D 1	General Ed Requirement 0	Elective 1	3.30-4.00 3	1.50-2.09 0
Sophomore 1	Other 1	B 1	F 0	Required for Major 2	Other 1	2.70-3.29 2	Under 1.50 0
Junior 2		C 0	N/A 1	Required for Minor 2		2.10-2.69 1	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	5	2	0	0	0	0	1.2857
As of this date, most of the stated objectives have been met.	5	1	1	0	0	0	1.4286
As of this date, the instructor has held to the stated grading criteria.	5	1	1	0	0	0	1.4286
The instructor seemed well-prepared for class/course.	4	1	2	0	0	0	1.7143
The instructor clearly explained the grading criteria.	5	2	0	0	0	0	1.2857
The instructor was respectful of students.	7	0	0	0	0	0	1
I was intellectually challenged by the instructor.	7	0	0	0	0	0	1
The instructor was punctual for class/course.	7	0	0	0	0	0	1
The instructor was willing to provide assistance if it was needed.	6	1	0	0	0	0	1.1429
The instructor was an effective teacher of the course.	5	1	1	0	0	0	1.4286

Total scanned evaluations for this class: 7



Washburn University Faculty Evaluations

College of Arts and Science

Fall 2009

Class Report

This report examines the performance of an instructor in each class.

CRN: 0526

Section: PH201A

Course: Hist of Ancient Western Phil

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 0	Senior 1	A 5	D 0	General Ed Requirement 3	Elective 0	3.30-4.00 5	1.50-2.09 0
Sophomore 4	Other 0	B 2	F 0	Required for Major 2	Other 0	2.70-3.29 2	Under 1.50 0
Junior 2		C 0	N/A 0	Required for Minor 2		2.10-2.69 0	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	6	1	0	0	0	0	1.1429
As of this date, most of the stated objectives have been met.	6	1	0	0	0	0	1.1429
As of this date, the instructor has held to the stated grading criteria.	7	0	0	0	0	0	1
The instructor seemed well-prepared for class/course.	5	2	0	0	0	0	1.2857
The instructor clearly explained the grading criteria.	6	1	0	0	0	0	1.1429
The instructor was respectful of students.	7	0	0	0	0	0	1
I was intellectually challenged by the instructor.	6	1	0	0	0	0	1.1429
The instructor was punctual for class/course.	5	2	0	0	0	0	1.2857
The instructor was willing to provide assistance if it was needed.	5	2	0	0	0	0	1.2857
The instructor was an effective teacher of the course.	7	0	0	0	0	0	1

Total scanned evaluations for this class: 7



Washburn University Faculty Evaluations

College of Arts and Science

Fall 2009

Class Report

This report examines the performance of an instructor in each class.

CRN: 0520

Section: PH100B

Course: World Views & Moral Values

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 3	Senior 2	A 5	D 2	General Ed Requirement 12	Elective 4	3.30-4.00 8	1.50-2.09 0
Sophomore 10	Other 0	B 8	F 0	Required for Major 2	Other 1	2.70-3.29 8	Under 1.50 0
Junior 4		C 4	N/A 0	Required for Minor 0		2.10-2.69 3	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	11	3	2	2	1	0	1.7222
As of this date, most of the stated objectives have been met.	9	4	1	4	1	0	2
As of this date, the instructor has held to the stated grading criteria.	12	2	1	2	2	0	1.5882
The instructor seemed well-prepared for class/course.	10	6	1	1	1	0	1.6111
The instructor clearly explained the grading criteria.	11	4	1	1	2	0	1.5294
The instructor was respectful of students.	13	2	1	1	2	0	1.4118
I was intellectually challenged by the instructor.	10	4	1	4	0	0	1.9474
The instructor was punctual for class/course.	15	2	0	1	1	0	1.2778
The instructor was willing to provide assistance if it was needed.	10	3	1	4	1	0	1.9444
The instructor was an effective teacher of the course.	12	1	2	3	1	0	1.7778

Total scanned evaluations for this class: 19



Washburn University Faculty Evaluations

College of Arts and Science

Fall 2009

Class Report

This report examines the performance of an instructor in each class.

CRN: 0518

Section: PH100A

Course: World Views & Moral Values

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 4	Senior 3	A 2	D 0	General Ed Requirement 11	Elective 1	3.30-4.00 3	1.50-2.09 2
Sophomore 5	Other 0	B 6	F 2	Required for Major 2	Other 2	2.70-3.29 10	Under 1.50 0
Junior 5		C 7	N/A 1	Required for Minor 2		2.10-2.69 3	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	9	5	3	0	1	0	1.6471
As of this date, most of the stated objectives have been met.	10	4	3	1	0	0	1.7222
As of this date, the instructor has held to the stated grading criteria.	12	4	2	0	0	0	1.4444
The instructor seemed well-prepared for class/course.	13	2	3	0	0	0	1.4444
The instructor clearly explained the grading criteria.	12	2	4	0	0	0	1.5556
The instructor was respectful of students.	11	4	2	1	0	0	1.6111
I was intellectually challenged by the instructor.	13	3	1	1	0	0	1.4444
The instructor was punctual for class/course.	10	6	2	0	0	0	1.5556
The instructor was willing to provide assistance if it was needed.	10	4	3	1	0	0	1.7222
The instructor was an effective teacher of the course.	11	3	2	2	0	0	1.7222

Total scanned evaluations for this class: 18



Washburn University Faculty Evaluations

College of Arts and Science

Spring 2009

Class Report

This report examines the performance of an instructor in each class.

CRN: 1112

Section: PH303A

Course: Topics: Philosophy of Language

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 0	Senior 1	A 0	D 0	General Ed Requirement 0	Elective 0	3.30-4.00 2	1.50-2.09 0
Sophomore 0	Other 1	B 2	F 0	Required for Major 2	Other 1	2.70-3.29 0	Under 1.50 0
Junior 1		C 0	N/A 1	Required for Minor 0		2.10-2.69 1	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	3	0	0	0	0	0	1
As of this date, most of the stated objectives have been met.	3	0	0	0	0	0	1
As of this date, the instructor has held to the stated grading criteria.	3	0	0	0	0	0	1
The instructor seemed well-prepared for class/course.	3	0	0	0	0	0	1
The instructor clearly explained the grading criteria.	3	0	0	0	0	0	1
The instructor was respectful of students.	3	0	0	0	0	0	1
I was intellectually challenged by the instructor.	3	0	0	0	0	0	1
The instructor was punctual for class/course.	3	0	0	0	0	0	1
The instructor was willing to provide assistance if it was needed.	3	0	0	0	0	0	1
The instructor was an effective teacher of the course.	3	0	0	0	0	0	1

Total scanned evaluations for this class: 3



Washburn University Faculty Evaluations

College of Arts and Science

Spring 2009

Class Report

This report examines the performance of an instructor in each class.

CRN: 0864

Section: PH202A

Course: Hist of Mod Western Phil

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 0	Senior 0	A 2	D 0	General Ed Requirement 2	Elective 1	3.30-4.00 3	1.50-2.09 0
Sophomore 2	Other 1	B 1	F 0	Required for Major 0	Other 1	2.70-3.29 1	Under 1.50 0
Junior 2		C 1	N/A 1	Required for Minor 1		2.10-2.69 0	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	5	0	0	0	0	0	1
As of this date, most of the stated objectives have been met.	2	3	0	0	0	0	1.6
As of this date, the instructor has held to the stated grading criteria.	4	0	0	0	1	0	1
The instructor seemed well-prepared for class/course.	4	1	0	0	0	0	1.2
The instructor clearly explained the grading criteria.	5	0	0	0	0	0	1
The instructor was respectful of students.	4	1	0	0	0	0	1.2
I was intellectually challenged by the instructor.	5	0	0	0	0	0	1
The instructor was punctual for class/course.	5	0	0	0	0	0	1
The instructor was willing to provide assistance if it was needed.	3	2	0	0	0	0	1.4
The instructor was an effective teacher of the course.	3	2	0	0	0	0	1.4

Total scanned evaluations for this class: 5



Washburn University Faculty Evaluations

College of Arts and Science

Spring 2009

Class Report

This report examines the performance of an instructor in each class.

CRN: 0854

Section: PH100B

Course: World Views & Moral Values

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 2	Senior 2	A 3	D 0	General Ed Requirement 9	Elective 4	3.30-4.00 4	1.50-2.09 1
Sophomore 3	Other 0	B 6	F 0	Required for Major 0	Other 1	2.70-3.29 6	Under 1.50 0
Junior 7		C 5	N/A 0	Required for Minor 0		2.10-2.69 3	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	9	4	1	0	0	0	1.4286
As of this date, most of the stated objectives have been met.	7	3	3	1	0	0	1.8571
As of this date, the instructor has held to the stated grading criteria.	10	2	1	1	0	0	1.5
The instructor seemed well-prepared for class/course.	10	2	0	2	0	0	1.5714
The instructor clearly explained the grading criteria.	9	3	2	0	0	0	1.5
The instructor was respectful of students.	6	6	2	0	0	0	1.7143
I was intellectually challenged by the instructor.	10	3	1	0	0	0	1.3571
The instructor was punctual for class/course.	9	5	0	0	0	0	1.3571
The instructor was willing to provide assistance if it was needed.	7	2	3	2	0	0	2
The instructor was an effective teacher of the course.	6	5	0	3	0	0	2

Total scanned evaluations for this class: 14



Washburn University Faculty Evaluations

College of Arts and Science

Spring 2009

Class Report

This report examines the performance of an instructor in each class.

CRN: 0853

Section: PH100A

Course: World Views & Moral Values

Instructor: Klaus Ladstaetter

Class		Grade Expected		Reason for Taking Course		Approximate GPA	
Freshman 3	Senior 1	A 2	D 0	General Ed Requirement 7	Elective 3	3.30-4.00 4	1.50-2.09 1
Sophomore 4	Other 0	B 5	F 0	Required for Major 0	Other 2	2.70-3.29 5	Under 1.50 0
Junior 5		C 6	N/A 0	Required for Minor 0		2.10-2.69 1	

	1	2	3	4	N/A	No Response	Average
The instructor clearly explained course objectives.	4	6	0	1	2	0	1.8182
As of this date, most of the stated objectives have been met.	5	4	2	0	2	0	1.7273
As of this date, the instructor has held to the stated grading criteria.	5	5	1	0	2	0	1.6364
The instructor seemed well-prepared for class/course.	8	3	0	0	2	0	1.2727
The instructor clearly explained the grading criteria.	5	3	3	0	2	0	1.8182
The instructor was respectful of students.	4	3	2	1	3	0	2
I was intellectually challenged by the instructor.	5	3	2	1	2	0	1.9091
The instructor was punctual for class/course.	7	3	1	0	2	0	1.4545
The instructor was willing to provide assistance if it was needed.	5	3	0	2	3	0	1.9
The instructor was an effective teacher of the course.	4	1	1	5	2	0	2.6364

Total scanned evaluations for this class: 13

Teaching Evaluations

Siena College

Fall 2007 - Spring 2008

Klaus Ladstaetter

Comment:

The teaching evaluations have been conducted through:

<http://onlinecourseevaluations.com>

For brevity, I have merged some files but left their contents completely unchanged.

Siena College

Klaus Ladstaetter

Philosophy and the Human Being 101.8

Distribution Analysis for Klaus Ladstaetter teaching Philosophy and the Human Being 101
Undergraduate Lecture section: 8

2008 - Spring

There were: 28 possible respondents.

	Question Text	N	Top Two	Avg	Very Often	Often	Sometimes	Never						
1	Asked questions	18	38%	2.44	27%	11%	38%	22%						
2	Used info from various sources	18	77%	3	27%	50%	16%	5%						
		N	Top Two	Avg	0	1-3	4-6	7-9	10-12	13-15	16-18	19 or Over		
3	Time preparing	18	0%	3.11	5%	33%	33%	11%	5%	11%	0%	0%		
		N	Top Two	Avg	Very Often	Often	Sometimes	Never						
4	Worked with other students	18	38%	2.17	16%	22%	22%	38%						
5	Received prompt feedback	18	50%	2.67	27%	22%	38%	11%						
		N	Top Two	Avg	Very Often	Often	Sometimes	Rarely						
6	Course challenged you	18	88%	3.33	44%	44%	11%	0%						
		N	Top Two	Avg	Str. Agree	Agree	Disagree	Str. Disagree						
7	Thought about concepts	18	88%	3.44	55%	33%	11%	0%						
8	Able to analyze subject	17	82%	3.41	58%	23%	17%	0%						
		N	Top Two	Avg	Very	6	5	4	3	2	Not			
9	Availability	18	72%	5.78	44%	27%	5%	5%	16%	0%	0%			
		N	Top Two	Avg	Excellent	9	8	7	6	5	4	3	2	Poor
10	Rating	18	55%	8.11	16%	38%	16%	5%	16%	0%	5%	0%	0%	0%
11	Course rating	18	33%	7.06	16%	16%	16%	11%	11%	16%	5%	0%	0%	5%

Text Responses

Question: Please list and explain the things that you liked most about this course/instructor.

His notes were very clear and helpful, and he gave good examples of difficult concepts. He was very organized, and he never deviated from the syllabus.

I thought the my instructor explained the material very well to the class in a non-confusing way. that it was very boring but you made it bearable to listen to and learn

Great professor, wish the class material was a little more interesting/relevant.
very helpful

Klaus is a very smart man and I enjoyed hearing his views. He presented other views as well and worked hard so that people with no philosophy bakcground, like myself, could better understand the concepts taught.

Klaus' knowledge on philosophy.

Klaus is a great guy an obviously knows what he is talking about. It was a lot of fun, although difficult at times.

Very helpful, more than willing to explain more than once if topic or concept is not understood.

Klaus is a very smart individual; he really loves philosophy.

The instructor was always willing to answer questions and explain thigns differently so everyone understood.

Unique examples involving cats!

Question: Please list and explain the things that you disliked most about this course/instructor.

Philosophy is a dry subject with no value.

Sometimes the lectures were not engaging. He would just read off his notes that he gave to the students. The majority of the time, I taught myself the concepts by reading his notes.

that we had to stay til the absolute very last minute every class

Things i disliked about the course was that the material often got boring after hearing the same ideas over and over

took too long to grade papers

There were times where the text just seemed a little too difficult to comprehend.

Very often I find it hard to interpret what he talking about in class because hs explanations feel like he is talking in circles.

Some concepts were a little challenging to understand but that is understandable since it is philosophy.

Spoke a little quietly at times.

Lots of information to digest and too much on one exam. Perhaps more quizzes and/or tests?

Question: Any other comments?

None.

Would recommend to other fellow students.

Klaus is a very good teacher. He always finds a way to make sure the concepts sink into our heads.

GET TO ZE CHOPPER!!!!

Survey Results

Siena College

Statistics for Klaus Ladstaetter teaching PHIL 101 Undergraduate Philosophy
and the Human Being Lecture none sec: 8 2008 Spring

There were: 28 possible respondents.

Order	Question Text	N	Avg	Dept Avg	Dept SD	Div Avg	Div SD	Sch Avg	Sch SD
1	1. Asked questions in class or contributed to class discussions?	18	2.44	2.80	0.41	2.80	0.41	2.80	0.41
2	2. Worked on a paper or project that required integrating ideas or gathering information from various sources?	18	3	2.98	0.41	2.98	0.41	2.98	0.41
		N	Avg	Dept Avg	Dept SD	Div Avg	Div SD	Sch Avg	Sch SD
3	3. Approximately how many hours per 7-day week did you spend preparing for this course (studying, reading, writing, doing homework)?	18	3.11	3.48	0.44	3.48	0.44	3.48	0.44
		N	Avg	Dept Avg	Dept SD	Div Avg	Div SD	Sch Avg	Sch SD
4	Worked with other students inside and/or outside of class (for example: in study groups or labs--working on projects, assignments, papers, presentations, etc.).	18	2.17	2.08	0.50	2.51	0.68	2.68	0.67
5	Received prompt feedback from the instructor on your academic performance (written or oral).	18	2.67	2.92	0.41	3.08	0.46	3.10	0.46
		N	Avg	Dept Avg	Dept SD	Div Avg	Div SD	Sch Avg	Sch SD
6	To what extent has this course challenged you to do your best work?	18	3.33	3.25	0.34	3.17	0.41	3.21	0.42
		N	Avg	Dept Avg	Dept SD	Div Avg	Div SD	Sch Avg	Sch SD
7	In this course I often found myself actively engaged in thinking about course concepts.	18	3.44	3.34	0.36	3.30	0.36	3.28	0.37
8	In this course I improved my ability to evaluate new information and analyze the central ideas of this subject area.	17	3.41	3.27	0.36	3.29	0.35	3.27	0.36
		N	Avg	Dept Avg	Dept SD	Div Avg	Div SD	Sch Avg	Sch SD
9	Please characterize the quality of your relationship with the instructor:	18	5.78	5.44	0.84	5.79	0.79	5.76	0.79
		N	Avg	Dept Avg	Dept SD	Div Avg	Div SD	Sch Avg	Sch SD
10	All things considered, how would you rate this instructor?	18	8.11	7.73	1.39	8.22	1.24	8.17	1.28
11	All things considered, how would you rate this course?	18	7.06	7.08	1.34	7.75	1.25	7.72	1.22

Siena College

Klaus Ladstaetter

Philosophy and the Human Being 101.30

Distribution Analysis for Klaus Ladstaetter teaching Philosophy and the Human Being 101
Undergraduate Lecture section: 30

2008 - Spring

There were: 28 possible respondents.

	Question Text	N	Top Two	Avg	Very Often	Often	Sometimes	Never											
1	Asked questions	20	20%	1.85	5%	15%	40%	40%											
2	Used info from various sources	20	50%	2.65	15%	35%	50%	0%											
		N	Top Two	Avg	0	1-3	4-6	7-9	10-12	13-15	16-18	19 or Over							
3	Time preparing	20	0%	2.6	0%	65%	15%	15%	5%	0%	0%	0%							
		N	Top Two	Avg	Very Often	Often	Sometimes	Never											
4	Worked with other students	20	20%	1.65	0%	20%	25%	55%											
5	Received prompt feedback	20	35%	2.35	5%	30%	60%	5%											
		N	Top Two	Avg	Very Often	Often	Sometimes	Rarely											
6	Course challenged you	20	75%	2.9	20%	55%	20%	5%											
		N	Top Two	Avg	Str. Agree	Agree	Disagree	Str. Disagree											
7	Thought about concepts	20	85%	3.1	30%	55%	10%	5%											
8	Able to analyze subject	20	90%	3.25	35%	55%	10%	0%											
		N	Top Two	Avg	Very	6	5	4	3	2	Not								
9	Availability	20	55%	5.25	10%	45%	10%	30%	5%	0%	0%								
		N	Top Two	Avg	Excellent	9	8	7	6	5	4	3	2	Poor					
10	Rating	20	35%	7.95	20%	15%	35%	15%	5%	5%	5%	0%	0%	0%					
11	Course rating	19	21%	7	10%	10%	15%	31%	15%	5%	5%	0%	5%	0%					

Text Responses

Question: Please list and explain the things that you liked most about this course/instructor.

funny nice approachable

I liked that we went over topics multiple times to help further understand ideas.

I thought Klaus explained things the best he could but the material is extremely dull and it is hard to focus regardless.

Klaus Ladstradder is an ok guy, but as a teacher, he is a bit boring. Maybe because philosophy is already kind of boring to me anyway, but Klaus made no attempt to make it interesting at all. Maybe some jokes in class, but very bad ones at that.

Displayed a good understanding of the course material, good sense of humor.

I think he's a very knowledgeable professor. He knows what he's teaching and he's very enthusiastic about the subject.

Clear notes given and clear explanation of the information. Essays help improve grades

Good feedback on papers. Explains concepts well, and if students don't understand explains again in a different way.

professor was very funny and made sure everyone understood the material before he moved on and gave us helpful study guides

He was a good guy who seemed to know what he was talking about. Very nice easy to learn from. i thought it was very interesting material, and i liked how it was not forced on us to think a certain way and was encouraged to develop our own opinions.

The professor added humor to the class which kept me interested and made me somewhat enjoy a class that I really had no interest in taking, it was just a required course. The professor was also very knowledgeable about the concepts and theories and was able to explain them well.

Good teacher.

Klaus is a great teacher and is very knowledgeable about the course material and concepts. He made philosophy fun by using modern and humorous examples to make point and ideals more clearly viewed by us. This class was extremely enjoyable and cause me to look more deeply into the world because of the concepts learned.

Question: Please list and explain the things that you disliked most about this course/instructor.

communication problems: his accent slow grader

The only grades we had were two papers and a midterm and final. It didn't give us much chance to prove ourselves. Homework would have possibly helped us understand concepts more. I also think that more class interaction would have helped.

I think he needed to involve the class more, there was almost no interaction during the semester.

Also, i liked the first two weeks when he used the white board, but once he started to use the projector/ powerpoint it became increasingly more difficult to pay attention and be engaged in the class.

Most of the material seemed very dry.

Papers took a while to get back, but it was worth it for the comments.

philosophy is dull and uninteresting

Some things would be said in one class and then repeated again in the next class (took up too much time)

Text Responses

it sometimes got a little long of a lecture and boring.

Took a long time to get papers back to us.

nothing really

Question: Any other comments?

Funny teacher.

Klaus should have a full time job at siena college.

I just wasn't particularlyly interested in the course or the material of the course at all. The professor did what he could to get us interested in the class and lightened up the tension well for those of us who really didn't want to be there.

klaus should be offered a position on campus, since he is only a 1yr temp.

Survey Results

Siena College

Statistics for Klaus Ladstaetter teaching PHIL 101 Undergraduate Philosophy
and the Human Being Lecture none sec: 30 2008 Spring

There were: 28 possible respondents.

Order	Question Text	N	Avg	Dept Avg	Dept SD	Div Avg	Div SD	Sch Avg	Sch SD
1	1. Asked questions in class or contributed to class discussions?	20	1.85	2.80	0.41	2.80	0.41	2.80	0.41
2	2. Worked on a paper or project that required integrating ideas or gathering information from various sources?	20	2.65	2.98	0.41	2.98	0.41	2.98	0.41
		N	Avg	Dept Avg	Dept SD	Div Avg	Div SD	Sch Avg	Sch SD
3	3. Approximately how many hours per 7-day week did you spend preparing for this course (studying, reading, writing, doing homework)?	20	2.6	3.48	0.44	3.48	0.44	3.48	0.44
		N	Avg	Dept Avg	Dept SD	Div Avg	Div SD	Sch Avg	Sch SD
4	Worked with other students inside and/or outside of class (for example: in study groups or labs--working on projects, assignments, papers, presentations, etc.).	20	1.65	2.08	0.50	2.51	0.68	2.68	0.67
5	Received prompt feedback from the instructor on your academic performance (written or oral).	20	2.35	2.92	0.41	3.08	0.46	3.10	0.46
		N	Avg	Dept Avg	Dept SD	Div Avg	Div SD	Sch Avg	Sch SD
6	To what extent has this course challenged you to do your best work?	20	2.9	3.25	0.34	3.17	0.41	3.21	0.42
		N	Avg	Dept Avg	Dept SD	Div Avg	Div SD	Sch Avg	Sch SD
7	In this course I often found myself actively engaged in thinking about course concepts.	20	3.1	3.34	0.36	3.30	0.36	3.28	0.37
8	In this course I improved my ability to evaluate new information and analyze the central ideas of this subject area.	20	3.25	3.27	0.36	3.29	0.35	3.27	0.36
		N	Avg	Dept Avg	Dept SD	Div Avg	Div SD	Sch Avg	Sch SD
9	Please characterize the quality of your relationship with the instructor:	20	5.25	5.44	0.84	5.79	0.79	5.76	0.79
		N	Avg	Dept Avg	Dept SD	Div Avg	Div SD	Sch Avg	Sch SD
10	All things considered, how would you rate this instructor?	20	7.95	7.73	1.39	8.22	1.24	8.17	1.28
11	All things considered, how would you rate this course?	19	7	7.08	1.34	7.75	1.25	7.72	1.22

Siena College

Klaus Ladstaetter

Ethics 210.13

Distribution Analysis for Klaus Ladstaetter teaching Ethics 210
Undergraduate Lecture section: 13

2008 - Spring

There were: 25 possible respondents.

	Question Text	N	Top Two	Avg	Very Often	Often	Sometimes	Never						
1	Asked questions	15	66%	3.07	46%	20%	26%	6%						
2	Used info from various sources	15	66%	3.07	46%	20%	26%	6%						
		N	Top Two	Avg	0	1-3	4-6	7-9	10-12	13-15	16-18	19 or Over		
3	Time preparing	15	6%	3.4	0%	46%	26%	0%	6%	13%	0%	6%		
		N	Top Two	Avg	Very Often	Often	Sometimes	Never						
4	Worked with other students	15	53%	2.6	13%	40%	40%	6%						
5	Received prompt feedback	15	73%	3	26%	46%	26%	0%						
		N	Top Two	Avg	Very Often	Often	Sometimes	Rarely						
6	Course challenged you	15	66%	3.2	53%	13%	33%	0%						
		N	Top Two	Avg	Str. Agree	Agree	Disagree	Str. Disagree						
7	Thought about concepts	15	93%	3.4	46%	46%	6%	0%						
8	Able to analyze subject	14	92%	3.36	42%	50%	7%	0%						
		N	Top Two	Avg	Very	6	5	4	3	2	Not			
9	Availability	15	73%	6.13	46%	26%	20%	6%	0%	0%	0%			
		N	Top Two	Avg	Excellent	9	8	7	6	5	4	3	2	Poor
10	Rating	15	60%	8.53	40%	20%	20%	13%	0%	0%	0%	6%	0%	0%
11	Course rating	14	57%	8.36	35%	21%	21%	7%	0%	7%	7%	0%	0%	0%

Text Responses

Question: Please list and explain the things that you liked most about this course/instructor.

He tried.

He was a very enthusiastic instructor who really tried to make us critically think about certain subject matter

klaus was good though he's new and needs to be broken in by teaching at one school for a somewhat extended period to get the feel of his demographic

lots of logic and critical thinking

Good teacher who is serious about the subject matter. Has a lot of knowledge in philosophy. Overall nice guy.

he was very nice and would be helpful when you asked him questions

I have a lot of respect for Klaus. He is a genuine man that loves Philosophy. He said this was the first time he taught ethics and it really isn't his area he prefers...but he still made the class engaging and fun.

Klaus was always available to talk to if we needed. He was understanding and always willing to work with his students to help thier understanding of the material.

he was always available for help outside of the classroom

Klaus is an awesome professor. His approach to ethics made difficult subject matter easy to handle and understand. He has an awesome relationship with the class, and urges us to discuss personal beliefs in the context of the course material. His mannerisms and teaching style made each class interesting and informative, and i looked forward to attending each one.

Question: Please list and explain the things that you disliked most about this course/instructor.

I dislike how we learned straight from the book. I would much prefer a class in included many sources.

It was difficult at times to understand the meaning behind the ideas he was relaying.

umm, mainly uninterested student involvement, the class should be more engaging, possibly by staging the second half of the material as a series of debates rather than generic presentations

Needs to organize his thoughts better. Sometimes comes across as very unsure about what he is teaching because he wants to provide us with his personal thoughts (which is fine but should know them before class). Presentations were unfair for people doing it alone and they took TOO MUCH CLASS TIME. We taught ourselves what we could have read on our own. Class should have been at MOST 2/3s presentations, 1/3 teaching of the topic. That would have been more well rounded.

He took a long time on getting grades back.

He is a hard grader but i guess in the end he was fair.

Instead of making presentations on different subject matter, I think it would have been much more interesting to structure the second portion of the semester into debates instead of presentations. A suggestion would be to keep the subjects that were listed as presentations, but for each issue, have the class divide into 2 groups, one for each side of the arguement, and have all the students read every article and be prepared to defend their own point of view, as well as the authors. I feel as though this would result in a better understanding of the course material, and increase class participation.

the subject matter of the course was difficult but he there wasn't anything i disliked.

Text Responses

Question: Any other comments?

have a happy new year

Interesting class/topic.

presentations were a good way to discuss and argue ethical issues

Survey Results

Siena College

Statistics for Klaus Ladstaetter teaching PHIL 210 Undergraduate Ethics
Lecture none sec: 13 2008 Spring

There were: 25 possible respondents.

Order	Question Text	N	Avg	Dept Avg	Dept SD	Div Avg	Div SD	Sch Avg	Sch SD
1	1. Asked questions in class or contributed to class discussions?	15	3.07	2.80	0.41	2.80	0.41	2.80	0.41
2	2. Worked on a paper or project that required integrating ideas or gathering information from various sources?	15	3.07	2.98	0.41	2.98	0.41	2.98	0.41
		N	Avg	Dept Avg	Dept SD	Div Avg	Div SD	Sch Avg	Sch SD
3	3. Approximately how many hours per 7-day week did you spend preparing for this course (studying, reading, writing, doing homework)?	15	3.4	3.48	0.44	3.48	0.44	3.48	0.44
		N	Avg	Dept Avg	Dept SD	Div Avg	Div SD	Sch Avg	Sch SD
4	Worked with other students inside and/or outside of class (for example: in study groups or labs--working on projects, assignments, papers, presentations, etc.).	15	2.6	2.08	0.50	2.51	0.68	2.68	0.67
5	Received prompt feedback from the instructor on your academic performance (written or oral).	15	3	2.92	0.41	3.08	0.46	3.10	0.46
		N	Avg	Dept Avg	Dept SD	Div Avg	Div SD	Sch Avg	Sch SD
6	To what extent has this course challenged you to do your best work?	15	3.2	3.25	0.34	3.17	0.41	3.21	0.42
		N	Avg	Dept Avg	Dept SD	Div Avg	Div SD	Sch Avg	Sch SD
7	In this course I often found myself actively engaged in thinking about course concepts.	15	3.4	3.34	0.36	3.30	0.36	3.28	0.37
8	In this course I improved my ability to evaluate new information and analyze the central ideas of this subject area.	14	3.36	3.27	0.36	3.29	0.35	3.27	0.36
		N	Avg	Dept Avg	Dept SD	Div Avg	Div SD	Sch Avg	Sch SD
9	Please characterize the quality of your relationship with the instructor:	15	6.13	5.44	0.84	5.79	0.79	5.76	0.79
		N	Avg	Dept Avg	Dept SD	Div Avg	Div SD	Sch Avg	Sch SD
10	All things considered, how would you rate this instructor?	15	8.53	7.73	1.39	8.22	1.24	8.17	1.28
11	All things considered, how would you rate this course?	14	8.36	7.08	1.34	7.75	1.25	7.72	1.22

Siena College

Klaus Ladstaetter

Philosophy and the Human Being 101.3

Distribution Analysis for Klaus Ladstaetter teaching Philosophy and the Human Being 101
Undergraduate Lecture section: 3

2007 - Fall There were: 28 possible respondents.

	Question Text	N	Top Two	Avg	Very Often	Often	Sometimes	Never						
1	Worked with other students	12	25%	1.83	8%	16%	25%	50%						
2	Received prompt feedback	12	25%	2.08	0%	25%	58%	16%						
		N	Top Two	Avg	Very Often	Often	Sometimes	Rarely						
3	Course challenged you	12	83%	3.17	33%	50%	16%	0%						
		N	Top Two	Avg	Str. Agree	Agree	Disagree	Str. Disagree						
4	Thought about concepts	12	83%	3.17	41%	41%	8%	8%						
5	Able to analyze subject	12	100%	3.25	25%	75%	0%	0%						
		N	Top Two	Avg	Very	6	5	4	3	2	Not			
6	Availability	12	66%	5.67	25%	41%	8%	25%	0%	0%	0%			
		N	Top Two	Avg	Excellent	9	8	7	6	5	4	3	2	Poor
7	Rating	12	41%	8	16%	25%	25%	8%	25%	0%	0%	0%	0%	0%
8	Course rating	12	25%	7	16%	8%	25%	16%	8%	8%	8%	0%	8%	0%

Text Responses

Question: Please list and explain the things that you liked most about this course/instructor.

Klaus is a great person and liked the class overall.

I like how he explains all the different philosophers, he really knows what he is talking about.

the instructor was able to get the class engaged in class discussion to make class interesting

good information presented, made you think critically

I enjoyed this course because philosophy was something that was brand new for me. I liked how the professor tried to make it fun and use examples that were easy to understand.

Presents material in an understandable way. Explains material again if someone doesn't understand. Always available and approachable.

The course is composed of three main topics and the outline for it was very easy to follow. There were no surprises and I could follow the syllabus easily. I thought that the class was very interesting and I learned a lot.

I like my instructors sense of humor and willingness to take all our arguments into consideration.

Question: Please list and explain the things that you disliked most about this course/instructor.

The information just went way over everyones head and wasn't really interesting at all. Also, papers and tests took a long time to be corrected, and e-mails weren't always answered the day they were sent.

Sometimes the reading's were confusing.

the reading was difficult

repetitive with some of the notes

i dont enjoy the philosophy course. i dont think we have enough information to help us understand it better

Survey Results

Siena College

Statistics for Klaus Ladstaetter teaching PHIL 101 Undergraduate Philosophy
and the Human Being Lecture none sec: 3 2007 Fall

There were: 28 possible respondents.

Order	Question Text	N	Avg	Dept Avg	Dept SD	Div Avg	Div SD	Sch Avg	Sch SD
1	Worked with other students inside and/or outside of class (for example: in study groups or labs--working on projects, assignments, papers, presentations, etc.).	12	1.83	2.08	0.50	2.51	0.68	2.68	0.67
2	Received prompt feedback from the instructor on your academic performance (written or oral).	12	2.08	2.92	0.41	3.08	0.46	3.10	0.46
		N	Avg	Dept Avg	Dept SD	Div Avg	Div SD	Sch Avg	Sch SD
3	To what extent has this course challenged you to do your best work?	12	3.17	3.25	0.34	3.17	0.41	3.21	0.42
		N	Avg	Dept Avg	Dept SD	Div Avg	Div SD	Sch Avg	Sch SD
4	In this course I often found myself actively engaged in thinking about course concepts.	12	3.17	3.34	0.36	3.30	0.36	3.28	0.37
5	In this course I improved my ability to evaluate new information and analyze the central ideas of this subject area.	12	3.25	3.27	0.36	3.29	0.35	3.27	0.36
		N	Avg	Dept Avg	Dept SD	Div Avg	Div SD	Sch Avg	Sch SD
6	Please characterize the quality of your relationship with the instructor:	12	5.67	5.44	0.84	5.79	0.79	5.76	0.79
		N	Avg	Dept Avg	Dept SD	Div Avg	Div SD	Sch Avg	Sch SD
7	All things considered, how would you rate this instructor?	12	8	7.73	1.39	8.22	1.24	8.17	1.28
8	All things considered, how would you rate this course?	12	7	7.08	1.34	7.75	1.25	7.72	1.22

Siena College

Klaus Ladstaetter

Philosophy and the Human Being 101.13

Distribution Analysis for Klaus Ladstaetter teaching Philosophy and the Human Being 101
Undergraduate Lecture section: 13

2007 - Fall There were: 29 possible respondents.

	Question Text	N	Top Two	Avg	Very Often	Often	Sometimes	Never						
1	Worked with other students	14	21%	1.71	0%	21%	28%	50%						
2	Received prompt feedback	14	28%	2.07	0%	28%	50%	21%						
		N	Top Two	Avg	Very Often	Often	Sometimes	Rarely						
3	Course challenged you	14	64%	2.93	28%	35%	35%	0%						
		N	Top Two	Avg	Str. Agree	Agree	Disagree	Str. Disagree						
4	Thought about concepts	14	78%	3	35%	42%	7%	14%						
5	Able to analyze subject	14	85%	3.07	28%	57%	7%	7%						
		N	Top Two	Avg	Very	6	5	4	3	2	Not			
6	Availability	14	50%	4.93	14%	35%	14%	14%	14%	0%	7%			
		N	Top Two	Avg	Excellent	9	8	7	6	5	4	3	2	Poor
7	Rating	14	28%	6.79	14%	14%	14%	28%	0%	7%	0%	14%	7%	0%
8	Course rating	14	21%	6.71	7%	14%	21%	14%	7%	21%	7%	7%	0%	0%

Text Responses

Question: Please list and explain the things that you liked most about this course/instructor.

The books we read were interesting and he explained the concepts. This made the learning experience much more enjoyable and easier.

I liked the course in general and his style of lecture.

Readings good explanations and realted well with us

The course concepts

not alot of work.

I liked the material we covered, it helped me understand more about philosophy.

the instructor is entertaining, without even knowing it. he actually knows what he is talking about, and wants students to grasp things. he gives several examples that are easier to understand as a younger student.

Question: Please list and explain the things that you disliked most about this course/instructor.

There was not much of a discusion in class and more his ideas were given to us as a class.

He was slow on grading our work and getting it back to us.

Was pretty boring

class a little boring.

the course can be very confusing, and at times is frustrating!

Question: Any other comments?

course mechanics?

Survey Results

Siena College

Statistics for Klaus Ladstaetter teaching PHIL 101 Undergraduate Philosophy
and the Human Being Lecture none sec: 13 2007 Fall

There were: 29 possible respondents.

Order	Question Text	N	Avg	Dept Avg	Dept SD	Div Avg	Div SD	Sch Avg	Sch SD
1	Worked with other students inside and/or outside of class (for example: in study groups or labs--working on projects, assignments, papers, presentations, etc.).	14	1.71	2.08	0.50	2.51	0.68	2.68	0.67
2	Received prompt feedback from the instructor on your academic performance (written or oral).	14	2.07	2.92	0.41	3.08	0.46	3.10	0.46
		N	Avg	Dept Avg	Dept SD	Div Avg	Div SD	Sch Avg	Sch SD
3	To what extent has this course challenged you to do your best work?	14	2.93	3.25	0.34	3.17	0.41	3.21	0.42
		N	Avg	Dept Avg	Dept SD	Div Avg	Div SD	Sch Avg	Sch SD
4	In this course I often found myself actively engaged in thinking about course concepts.	14	3	3.34	0.36	3.30	0.36	3.28	0.37
5	In this course I improved my ability to evaluate new information and analyze the central ideas of this subject area.	14	3.07	3.27	0.36	3.29	0.35	3.27	0.36
		N	Avg	Dept Avg	Dept SD	Div Avg	Div SD	Sch Avg	Sch SD
6	Please characterize the quality of your relationship with the instructor:	14	4.93	5.44	0.84	5.79	0.79	5.76	0.79
		N	Avg	Dept Avg	Dept SD	Div Avg	Div SD	Sch Avg	Sch SD
7	All things considered, how would you rate this instructor?	14	6.79	7.73	1.39	8.22	1.24	8.17	1.28
8	All things considered, how would you rate this course?	14	6.71	7.08	1.34	7.75	1.25	7.72	1.22

Siena College

Klaus Ladstaetter

Basic Logic 150.11

Distribution Analysis for Klaus Ladstaetter teaching Basic Logic 150 Undergraduate
Lecture section: 11

2007 - Fall There were: 24 possible respondents.

	Question Text	N	Top Two	Avg	Very Often	Often	Sometimes	Never						
1	Worked with other students	12	33%	2.08	8%	25%	33%	33%						
2	Received prompt feedback	12	58%	2.58	8%	50%	33%	8%						
		N	Top Two	Avg	Very Often	Often	Sometimes	Rarely						
3	Course challenged you	13	76%	3.23	53%	23%	15%	7%						
		N	Top Two	Avg	Str. Agree	Agree	Disagree	Str. Disagree						
4	Thought about concepts	13	100%	3.54	53%	46%	0%	0%						
5	Able to analyze subject	12	91%	3.58	66%	25%	8%	0%						
		N	Top Two	Avg	Very	6	5	4	3	2	Not			
6	Availability	13	69%	5.69	30%	38%	7%	15%	7%	0%	0%			
		N	Top Two	Avg	Excellent	9	8	7	6	5	4	3	2	Poor
7	Rating	13	38%	7.15	15%	23%	15%	15%	0%	15%	0%	15%	0%	0%
8	Course rating	12	33%	7.67	8%	25%	33%	16%	0%	8%	8%	0%	0%	0%

Text Responses

Question: Please list and explain the things that you liked most about this course/instructor.

His ability to describe is amazing. He knows the material, and explains it well. And his sense of humor periodically helps an otherwise inattentive situation. Every class was begun by putting it in the perspective of the entire course ("course mechanics"), and this was helpful.

I really enjoyed learning about the material outside of my major. Klaus was funny as well as interesting and taught us a lot of very cool things.

I think the subject of logic is interesting and informative. Klaus is a expert on the topic of logic and is always helpful when students are in need.

The teacher explained things well

This course was a lot of work but I also learned a lot from it. The instructor made the class interesting.

He's a nice guy, but come on... I re-developed the doodling skills I had abandoned from highschool.

He is very intelligent and passionate about basic logic skills.

Instructor worked very hard to prepare for class and ensure that they students understood the material. Made class interesting.

Professor Ladstaetter has done a perfect job explaining the concepts in this course. He has always offered prompt feedback and was willing to help students individually. In addition to explaining the theory of logic, he also provided opportunities for exercises. His lectures were very well thought out and he encouraged class discussions. I really hope that Siena will hire him permanently in the future.

Question: Please list and explain the things that you disliked most about this course/instructor.

While Klaus is an amazing explainer, there is a tendency to over-explain at times. And when words involved sound very similar (e.g. Aristotillian square trues and falses, it can lead to confusion. Simple topics, in other words, can appear complex.

I didn't think this was a class primarily on categorical logic when I signed up for it.

I did think the course subjects were a little advanced for a basic logic course. The class was, at times, a little boring.

The tests were a bit tricky

He would start with an example and half way through realize the example wasn't working... try coming to class prepared. Restarting is frustrating

and confuses the point. I found the best thing to do was to read the text and not pay attention in class. Had there not been an attendance grade, I would not have gone at all. The problem with my method is that my teacher and my text book had very different vocabularies and phrasings and I felt lost on tests and homework assignments. Things would show up on test and homework that had not been covered in class... and then days later, we would learn about them in class. Or he would tell us that something wouldn't be on the test because we hadn't spent enough time on it and then there would be 3 examples of it on the test. Thanks. And may I just ask: why did we have to buy a text book if we were just going to be ignoring it and printing up 100+ pages of notes from Blackboard? What a waste of money and trees.

He frequently had trouble answering his own questions accurately and did not go over exams to answer any questions. He just handed them back at the very end of the class; therefore, making it hard to ask something about a part of the exam.

Nothing I disliked.

Question: Any other comments?

I comprehend the difficulties involved with being a new teacher, but 1) review the textbook before you assign it, 2) come to class prepared with examples that you know will work, and 3) keep track of where you are in the lessons in regards to what your tests are covering.

Enjoyed both the course and the instructor.

Wonderful course and great professor.

Survey Results

Siena College

Statistics for Klaus Ladstaetter teaching PHIL 150 Undergraduate Basic Logic
Lecture none sec: 11 2007 Fall

There were: 24 possible respondents.

Order	Question Text	N	Avg	Dept Avg	Dept SD	Div Avg	Div SD	Sch Avg	Sch SD
1	Worked with other students inside and/or outside of class (for example: in study groups or labs--working on projects, assignments, papers, presentations, etc.).	12	2.08	2.08	0.50	2.51	0.68	2.68	0.67
2	Received prompt feedback from the instructor on your academic performance (written or oral).	12	2.58	2.92	0.41	3.08	0.46	3.10	0.46
		N	Avg	Dept Avg	Dept SD	Div Avg	Div SD	Sch Avg	Sch SD
3	To what extent has this course challenged you to do your best work?	13	3.23	3.25	0.34	3.17	0.41	3.21	0.42
		N	Avg	Dept Avg	Dept SD	Div Avg	Div SD	Sch Avg	Sch SD
4	In this course I often found myself actively engaged in thinking about course concepts.	13	3.54	3.34	0.36	3.30	0.36	3.28	0.37
5	In this course I improved my ability to evaluate new information and analyze the central ideas of this subject area.	12	3.58	3.27	0.36	3.29	0.35	3.27	0.36
		N	Avg	Dept Avg	Dept SD	Div Avg	Div SD	Sch Avg	Sch SD
6	Please characterize the quality of your relationship with the instructor:	13	5.69	5.44	0.84	5.79	0.79	5.76	0.79
		N	Avg	Dept Avg	Dept SD	Div Avg	Div SD	Sch Avg	Sch SD
7	All things considered, how would you rate this instructor?	13	7.15	7.73	1.39	8.22	1.24	8.17	1.28
8	All things considered, how would you rate this course?	12	7.67	7.08	1.34	7.75	1.25	7.72	1.22

Teaching Evaluations

Bennington College

Fall 2006

Klaus Ladstaetter

Comment:

In the fall semester of 2006 I taught two courses at Bennington College:

Phi 2159.01: Introduction to Logic

Phi 2141.01: Contemporary Epistemology and Philosophy of Science

The College's policy is that students only provide narrative evaluations. For each course I have included the course summaries of the Class Representatives (Timothy Voice and Ethan Knechel). The individual student evaluations can be provided.

SEPC COURSE SUMMARY

FALL 2006

FALL 2006

USE BLACK OR BLUE INK ONLY!

To the SEPC Class Representative:

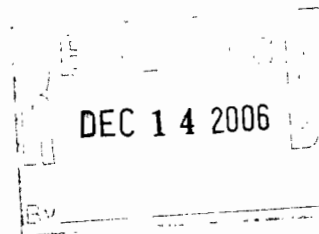
1. Collect the completed individual forms from the class before conducting the discussion. Return the individual Course Evaluation forms to any Program Coordinator immediately after the class.
2. Conduct a discussion about the class.
3. After the class, summarize the discussion on this form. If you need more space, attach additional sheets; do not use the back of this one.
4. At the next class meeting, conduct a brief meeting without the faculty member present to read the summary to the class. If the class approves of its content, have another class member cosign below.
5. Return this form to any Program Coordinator.

Course Title: INTRO TO COYIC

Instructor's Name: KLAUS GOSTAETTER Name of Class Rep: TIMOTHY WU

- GOOD STRUCTURE.
- MANAGEABLE WORK LOAD
- VERY WELL STRUCTURED AND MECHANICAL BUT FLEXIBLE
- RESPONDS WELL TO MIDTERM SUGGESTIONS
- USEFUL OFFICE HOURS AND VERY HELPFUL.

GOOD CLASS.



Signature: [Signature]

Date: 11 DEC 2006

Signature: [Signature]

SEPC COURSE SUMMARY

FALL 2006

FALL 2006

USE BLACK OR BLUE INK ONLY!

To the SEPC Class Representative:

1. Collect the completed individual forms from the class before conducting the discussion. Return the individual Course Evaluation forms to any Program Coordinator immediately after the class.
2. Conduct a discussion about the class.
3. After the class, summarize the discussion on this form. If you need more space, attach additional sheets; **do not** use the back of this one.
4. At the next class meeting, conduct a brief meeting without the faculty member present to read the summary to the class. If the class approves of its content, have another class member cosign below.
5. Return this form to any Program Coordinator.

Course Title: Contemporary Epistemology / Philosophy of Science

Instructor's Name: Klaus Ladstaetter

Name of Class Rep: Ethan Knecht

Course work was manageable but some students found the readings to be repetitive and/or were frustrated by the lag time between reading and discussion.

Midterm comments regarding paper schedule were heard and students are happy with the new schedule.

Klaus is incredibly available for help and is always willing to adjust his schedule in order to be available.

The class unanimously felt that this course ^{must} should have prerequisites-- it is a very technical class to have as one's first philosophy class.

Signature: _____

Date: 12-15-06

Signature: _____

DEC 18 2006

Teaching Evaluations

SUNY at Albany

Summer 2001 - Spring 2007

Klaus Ladstaetter

Comment:

In each of the summer semesters of 2001 and 2002 I taught the course:

APHI 110: Introduction to Philosophical Problems

But I did not receive a Student Instructional Rating Form (SIRF) for either one of them.

**Student Instructional Rating Form
(SIRF) Results Summary**

Dept: PHILOSOPHY

Spring_2007

6/26/2007

Students Enrolled 29

page 1 of 2

Course: APHI210

Agg Style: By Call Number

Number Responding 20

Call Number: 6993

Instructor1 Ladstaetter,Klaus

Percent Response 69%

		Almost Never	Seldom	As Often As Not	Very Often	Almost Always	DA/NA Omit	Mean	Std Dev
1 Well prepared for class freq		0	0	2	4	14	0	4.60	0.66
	pct	0%	0%	10%	20%	70%			
2 Communicated course freq		3	2	7	7	1	0	3.05	1.12
content in ways you	pct	15%	10%	35%	35%	5%			
understood									
3 Stimulated interest in freq		5	1	3	10	1	0	3.05	1.32
the course material	pct	25%	5%	15%	50%	5%			
4 Challenged you freq		1	0	2	6	11	0	4.30	1.00
intellectually	pct	5%	0%	10%	30%	55%			
5 Receptive to freq		3	0	5	8	4	0	3.50	1.24
students' ideas and	pct	15%	0%	25%	40%	20%			
viewpoints									
6 Available outside freq		0	1	2	7	8	2	4.22	0.85
class to discuss	pct	0%	6%	11%	39%	44%			
course matters									
7 Held you to high freq		0	1	6	4	9	0	4.05	0.97
standards of	pct	0%	5%	30%	20%	45%			
performance									
		Poor	Fair	Average	Good	Excellent			
8 INSTRUCTOR, overall freq		1	2	6	9	2	0	3.45	0.97
	pct	5%	10%	30%	45%	10%			
9 COURSE, overall freq		1	5	6	8	0	0	3.05	0.92
	pct	5%	25%	30%	40%	0%			

Note: Percentages exclude missing/unreadable responses (listed under DA/NA Omit).

Caution is advised if the number of non-responses is large with respect to the number of respondents.

**Student Instructional Rating Form
(SIRF) Results Summary**

Dept: PHILOSOPHY	Spring_2007	6/26/2007	Students Enrolled	29	page 2 of 2
Course: APhi210	Agg Style: By Call Number		Number Responding	20	
Call Number: 6993	Instructor: 1 Ladstaetter,Klaus		Percent Response	69%	

			Freshman	Sophomore	Junior	Senior	Graduate	Other	DA/NA Omit	Mean	Std Dev			
10	Are you a:	freq pct	3 15%	2 10%	4 20%	11 55%	0 0%	0 0%	0					
			Specific Required		Required Choice	Elective								
11	Is this course:	freq pct	5 26%	6 32%	8 42%						1			
			Major		Minor	Other								
12	Is this course in your actual/ planned	freq pct	6 30%	2 10%	12 60%						0			
			'1.0'	'2.0'	'3.0'	'4.0'								
13	Is your cum, GPA closest to:	freq pct	0 0%	1 5%	11 55%	8 40%						0	3.35	0.57
			E/U	D	C	B	A	S						
14	Expected grade:	freq pct	1 5%	1 5%	10 50%	6 30%	2 10%	0 0%	0					
			Male		Female									
15	Are you:	freq pct	16 80%	4 20%										

Note: Percentages exclude missing/unreadable responses (listed under DA/NA Omit).
Caution is advised if the number of non-responses is large with respect to the number of respondents.

**Student Instructional Rating Form
(SIRF) Results Summary**

Dept:	PHILOSOPHY	Spring_2006			6/30/2006	Students Enrolled	31	page 1 of 2	
Course	APHI210	Agg Style: By Call Number				Number Responding		23	
Call Number:	7756	Instructor 1		Ladstaetter,Klaus		Percent Response		74%	
		Almost Never	Seldom	As Often As Not	Very Often	Almost Always	DA/NA Omit	Mean	Std Dev
1 Well prepared for class	freq	0	0	0	5	18	0	4.78	0.41
	pct	0%	0%	0%	22%	78%			
2 Communicated course content in ways you understood	freq	0	3	8	7	5	0	3.61	0.97
	pct	0%	13%	35%	30%	22%			
3 Stimulated interest in the course material	freq	2	1	8	6	6	0	3.57	1.17
	pct	9%	4%	35%	26%	26%			
4 Challenged you intellectually	freq	0	0	1	7	15	0	4.61	0.57
	pct	0%	0%	4%	30%	65%			
5 Receptive to students' ideas and viewpoints	freq	0	0	5	13	5	0	4.00	0.66
	pct	0%	0%	22%	57%	22%			
6 Available outside class to discuss course matters	freq	0	0	2	5	15	1	4.59	0.65
	pct	0%	0%	9%	23%	68%			
7 Held you to high standards of performance	freq	0	0	1	9	13	0	4.52	0.58
	pct	0%	0%	4%	39%	57%			
		Poor	Fair	Average	Good	Excellent			
8 INSTRUCTOR, overall	freq	0	3	2	11	7	0	3.96	0.95
	pct	0%	13%	9%	48%	30%			
9 COURSE, overall	freq	1	2	7	8	5	0	3.61	1.05
	pct	4%	9%	30%	35%	22%			

Note: Percentages exclude missing/unreadable responses (listed under DA/NA Omit).
Caution is advised if the number of non-responses is large with respect to the number of respondents.

**Student Instructional Rating Form
(SIRF) Results Summary**

Dept: PHILOSOPHY	Spring_2006	6/30/2006	Students Enrolled	31	page 2 of 2
Course: APhi210	Agg Style: By Call Number		Number Responding	23	
Call Number: 7756	Instructor: 1 Ladstaetter,Klaus		Percent Response	74%	

			Freshman	Sophomore	Junior	Senior	Graduate	Other	DA/NA	Omit	Mean	Std Dev
10	Are you a:	freq pct	6 26%	3 13%	5 22%	9 39%	0 0%	0 0%	0			
			Specific Required		Required Choice	Elective						
11	Is this course:	freq pct	2 9%	10 43%	11 48%	0						
			Major		Minor	Other						
12	Is this course in your actual/ planned:	freq pct	3 14%	2 10%	16 76%	2						
			'1.0'	'2.0'	'3.0'	'4.0'						
13	Is your cum, GPA closest to:	freq pct	0 0%	1 5%	16 73%	5 23%	1 3.18 0.49					
			E/U	D	C	B	A	S				
14	Expected grade:	freq pct	0 0%	4 18%	6 27%	7 32%	5 23%	0 0%	1			
			Male		Female							
15	Are you:	freq pct	15 65%	8 35%	0							

Note: Percentages exclude missing/unreadable responses (listed under DA/NA Omit).
Caution is advised if the number of non-responses is large with respect to the number of respondents.

**Student Instructional Rating Form
(SIRF) Results Summary**

Dept: PHILOSOPHY

Fall_2005

02/17/2006

Students Enrolled 43

page 1 of 2

Course: APHI112

Agg Style: By Call Number

Number Responding 27

Call Number: 2977

Instructor1 Ladstaetter,Klaus

Percent Response 63%

		Almost Never	Seldom	As Often As Not	Very Often	Almost Always	DA/NA Omit	Mean	Std Dev
1 Well prepared for class	freq pct	1 4%	0 0%	1 4%	11 41%	14 52%	0	4.37	0.87
2 Communicated course content in ways you understood	freq pct	2 7%	6 22%	6 22%	9 33%	4 15%	0	3.26	1.17
3 Stimulated interest in the course material	freq pct	2 7%	3 11%	6 22%	11 41%	5 19%	0	3.52	1.13
4 Challenged you intellectually	freq pct	1 4%	0 0%	2 7%	8 30%	16 59%	0	4.41	0.91
5 Receptive to students' ideas and viewpoints	freq pct	2 7%	0 0%	6 22%	9 33%	10 37%	0	3.93	1.12
6 Available outside class to discuss course matters	freq pct	1 5%	0 0%	1 5%	9 41%	11 50%	5	4.32	0.92
7 Held you to high standards of performance	freq pct	1 4%	2 7%	4 15%	9 33%	11 41%	0	4.00	1.09
		Poor	Fair	Average	Good	Excellent			
8 INSTRUCTOR, overall	freq pct	2 7%	0 0%	8 30%	12 44%	5 19%	0	3.67	1.02
9 COURSE, overall	freq pct	1 4%	3 11%	5 19%	12 44%	6 22%	0	3.70	1.05

Note: Percentages exclude missing/unreadable responses (listed under DA/NA Omit).
Caution is advised if the number of non-responses is large with respect to the number of respondents.

**Student Instructional Rating Form
(SIRF) Results Summary**

Dept: PHILOSOPHY	Fall_2005	02/17/2006	Students Enrolled	43	page 2 of 2
Course: APHI112	Agg Style: By Call Number		Number Responding	27	
Call Number: 2977	Instructor: 1 Ladstaetter,Klaus		Percent Response	63%	

		Freshman	Sophomore	Junior	Senior	Graduate	Other	DA/NA Omit	Mean	Std Dev
10 Are you a:	freq	15	8	2	2	0	0	0		
	pct	56%	30%	7%	7%	0%	0%			
		Specific Required		Required Choice		Elective				
11 Is this course:	freq	2	8	16				1		
	pct	8%	31%	62%						
		Major		Minor		Other				
12 Is this course in your actual/planned:	freq	0	2	23				2		
	pct	0%	8%	92%						
		'1.0'	'2.0'	'3.0'	'4.0'					
13 Is your cum, GPA closest to:	freq	0	1	18	8			0	3.26	0.52
	pct	0%	4%	67%	30%					
		E/U	D	C	B	A	S			
14 Expected grade:	freq	0	0	6	14	6	0	1		
	pct	0%	0%	23%	54%	23%	0%			
		Male		Female						
15 Are you:	freq	14	13					0		
	pct	52%	48%							

Note: Percentages exclude missing/unreadable responses (listed under DA/NA Omit).
Caution is advised if the number of non-responses is large with respect to the number of respondents.

**Student Instructional Rating Form
(SIRF) Results Summary**

Dept: PHILOSOPHY

Summer_2005

1/19/2006

Students Enrolled

7

page 1 of 2

Course: APhi210

Agg Style: By Call Number

Number Responding

7

Call Number: 1033

Instructor1 Ladstaetter,Klaus

Percent Response

100%

		Almost Never	Seldom	As Often As Not	Very Often	Almost Always	DA/NA Omit	Mean	Std Dev
1	Well prepared for class freq	0	0	1	3	3	0	4.29	0.70
	pct	0%	0%	14%	43%	43%			
2	Communicated course content in ways you understood freq	1	2	2	2	0	0	2.71	1.03
	pct	14%	29%	29%	29%	0%			
3	Stimulated interest in the course material freq	2	0	4	1	0	0	2.57	1.05
	pct	29%	0%	57%	14%	0%			
4	Challenged you intellectually freq	0	1	1	1	4	0	4.14	1.12
	pct	0%	14%	14%	14%	57%			
5	Receptive to students' ideas and viewpoints freq	0	2	0	3	2	0	3.71	1.16
	pct	0%	29%	0%	43%	29%			
6	Available outside class to discuss course matters freq	0	1	1	2	3	0	4.00	1.07
	pct	0%	14%	14%	29%	43%			
7	Held you to high standards of performance freq	0	1	0	2	4	0	4.29	1.03
	pct	0%	14%	0%	29%	57%			
		Poor	Fair	Average	Good	Excellent			
8	INSTRUCTOR, overall freq	2	1	1	2	1	0	2.86	1.46
	pct	29%	14%	14%	29%	14%			
9	COURSE, overall freq	2	1	3	1	0	0	2.43	1.05
	pct	29%	14%	43%	14%	0%			

Note: Percentages exclude missing/unreadable responses (listed under DA/NA Omit).

Caution is advised if the number of non-responses is large with respect to the number of respondents.

**Student Instructional Rating Form
(SIRF) Results Summary**

Dept: PHILOSOPHY	Summer_2005	1/19/2006	Students Enrolled	7	page 2 of 2
Course: APhi210	Agg Style: By Call Number		Number Responding	7	
Call Number: 1033	Instructor: 1 Ladstaetter,Klaus		Percent Response	100%	

		Freshman	Sophomore	Junior	Senior	Graduate	Other	DA/NA Omit	Mean	Std Dev
10	Are you a:	freq	0	0	4	3	0	0		
		pct	0%	0%	57%	43%	0%	0%		
			Specific Required		Required Choice		Elective			
11	Is this course:	freq	4	2	1			0		
		pct	57%	29%	14%					
			Major		Minor		Other			
12	Is this course in	freq	5	0	2			0		
	your actual/ planned	pct	71%	0%	29%					
			'1.0'	'2.0'	'3.0'	'4.0'				
13	Is your cum, GPA	freq	0	2	2	3		0	3.14	0.83
	closest to:	pct	0%	29%	29%	43%				
			E/U	D	C	B	A	S		
14	Expected grade:	freq	0	4	2	0	1	0		
		pct	0%	57%	29%	0%	14%	0%		
			Male		Female					
15	Are you:	freq	6	1				0		
		pct	86%	14%						

Note: Percentages exclude missing/unreadable responses (listed under DA/NA Omit).
Caution is advised if the number of non-responses is large with respect to the number of respondents.

**Student Instructional Rating Form
(SIRF) Results Summary**

Dept: PHILOSOPHY

Spring_2005

06/06/2005

Students Enrolled 32

page 1 of 2

Course: APHI210L

Agg Style: By Call Number

Number Responding 22

Call Number: 3128

Instructor1 Ladstaetter,Klaus

Percent Response 69%

		Almost Never	Seldom	As Often As Not	Very Often	Almost Always	DA/NA Omit	Mean	Std Dev
1 Well prepared for class	freq	0	0	0	5	17	0	4.77	0.42
	pct	0%	0%	0%	23%	77%			
2 Communicated course content in ways you understood	freq	2	3	8	5	4	0	3.27	1.17
	pct	9%	14%	36%	23%	18%			
3 Stimulated interest in the course material	freq	3	2	8	4	5	0	3.27	1.29
	pct	14%	9%	36%	18%	23%			
4 Challenged you intellectually	freq	0	0	2	6	14	0	4.55	0.66
	pct	0%	0%	9%	27%	64%			
5 Receptive to students' ideas and viewpoints	freq	2	2	6	5	7	0	3.59	1.27
	pct	9%	9%	27%	23%	32%			
6 Available outside class to discuss course matters	freq	0	0	1	4	16	1	4.71	0.55
	pct	0%	0%	5%	19%	76%			
7 Held you to high standards of performance	freq	2	0	2	3	14	1	4.29	1.24
	pct	10%	0%	10%	14%	67%			
		Poor	Fair	Average	Good	Excellent			
8 INSTRUCTOR, overall	freq	2	3	2	7	8	0	3.73	1.32
	pct	9%	14%	9%	32%	36%			
9 COURSE, overall	freq	3	4	5	7	3	0	3.14	1.25
	pct	14%	18%	23%	32%	14%			

Note: Percentages exclude missing/unreadable responses (listed under DA/NA Omit).
Caution is advised if the number of non-responses is large with respect to the number of respondents.

**Student Instructional Rating Form
(SIRF) Results Summary**

Dept: PHILOSOPHY	Spring_2005	06/06/2005	Students Enrolled	32	page 2 of 2
Course: APHI210L	Agg Style: By Call Number		Number Responding	22	
Call Number: 3128	Instructor: 1 Ladstaetter,Klaus		Percent Response	69%	

		Freshman	Sophomore	Junior	Senior	Graduate	Other	DA/NA Omit	Mean	Std Dev
10	Are you a:	freq	0	8	6	7	0	1	0	
		pct	0%	36%	27%	32%	0%	5%		
			Specific Required	Required Choice	Elective					
11	Is this course:	freq	10	4	8			0		
		pct	45%	18%	36%					
			Major	Minor	Other					
12	Is this course in your actual/ planned:	freq	8	1	13			0		
		pct	36%	5%	59%					
			'1.0'	'2.0'	'3.0'	'4.0'				
13	Is your cum, GPA closest to:	freq	0	0	19	3		0	3.14	0.34
		pct	0%	0%	86%	14%				
			E/U	D	C	B	A	S		
14	Expected grade:	freq	1	4	9	3	1	2	2	
		pct	5%	20%	45%	15%	5%	10%		
			Male	Female						
15	Are you:	freq	16	6				0		
		pct	73%	27%						

Note: Percentages exclude missing/unreadable responses (listed under DA/NA Omit).
Caution is advised if the number of non-responses is large with respect to the number of respondents.

**Student Instructional Rating Form
(SIRF) Results Summary**

Dept: PHILOSOPHY

Fall_2004

1/24/05

Students Enrolled 26

page 1 of 2

Course: APhi315

Agg Style: By Call Number

Number Responding 18

Call Number: 7874

Instructor1 Ladstaetter,Klaus

Percent Response 69%

		Almost Never	Seldom	As Often As Not	Very Often	Almost Always	DA/NA Omit	Mean	Std Dev
1 Well prepared for class	freq pct	0 0%	0 0%	2 11%	5 28%	11 61%	0	4.50	0.69
2 Communicated course content in ways you understood	freq pct	0 0%	0 0%	5 28%	9 50%	4 22%	0	3.94	0.70
3 Stimulated interest in the course material	freq pct	0 0%	0 0%	4 22%	8 44%	6 33%	0	4.11	0.74
4 Challenged you intellectually	freq pct	0 0%	0 0%	0 0%	4 22%	14 78%	0	4.78	0.42
5 Receptive to students' ideas and viewpoints	freq pct	0 0%	0 0%	0 0%	5 28%	13 72%	0	4.72	0.45
6 Available outside class to discuss course matters	freq pct	0 0%	0 0%	1 6%	3 17%	14 78%	0	4.72	0.56
7 Held you to high standards of performance	freq pct	0 0%	0 0%	0 0%	5 28%	13 72%	0	4.72	0.45
		Poor	Fair	Average	Good	Excellent			
8 INSTRUCTOR, overall	freq pct	0 0%	0 0%	1 6%	8 44%	9 50%	0	4.44	0.60
9 COURSE, overall	freq pct	0 0%	2 11%	4 22%	7 39%	5 28%	0	3.83	0.96

Note: Percentages exclude missing/unreadable responses (listed under DA/NA Omit).

Caution is advised if the number of non-responses is large with respect to the number of respondents.

**Student Instructional Rating Form
(SIRF) Results Summary**

Dept: PHILOSOPHY	Fall_2004	1/24/05	Students Enrolled	26	page 2 of 2
Course: APhi315	Agg Style: By Call Number		Number Responding	18	
Call Number: 7874	Instructor: 1 Ladstaetter,Klaus		Percent Response	69%	

		Freshman	Sophomore	Junior	Senior	Graduate	Other	DA/NA Omit	Mean	Std Dev
10	Are you a:	freq	0	2	3	12	1	0		
		pct	0%	11%	17%	67%	6%	0%		
			Specific Required	Required Choice	Elective					
11	Is this course:	freq	1	17	0			0		
		pct	6%	94%	0%					
			Major	Minor	Other					
12	Is this course in your actual/ planned:	freq	5	13	0			0		
		pct	28%	72%	0%					
			'1.0'	'2.0'	'3.0'	'4.0'				
13	Is your cum, GPA closest to:	freq	0	0	9	9		0	3.50	0.50
		pct	0%	0%	50%	50%				
			E/U	D	C	B	A	S		
14	Expected grade:	freq	0	0	4	8	6	0		
		pct	0%	0%	22%	44%	33%	0%		
			Male	Female						
15	Are you:	freq	13	4				1		
		pct	76%	24%						

Note: Percentages exclude missing/unreadable responses (listed under DA/NA Omit).
Caution is advised if the number of non-responses is large with respect to the number of respondents.

**Student Instructional Rating Form
(SIRF) Results Summary**

Dept: PHILOSOPHY

Fall_2004

1/24/05

Students Enrolled 67

page 1 of 2

Course: APhi210L

Agg Style: By Call Number

Number Responding 34

Call Number: 5989

Instructor1 Ladstaetter,Klaus

Percent Response 51%

		Almost Never	Seldom	As Often As Not	Very Often	Almost Always	DA/NA Omit	Mean	Std Dev
1	Well prepared for class	0	0	2	12	20	0	4.53	0.61
	freq								
	pct	0%	0%	6%	35%	59%			
2	Communicated course content in ways you understood	1	11	6	10	6	0	3.26	1.17
	freq								
	pct	3%	32%	18%	29%	18%			
3	Stimulated interest in the course material	2	7	8	8	9	0	3.44	1.24
	freq								
	pct	6%	21%	24%	24%	26%			
4	Challenged you intellectually	0	0	2	9	23	0	4.62	0.59
	freq								
	pct	0%	0%	6%	26%	68%			
5	Receptive to students' ideas and viewpoints	0	3	5	11	15	0	4.12	0.96
	freq								
	pct	0%	9%	15%	32%	44%			
6	Available outside class to discuss course matters	0	0	1	9	22	2	4.66	0.54
	freq								
	pct	0%	0%	3%	28%	69%			
7	Held you to high standards of performance	0	1	1	9	23	0	4.59	0.69
	freq								
	pct	0%	3%	3%	26%	68%			
		Poor	Fair	Average	Good	Excellent			
8	INSTRUCTOR, overall	0	5	5	14	9	1	3.82	1.00
	freq								
	pct	0%	15%	15%	42%	27%			
9	COURSE, overall	0	10	7	11	5	1	3.33	1.06
	freq								
	pct	0%	30%	21%	33%	15%			

Note: Percentages exclude missing/unreadable responses (listed under DA/NA Omit).

Caution is advised if the number of non-responses is large with respect to the number of respondents.

**Student Instructional Rating Form
(SIRF) Results Summary**

Dept: PHILOSOPHY	Fall_2004	1/24/05	Students Enrolled	67	page 2 of 2
Course: APHI210L	Agg Style: By Call Number		Number Responding	34	
Call Number: 5989	Instructor: 1 Ladstaetter,Klaus		Percent Response	51%	

		Freshman	Sophomore	Junior	Senior	Graduate	Other	DA/NA Omit	Mean	Std Dev
10	Are you a:	4	15	7	7	0	0	1		
	pct	12%	45%	21%	21%	0%	0%			
		Specific Required		Required Choice		Elective				
11	Is this course:	5	13	14				2		
	pct	16%	41%	44%						
		Major		Minor		Other				
12	Is this course in your actual/ planned:	6	2	25				1		
	pct	18%	6%	76%						
		'1.0'	'2.0'	'3.0'	'4.0'					
13	Is your cum, GPA closest to:	0	4	22	8			0	3.12	0.58
	pct	0%	12%	65%	24%					
		E/U	D	C	B	A	S			
14	Expected grade:	0	3	10	6	11	4	0		
	pct	0%	9%	29%	18%	32%	12%			
		Male		Female						
15	Are you:	23	11					0		
	pct	68%	32%							

Note: Percentages exclude missing/unreadable responses (listed under DA/NA Omit).
Caution is advised if the number of non-responses is large with respect to the number of respondents.

**Student Instructional Rating Form
(SIRF) Results Summary**

Dept: PHILOSOPHY		Spring_2003		7/31/2003	Students Enrolled	61	page 1 of 2		
Course: APhi210L - - - -		Agg Style: By Call Number			Number Responding	37			
Call Number: 3005		Instructor 1	LADSTAETTER	K	Percent Response	61%			
		Almost Never	Seldom	As Often As Not	Very Often	Almost Always	DA/NA Omit	Mean	Std Dev
1 Well prepared for class	freq	0	1	1	15	20	0	4.46	0.68
	pct	0%	3%	3%	41%	54%			
2 Communicated course content in ways you understood	freq	3	7	10	16	1	0	3.14	1.02
	pct	8%	19%	27%	43%	3%			
3 Stimulated interest in the course material	freq	2	6	14	11	4	0	3.24	1.02
	pct	5%	16%	38%	30%	11%			
4 Challenged you intellectually	freq	0	1	2	17	17	0	4.35	0.71
	pct	0%	3%	5%	46%	46%			
5 Receptive to students' ideas and viewpoints	freq	0	0	6	15	16	0	4.27	0.72
	pct	0%	0%	16%	41%	43%			
6 Available outside class to discuss course matters	freq	0	0	2	15	20	0	4.49	0.60
	pct	0%	0%	5%	41%	54%			
7 Held you to high standards of performance	freq	0	2	3	20	11	1	4.11	0.77
	pct	0%	6%	8%	56%	31%			
		Poor	Fair	Average	Good	Excellent			
8 INSTRUCTOR, overall	freq	2	6	2	19	8	0	3.68	1.14
	pct	5%	16%	5%	51%	22%			
9 COURSE, overall	freq	4	8	7	14	4	0	3.16	1.20
	pct	11%	22%	19%	38%	11%			

Note: Percentages exclude missing/unreadable responses (listed under DA/NA Omit).
Caution is advised if the number of non-responses is large with respect to the number of respondents.

**Student Instructional Rating Form
(SIRF) Results Summary**

Dept: PHILOSOPHY	Spring_2003	7/31/2003	Students Enrolled	61	page 2 of 2
Course: APhi210L - - - -	Agg Style: By Call Number		Number Responding	37	
Call Number: 3005	Instructor: 1 LADSTAETTER K		Percent Response	61%	

		Freshman	Sophomore	Junior	Senior	Graduate	Other	DA/NA Omit	Mean	Std Dev
10 Are you a:	freq	6	11	12	7	1	0	0		
	pct	16%	30%	32%	19%	3%	0%			
		Specific Required		Required Choice	Elective					
11 Is this course:	freq	12	16	9				0		
	pct	32%	43%	24%						
		Major	Minor	Other						
12 Is this course in your actual/ planned:	freq	20	2	15				0		
	pct	54%	5%	41%						
		'1.0'	'2.0'	'3.0'	'4.0'					
13 Is your cum, GPA closest to:	freq	0	8	23	6			0	2.95	0.61
	pct	0%	22%	62%	16%					
		E/U	D	C	B	A	S			
14 Expected grade:	freq	0	4	14	13	4	1	1		
	pct	0%	11%	39%	36%	11%	3%			
		Male		Female						
15 Are you:	freq	26	10					1		
	pct	72%	28%							

Note: Percentages exclude missing/unreadable responses (listed under DA/NA Omit).
Caution is advised if the number of non-responses is large with respect to the number of respondents.

**Student Instructional Rating Form
(SIRF) Results Summary**

Dept: PHILOSOPHY

Fall_2002

02/04/2003

Students Enrolled 49

page 1 of 2

Course: APHI112L - - - -

Agg Style: By Call Number

Number Responding 38

Call Number: 2893

Instructor1 LADSTAETTER K

Percent Response 78%

		Almost Never	Seldom	As Often As Not	Very Often	Almost Always	DA/NA Omit	Mean	Std Dev
1 Well prepared for class	freq pct	0 0%	1 3%	0 0%	15 39%	22 58%	0	4.53	0.64
2 Communicated course content in ways you understood	freq pct	1 3%	3 8%	6 16%	16 42%	12 32%	0	3.92	1.01
3 Stimulated interest in the course material	freq pct	2 5%	4 11%	5 13%	13 34%	14 37%	0	3.87	1.17
4 Challenged you intellectually	freq pct	0 0%	5 13%	1 3%	10 26%	22 58%	0	4.29	1.02
5 Receptive to students' ideas and viewpoints	freq pct	1 3%	3 8%	5 13%	14 37%	15 39%	0	4.03	1.04
6 Available outside class to discuss course matters	freq pct	1 3%	1 3%	3 8%	13 36%	18 50%	2	4.28	0.93
7 Held you to high standards of performance	freq pct	0 0%	2 6%	4 11%	11 31%	18 51%	3	4.29	0.88
		Poor	Fair	Average	Good	Excellent			
8 INSTRUCTOR, overall	freq pct	2 5%	0 0%	3 8%	18 47%	15 39%	0	4.16	0.96
9 COURSE, overall	freq pct	3 8%	2 5%	6 16%	17 45%	10 26%	0	3.76	1.13

Note: Percentages exclude missing/unreadable responses (listed under DA/NA Omit).

Caution is advised if the number of non-responses is large with respect to the number of respondents.

**Student Instructional Rating Form
(SIRF) Results Summary**

Dept: PHILOSOPHY	Fall_2002	02/04/2003	Students Enrolled	49	page 2 of 2
Course: APHI112L - - - -	Agg Style: By Call Number		Number Responding	38	
Call Number: 2893	Instructor: 1 LADSTAETTER	K	Percent Response	78%	

		Freshman	Sophomore	Junior	Senior	Graduate	Other	DA/NA Omit	Mean	Std Dev
10	Are you a:	12	13	9	2	0	2	0		
	pct	32%	34%	24%	5%	0%	5%			
		Specific Required		Required Choice		Elective				
11	Is this course:	1	14	22				1		
	pct	3%	38%	59%						
		Major		Minor		Other				
12	Is this course in your actual/ planned:	3	1	33				1		
	pct	8%	3%	89%						
		'1.0'	'2.0'	'3.0'	'4.0'					
13	Is your cum, GPA closest to:	0	8	27	3			0	2.87	0.52
	pct	0%	21%	71%	8%					
		E/U	D	C	B	A	S			
14	Expected grade:	0	0	5	23	10	0	0		
	pct	0%	0%	13%	61%	26%	0%			
		Male		Female						
15	Are you:	27	11					0		
	pct	71%	29%							

Note: Percentages exclude missing/unreadable responses (listed under DA/NA Omit).
Caution is advised if the number of non-responses is large with respect to the number of respondents.