Teaching Portfolio
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Teaching Experience and Qualifications

Since 2015, I have taught a wide variety of philosophy courses as the sole or primary instructor at New York University. I am prepared to teach undergraduate courses in epistemology, ethics, metaethics, the philosophy of mind, and the history of 17th and 18th century European philosophy. I am also prepared to teach graduate-level students in the areas of epistemology, metaethics, and ethics.

I especially enjoy teaching introductory courses (designed to cover a broad range of philosophical topics and time periods) for students with no prior background in philosophy.

I have previous experience teaching Honors students (for The City College of New York, CUNY) and teaching as part of an interdisciplinary core curriculum in the liberal arts (as a teaching assistant at New York University). My fall 2023 sections of "Introduction to Philosophy" count towards the undergraduate writing requirement at Tufts University.

Complete List of Previously Taught Courses

Courses Taught as Sole or Primary Instructor

Undergraduate:

- Introduction to Philosophy (Tufts University, 2 sections, Fall 2023)
- Introduction to Philosophy (The City College of New York, CUNY, 2 sections including Honors, Spring 2023)
- Topics in the History of Philosophy: "Philosophy of Mind in the Early Modern and Modern Periods" (NYU, Spring 2023)
- Great Works in Philosophy (Fall 2022)
- Ethics & Identity: Disability, Gender, and Race (NYU, 2 times, Spring 2020 and Spring 2021)
- Topics in Metaphysics & Epistemology: "Moral Epistemology and the Debate Over Moral Realism" (NYU, Spring 2019)
- Central Problems in Philosophy (NYU, 2 times, Fall 2018 and Summer 2018)
- Philosophy of Mind (NYU, Summer 2017)
- History of Modern Philosophy (NYU, 3 times, Summers 2015, 2016 and 2017)

Graduate (MA):
- Advanced Introduction to Bioethics (NYU, 3 times, Fall 2019, Fall 2020, and Fall 2021)
- Topics in Bioethics: Controversies and Politics (NYU, 3 times, Spring 2020, Spring 2021, and Spring 2022)
- Advanced Introduction to Public Health Ethics (NYU, 2 times, Summer 2020 and Spring 2022)

Courses Taught as Teaching Assistant (New York University)

College of Arts & Science Core Curriculum:
- Texts & Ideas: Attachment, Loss, and the Passage of Time (Spring 2018 for Sharon Street)

Philosophy Department, Undergraduate:
- History of Modern Philosophy (Spring 2016 for Anja Jauernig)
- History of Ancient Philosophy (Fall 2015 for Jessica Moss)
- History of Modern Philosophy (Spring 2015 for Kristin Primus)
- Existentialism & Phenomenology (Fall 2014 for John Richardson)

Additional Teaching Experience

MA Thesis Advising

As a full-time faculty member of NYU's Center for Bioethics from 2019-2022, I was responsible for the academic advising of a share of the MA students in Bioethics. This included supervision of the writing and defense of an MA thesis of 15,000 words. Each thesis combined analysis of ethical issues with discussion of the student's work or volunteer experience in an external practicum component of the MA program.

Experience Supervising Teaching Assistants

As the primary instructor for the lecture course "Central Problems in Philosophy" at NYU in fall 2018, I was responsible for supervising two graduate student teaching assistants. The duties of each teaching assistant include leading a weekly discussion section intended to supplement the lecture, grading the students' assignments, and holding open office hours for student meetings.

I also worked with course assistants for the "Advanced Introduction to Bioethics" that is required for all incoming MA students in Bioethics, as well as for the "Advanced Introduction to Public Health Ethics." The course assistant's responsibilities include facilitating smaller-group discussions during class, providing feedback on a selection of short assignments, and (in 2020-2022) assisting with hybrid-format teaching of in-person and virtual students.

Professional Development/Pedagogical Training Completed

- Professional Development Series on "Teaching Writing in Philosophy Classes," The City College of New York, CUNY, Spring 2023
- Workshops on "Improving Student Writing" and "Teaching Large Lectures" at the NYU Center for the Advancement of Teaching, October-November 2018

Experience as a Tutor for The Writing Center at The City College of New York, CUNY

In this role, I worked one-on-one by appointment with students who were looking to improve their writing in a variety of subjects including the humanities and social sciences, biology, chemistry, psychology, education studies, and business. In addition, I helped students to complete personal statements as part of applications for scholarships, grants, and other degree programs. The role also involved professional development workshops in the teaching of writing skills.

Volunteer Teaching at the High School Level

During my time at New York University, I was involved in the teaching of elective and extracurricular programs in philosophy for high school students in various New York City public schools. During the fall terms of 2018 and 2019, I led small-group discussions of issues in applied ethics at NYC's High School for Environmental Studies as part of a team of four visiting volunteers from NYU. (I returned virtually in fall 2020.) In spring 2019, I participated in the team-teaching of an elective course in philosophy for students at East Side Community High School as part of the "Corrupt the Youth" program directed by Briana Toole.[1] I have also volunteered as a judge for New York City's High School Ethics Bowl.[2] My hope while participating in these programs has been to convey excitement about the subject of philosophy while helping students to practice critical thinking and collaborative discussion.

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[1] https://corrupttheyouth.org/index.php/about/
[2] https://nhseb.unc.edu/regionals/

Statement on Teaching and Advising Practices

At all levels, my philosophy courses seek to help students strengthen three important skills: the ability to critically evaluate complex arguments, the ability to articulate and defend original viewpoints, and the ability to express those ideas clearly and professionally in writing. My class activities, assignments, and advising practices are designed to enable students to learn by doing in a way that builds incrementally on their existing skills.

Great teachers have many things in common; they are knowledgeable, well prepared, passionate about their subject matter, and dedicated to their students' success. I aspire to demonstrate all of these qualities whenever I interact with students. In this short document, I will take the opportunity to highlight a few specific teaching practices that I have found to be especially effective.

In my written feedback to students, I have made it my goal to include with every graded paper a manageable selection of specific pieces of advice that students can implement right away in completing their next assignment. While it is important to explain to students why they have received the grade that they have, I always try to approach the phrasing of my comments with this question in mind: "What can this student *do,* moving forward, to improve their writing?" I have found that constructive criticism is most useful to students, and that they are most receptive to it, when that commentary involves a clear plan for how students can effectively improve their work in the short term. For this reason, I do not grade all assignments "blind," that is, by concealing authorship until the work is returned. I have found that students find my feedback most helpful when it addresses particular ways in which their own writing has developed, and can continue to develop, over the course of the term. When I design syllabi for introductory classes, I include multiple short paper assignments (typically 3) to give students a chance to work consistently at strengthening their writing in response to these comments throughout the semester.

Where possible, especially for introductory students, I also include more objective assessments as part of the overall course grade, such as short multiple-choice quizzes for reading comprehension. This helps students to develop an awareness of whether they are tracking important subtleties in the views and arguments endorsed by our assigned authors. It also gives them a way of verifying that they have become more careful readers. One of my goals is to give students faith that while critical discussion of work in philosophy may not always appear as objective as the grading of an anatomy test or a statistics problem set, the standards of philosophy are not arbitrary. Learning to be a careful reader of philosophical writing is a skill at which students can steadily improve if they make the effort to do so.

For more advanced seminars that treat one central topic in depth throughout the term, I assign a series of 2-page response papers in addition to the final paper that provide an incentive for students to keep up with the readings and to begin thinking early about a prospective term paper topic. I grade these informal assignments mostly for participation credit but with plenty of written comments. I learned this technique from my own experience in a philosophy seminar that I took as an undergraduate; I do not think it was a coincidence that my final paper for the course was some of the most sophisticated writing that I produced that year. Some of my own students have commented in their course evaluations that these assignments have been especially effective at helping them to stay engaged with the material and to receive consistent, constructive feedback on their ideas without the unnecessary pressure of a major assessment.

During class sessions, I seek to promote active participation of a kind that will lead to deeper understanding and long-term memory of the course material. One method I use regularly is to break up a lecture format by dividing students into pairs. I allow them a few minutes (about 3-5) to discuss short passages from our readings in order to identify and debate crucial steps in the relevant arguments. Once the students are finished talking through the passage with their partners, I call on students to share their conclusions with the larger group. This exercise promotes a higher degree of engagement with the course texts than a lecture alone. Most importantly, it helps the more reserved students in the group to become more comfortable speaking and asking questions in class. This past year, I also began using a "musical chairs" exercise to help students review content with one another in rotating pairs before posing their remaining questions to me. This has given students the chance to meet and speak with even more of their peers. Where possible, I also use tangible props to introduce philosophical concepts in a memorable way; for instance, I might hold up a pair of yellow highlighters to illustrate the distinction between qualitative and numerical identity, flip a quarter to explain Pascal's wager after asking students to place their "bets," or pass out pennies to illustrate wealth distributions while discussing Rawls and Nozick.

PHIL 0002-13 (3 units)
Introduction to Philosophy
Tufts University, Fall 2023
Meets in person M/W 4:30 pm – 5:45 pm in Miner Hall, Room 224

Dr. Michelle M. Dyke	Office Hours: M 2:30-3:30 pm & W 1:30-2:30 pm
michelle.dyke@tufts.edu	Stop by (Room TBA)

Our **Tufts Canvas course site** is accessible by logging in here: https://canvas.tufts.edu/
This is where you'll find our course readings and submit your papers.

Canvas training for students is available here: https://canvas.tufts.edu/courses/169

Course Description

Description for all sections of Introduction to Philosophy: The major types of philosophical thought and the central problems of philosophy are presented through study of some classic texts of the great philosophers. Offered each term. (May be used to satisfy the second half of the college writing requirement by students with credit for ENG 1.)

In this section, we'll critically discuss material from 10 classic texts in philosophy, covering a variety of philosophical subjects including epistemology, metaphysics, ethics, and political philosophy. These texts span several hundred years of the history of (Western) philosophy from the early modern period to the recent past. We'll consider questions including the following: What is *knowledge*? Do we know anything with absolute certainty? Are you the *same person* now that you were 10 years ago? Do you have *free will*? Should you believe in God? How should we structure a *just* society? Why, exactly, are we ever *obligated* to do anything at all?

Course Objectives

My goal as the instructor is to help every student in the course to develop:

1. Basic familiarity with the field of philosophy, including some of its major historical authors, the philosophical questions they sought to answer, and their characteristic methods of inquiry
2. Enhanced skills in argumentative, opinionated writing (including especially the selection of an original thesis statement, paper and paragraph structure, editing for clarity and effectiveness, and proper research and citation methods where appropriate)
3. Lifelong habits of critical reading and analytical thinking, as well as an appreciation for the enormously wide variety of intellectual viewpoints defended by various authors

Textbooks
The purchase of textbooks is *not required* for this course. All of our readings will be provided for free in an electronic format as web links or .pdf files accessible from our Canvas site. (You may want to download the Canvas Student app for ease of reading.)

*Please use the provided version of each reading so that we're all referencing the same page numbers during class and while discussing your papers.

Course Requirements and Assessments

The main requirements for the course include **five writing assignments.** This will involve three paper projects, where you'll submit revisions of the 2nd and 3rd papers.

Over the course of the term, students will also submit one additional in-class writing activity, a draft thesis statement, and a one-page peer review report (completed in class), all for ungraded feedback and/or attendance credit. (See the schedule below.)

For all three paper assignments, you'll choose your topic from among a small selection of options. The prompts will ask you to engage carefully with arguments or ideas that we have discussed in class.

For the first paper, you will be asked to clearly and succinctly *summarize*, in your own words, a key argument from our reading. (Both topic choices will focus on our first text, Descartes' *Meditations*.)

For both of the subsequent papers, you will also be asked to *take a stance* on a philosophical question that arose during our discussion of the course readings. The prompts will ask you to explain: Are you convinced by the author(s) from our reading? Why or why not? Your answer will be your thesis. You will be asked to provide arguments of your own in support of your chosen thesis.

More detailed assignment sheets for each of the papers will be uploaded to Canvas at least two weeks before the submission deadline. Paper submission will be online via Canvas.

Grades will be calculated as follows:
10% 1st paper (3-4 double-spaced pages)
15% 2nd paper, original submission (5-7 double-spaced pages)
20% 2nd paper, *revised version* (max. 8 pages)
20% 3rd paper, original submission (5-7 double-spaced pages)
25% 3rd paper, *revised version* (max. 8 pages)
10% class attendance and participation

This means that for both the 2nd and 3rd papers, the original and revised versions will be graded as if they were separate papers. Each submission will receive a letter grade.

General rubric for paper grades:
For an A: Clear and mature written communication, accurate summary of course authors, and (for papers #2 and #3) a clearly articulated thesis (opinion) with relevant, detailed reasoning offered in support
A-: Clear written communication, almost totally accurate summary of course authors, clearly articulated thesis with plenty of relevant reasoning offered in support
B+: Mostly clear written communication, mostly accurate summary of course authors, clearly articulated thesis with relevant reasoning offered in support
B: Reasonably (if not always) clear written communication, reasonably accurate summary of course authors with some errors, reasonably clear thesis with some relevant reasoning offered in support
B-: Occasionally unclear written communication, some significant errors in summary of course authors, some problems with clarity of thesis or reasoning offered in support
C+: Serious problems with accuracy of summary, relevance of topic for assignment, or submission length
C and below: Crucial problems with paper topic, length, or accuracy
F at 0%: No submission or confirmed case of plagiarism

Late papers will receive a deduction of 1/3 letter grade for each 24-hour period of lateness beyond the deadline (excluding holidays, including weekends). For example, an A- quality paper turned in 7 hours after the deadline will receive a B+. If it's 37 hours late, it will receive a B. This is an issue of fairness to your fellow students. However, the penalty is capped at 1 full letter grade lost (e.g. from B to C). This means that it's to your advantage to finish any late papers before the end of the term, even if they're very late! **The absolute final deadline for submission of any late work is 9:00 am (Eastern) on Wednesday, December 20.** Please submit late work on Canvas using the submission original link.

The late penalty will be waived for medical, mental health or family emergencies. Please reach out if something unexpected has come up that prevents you from completing your work on time. (Jury duty? Apartment fire? Talk to me!) I'm happy to work with you to decide upon a fair and reasonable extension in these cases.

Only one extra credit opportunity should be expected. (This will be discussed in class before Thanksgiving break. It will involve watching the movie *Inception* at home and writing a short response that draws comparisons to philosophical texts discussed in this course.) If you're concerned about any of your grades, please don't be shy about arranging a time to meet with me so we can discuss how to improve your future work. Responsible students are proactive about asking for help. I'm happy to do everything that I can to help you succeed in this course.

Other Course Policies

Note that attendance and participation in class discussions counts for 10% of your term grade. To receive an A, all you need to do is keep coming to class and contribute. Asking questions counts!

In case of emergency, please email me (michelle.dyke@tufts.edu) for an excused absence. Please also let me know ahead of time if you anticipate a necessary (excused) absence due to e.g. religious observance, planned surgery, etc. Excused absences will not negatively affect your grade. In most cases, no work will need to be made up. Once you email me, I'll let you know about anything important you may have missed. Office hours are a great time to discuss content from missed classes.

Participation grade rubric:
A: no more than 2 *un*excused absences
A-: no more than 3 *un*excused absences
B+: no more than 4 …
B: no more than 5 …
B-: no more than 6 …, etc.

In order to receive the highest possible participation grade, you'll need to contribute to class in addition to being present.

A long-standing pattern of repeated, *un*excused absences may result in an F for the participation grade. Please do come to class even if you were not able to complete the reading for that day, so as not to fall further behind. Discussion is an important part of studying philosophy.

Electronic Devices: Students are welcome to use electronic devices like laptops, iPads, etc. during class to access readings and take notes. Please silence all ringers and notifications. Students who spend significant amounts of time using these devices for purposes unrelated to the class may receive a lower participation grade (comparable to being absent for that class).

Schedule of Readings and Assignments

Each passage listed below will be discussed in class on the date listed to the left of the title. Please complete the readings in advance and be ready to discuss them in class. Links to all readings will be posted on Canvas.

*Please bring a copy of the day's reading to class, whether that's in electronic or paper form. We'll be looking closely at the texts during class.

Note: Our course readings involve dense, challenging material that may be quite different from anything you've encountered before. Students are encouraged to leave plenty of time for reading even if (or especially if) the page range appears short.

I. René Descartes's *Meditations on First Philosophy* (1641)

Wednesday, 9/6	First Class Meeting – No Required Reading
	Optional prep: Letter of Dedication, Preface, Synopsis for the *Meditations*
Monday, 9/11	Meditation I
Wednesday, 9/13	Meditation II
Monday, 9/18	Meditation III
Wednesday, 9/20	No new reading

II. John Locke's *An Essay concerning Human Understanding* (1st ed. 1690)
(Excerpts on personal identity, free will) with Susan Wolf's (1980) "Asymmetrical Freedom"

Monday, 9/25	Book II, Chapter XXVII: *Of Identity and Diversity* (excerpts)
Wednesday, 9/27	cont'd

1st Paper due on Canvas by the end of the night on Friday, September 29

Monday, 10/2	Book II, Chapter XXI: *Of Power* (excerpts)
Wednesday, 10/4	Susan Wolf, "Asymmetrical Freedom" (1980)
	(Please read the first paragraph and then p. 155-end.)

III. David Hume's *An Enquiry concerning Human Understanding* (1748) (excerpts)
See https://davidhume.org/texts/e/ for the text

Monday, 10/9	NO CLASS: UNIVERSITY HOLIDAY
Wednesday, 10/11	Section VIII: Of Liberty and Necessity (Part I)
	In-class writing activity
Monday, 10/16	Section X: Of Miracles (Parts I & II)
Wednesday, 10/18	cont'd

*Everyone should submit a draft of their thesis statement (1 sentence!) for Paper #2 on Canvas by the end of Wednesday, October 18

IV. The Ethics of Belief
William James, "The Will to Believe" (1897) with Blaise Pascal, *Pensées* (1670, post.) (excerpts)
and William K. Clifford "The Ethics of Belief" (1877)

Monday, 10/23   James, full essay

Wednesday, 10/25   Pascal, 1-page excerpt ("The Wager")

2nd Paper (1st version) due on Canvas by the end of the night on Friday, October 27

Monday, 10/30   Clifford's Essay, Part I
Wednesday, 11/1   cont'd

V. Social Justice
John Rawls, *A Theory of Justice* (1971) (excerpts) and Robert Nozick, *Anarchy, State, and Utopia* (1974) (excerpts)

Monday, 11/6   Rawls Chapter I, Sec 1-4
Wednesday, 11/8   Rawls cont'd

Monday, 11/13   Excerpts, Nozick Chapter 7: Distributive Justice (the "Chamberlain" arg.)
Wednesday, 11/15   cont'd

VI. Christine M. Korsgaard, *The Sources of Normativity* (1996)

Monday, 11/20   **"Writing Workshop" (Please bring a copy of your 2nd paper to class)**

2nd Paper (revised version) due on Canvas by the end of the night on Tuesday, November 21

Wednesday, 11/22   NO CLASS: THANKSGIVING BREAK

Monday, 11/27   Korsgaard's Lecture 1
Wednesday, 11/29   Lecture 2

3rd Paper due on Canvas by the end of the night on Friday, December 1

Monday, 12/4   Lecture 3
Wednesday, 12/6   Lecture 4

Monday, 12/11   No new reading: **Peer feedback session on 3rd paper**
                              For attendance credit, email your partner(s) and cc me, by the end of class

3rd Paper (revised version) due on Canvas by the end of the night on Friday, December 15

Accessibility and Accommodations:

Student Resources:

Accommodations for Students with Disabilities: Tufts University values the diversity of our students, staff, and faculty and recognizes the important contribution each student makes to

our unique community. Tufts is committed to providing equal access and support to all qualified students through the provision of reasonable accommodations so that each student may fully participate in the Tufts experience. If you have a disability that requires reasonable accommodations, please contact the StAAR Center (formerly Student Accessibility Services) at StaarCenter@tufts.edu or 617-627-4539 to make an appointment with an accessibility representative to determine appropriate accommodations. Please be aware that accommodations cannot be enacted retroactively, making timeliness a critical aspect for their provision.

Academic Support at the StAAR Center: The StAAR Center (formerly the Academic Resource Center and Student Accessibility Services) offers a variety of resources to all students (both undergraduate and graduate) in the Schools of Arts and Science, Engineering, the SMFA and Fletcher; services are free to all enrolled students. Students may make an appointment to work on any writing-related project or assignment, attend subject tutoring in a variety of disciplines, or meet with an academic coach to hone fundamental academic skills like time management or overcoming procrastination. Students can make an appointment for any of these services by visiting the StAAR Center website (go.tufts.edu/StAARCenter).

***Note from the instructor:** If you have a disability that might interfere with your ability to complete the course as I've outlined it here, please contact the StAAR Center and submit their online form to register for course accommodations, preferably within the first 2 weeks of the course: https://www.students.tufts.edu/staar-center/accessibility-services/register-accommodations#:~:text=The%20StAAR%20Center%20works%20with,Learning%20disabilities

I will comply fully with any recommendations made by the StAAR Center.

Mental Health Support: As a student, there may be times when personal stressors or emotional difficulties interfere with your academic performance or well-being. The Counseling and Mental Health Service (CMHS) provides confidential consultation, brief counseling, and urgent care at no cost for all Tufts undergraduates as well as for graduate students who have paid the student health fee. To make an appointment, call 617-627-3360. Please visit the CMHS website (go.tufts.edu/Counseling) to learn more about their services and resources.

<u>**Academic Integrity, Plagiarism, and Cheating**</u>:

Plagiarism is a serious matter. Students who engage in plagiarism will receive a 0% for that assignment and also (depending upon the severity of the case and at the discretion of the instructor) risk a final course grade of F.

The Tufts University policy on academic integrity is posted here: https://students.tufts.edu/community-standards/support-resources/academic-integrity-resources

Students are responsible for familiarizing themselves with this policy. Note that faculty members must report cases of academic integrity violations to the Dean of Student Affairs Office. Depending upon the severity of the incident, consequences may include probation, suspension, and expulsion.

Avoiding penalties is easy, however. Always cite your sources (properly, using an academic style guide) in written work, and ask your instructor whenever it's not clear to you whether collaboration with other students is appropriate. For this course, you're welcome to discuss your ideas with other people while you're writing, but every student must submit their own original written work. Submissions will be screened for plagiarism using TurnItIn software.

Using AI (e.g. ChatGPT) to generate a paper, or any portion of a paper, counts as plagiarism.

The use of any other material from the internet without proper citation (even if it is *not* copied word-for-word) is also plagiarism. Material that is copied word-for-word should be put in "quotation marks" or may be

> indented like this if the quote is especially long. (p. 8)

Remember, where necessary, to use proper in-text citations and also, if necessary, to include References page at the end of your paper. Your References should include any written resources you've used.

For more on how to cite your sources properly, see Purdue University's Online Writing Lab (OWL) guide: https://owl.purdue.edu/owl/research_and_citation/resources.html

For this course, APA citation style is recommended. With the assignment sheet for each paper, I'll include more specific instructions on expectations for the use of outside sources (or the lack thereof!).

Phil-UA 101
Topics in the History of Philosophy:
"Philosophy of Mind in the Early Modern and Modern Periods"
New York University, Spring 2023
Meets T/Th 9:30 – 10:45 am at 5 Washington Place (Philosophy Dept.), Room 302
4 units

Dr. Michelle M. Dyke michelle.dyke@nyu.edu Office 314	Open Office Hours: Fridays 9:45 – 10:45 am and on Zoom by appointment, Mondays 5-6 pm see Brightspace for link

Our Brightspace course site is accessible via NYUHome. Log into NYUHome, search for "Brightspace" at the top right, click Go, and select our course title under 2023 Spring. Our course site is where I will post the readings and where you will submit your assignments.

Course Description

When I will to raise my hand, how does my mind, or soul, causally interact with my body? When I look at a tree, how do I form an idea that represents that object in nature? How do I become aware of other minds? How might these processes be dependent upon the will of an all-knowing and all-powerful God? Does God's involvement in these processes render God responsible for what I think and do? In this course, we will critically examine historical answers to these questions about the nature of the mind and its faculties from authors including Descartes, Spinoza, Malebranche, Leibniz, Berkeley, Hume, and Kant.

Prerequisite: one course from those listed in Group 1: History of Philosophy. May be repeated once for credit as topics change.

This is a discussion-based seminar intended primarily for students who have already taken Early Modern European Philosophy. This course will provide the opportunity to discuss these authors' views in more detail and to complete a longer original research paper in philosophy.

Textbooks

The purchase of textbooks is *not required* for this course. Readings will be made available for free in digital form as .pdf files or via web links on our Brightspace course site.

Course Requirements and Assessments

The main assignments for the course include one short **mid-term paper** (4-7 double-spaced pages) and one longer **final paper** (12-16 double-spaced pages). A list of suggested paper topics will be provided for the midterm; students may also propose their own topics.

The final paper may involve either the development of the ideas from the midterm paper or an entirely new project of the student's choice. Students who elect to write their final papers on a new topic are highly encouraged to submit an informal draft/outline (2-4 double-spaced pages, including a thesis statement) for preliminary written feedback (ungraded) at least two weeks before the final paper deadline. All students are encouraged to discuss their final papers with me in some capacity, during office hours or by appointment, before the end of the term.

More detailed assignment sheets for the midterm and final papers will be uploaded to Brightspace at least three weeks before the submission deadline. Paper submission will be online via Brightspace.

There will also be **four short, informal ("reading response") writing assignments** (max. 2 double-spaced pages each) due throughout the term. These will be graded A/B/C (for engagement with the texts) and will be returned with written feedback in response to students' thoughts, suggestions, and questions. These pieces need not have a thesis; these assignments are simply intended to ensure that students are keeping up with, and continuing to engage thoughtfully with, the assigned readings throughout the semester. <u>**Students may choose the weeks in which they submit their reading responses.**</u> **Assignments are due on Brightspace by the end of the night on Wednesday; assignments should discuss reading assigned for that week of class. Two of these should be submitted before the midterm paper is due; the other two must be submitted before the final paper is due.**

Grades will be calculated as follows:
25% midterm paper
45% final paper
20% reading responses at 5% each x4 (graded A/B/C)
10% seminar participation (see below for grading criteria)

The midterm and final papers will receive letter grades. General rubric:
For an A: Clear and mature written communication, accurate summary of course authors, and a clearly articulated thesis with relevant, detailed reasoning offered in support
A-: Clear written communication, almost totally accurate summary of course authors, clearly articulated thesis with plenty of relevant reasoning offered in support
B+: Mostly clear written communication, mostly accurate summary of course authors, clearly articulated thesis with relevant reasoning offered in support
B: Reasonably (if not always) clear written communication, reasonably accurate summary of course authors with some errors, reasonably clear thesis with some relevant reasoning offered in support
B-: Occasionally unclear written communication, some significant errors in summary of course authors, some problems with clarity of thesis or reasoning offered in support
C+: Serious problems with accuracy of summary, relevance of topic for assignment, or submission length
C and below: Totally inadequate submission due to topic, length, or accuracy
F at 0%: No submission or confirmed case of plagiarism

Late papers will receive a deduction of 1/3 letter grade for each 24-hour period of lateness beyond the deadline (excluding holidays, including weekends). For example, an A- quality paper turned in 7 hours after the deadline will receive a B+. If it's 37 hours late, it will receive a B. **This is an issue of fairness to your fellow students. However, the penalty is capped at 1 full letter grade lost** (e.g. from B to C). It's to your advantage to finish any late papers before the end of the term, even if they're late! **The absolute final deadline for submission of any late work is 9:00 am (Eastern) on Monday, May 15.** Please submit on Brightspace using the original link.

For the short reading responses, a submission will count as late (one full letter grade lost) if the student is submitting the 1st or 2nd piece *after* the deadline for the midterm paper, or the 3rd or 4th piece *after* the deadline for the final paper.

The late penalty will be waived for medical, mental health or family emergencies. **Don't be shy about reaching out if something unexpected has come up that prevents you from completing your work on time!** We're still dealing with the effects of a global pandemic; it's been a chaotic and stressful time to work and study. **I'm happy to work with you to decide upon a fair and reasonable extension.**

No extra credit opportunities should be expected. If you're concerned about any of your grades, please don't be shy about arranging a time to meet with me so we can discuss how to improve your future work. Responsible students are proactive about asking for help. I'm happy to do everything that I can to help you succeed.

Other Course Policies

Note that participation counts for 10% of your term grade. This is a discussion-based seminar. To receive an A, all you need to do is keep coming to class ready to contribute to our discussion. Asking questions counts!

In case of emergency, please email me (michelle.dyke@nyu.edu) for an excused absence. Please also let me know ahead of time if you anticipate a necessary absence due to e.g. religious observance, planned surgery, jury duty, etc. Excused absences will not negatively affect your grade. I'll keep track of class attendance; a long-standing pattern of repeated, *un*excused absences may result in an F for the participation grade. Please do come to class even if you were not able to complete the reading for that day, so as not to fall further behind. Discussion is an important part of studying philosophy.

Participation grade rubric:
A: no more than 2 *un*excused absences
A-: no more than 3 *un*excused absences
B+: no more than 4
B: no more than 5
B-: no more than 6,
      etc.

In order to receive the highest possible grade, you'll need to contribute to class in addition to being present.

Electronic Devices: Students are welcome to use electronic devices like laptops, iPads, etc. during class to access readings and take notes. Please silence all ringers and notifications. Students who spend significant amounts of time using these devices for purposes unrelated to the class may receive a lower participation grade (comparable to being absent for that class).

Please bring a copy of the day's reading to class, whether that's in electronic or paper form. We'll be looking closely at the texts during class.

Schedule of Readings and Assignments

Each passage listed below will be discussed in class on the date listed to the left of the title; please do the readings in advance and be ready to discuss them. See our Brightspace course site for pdf files, web links or other instructions for accessing the texts.

I. Descartes and Spinoza on Thinking Substance
What kind of a thing is my mind? What is the relationship between my mind and my body? How is the continued existence of my mind dependent upon God?

Tuesday, 1/24   First Class Meeting – No Advance Reading Required
                          In Class: Excerpts from Descartes' *Principles* - defining substance

Thursday, 1/26	Descartes' *Meditation* IV and Heil *Philosophy of Mind* text sec. 2.3-2.6 on Cartesian Dualism
Tuesday, 1/31	Spinoza's *Ethics* Part II: Of the Mind (Note especially P7, P13, also P23)
Thursday, 2/2	Della Rocca, *Spinoza*, Chapter 3: The Human Mind
Tuesday, 2/7	Strawson (2006), "Realistic Monism: Why Physicalism Entails Panpsychism"
Thursday, 2/9	(discussion continued, no new reading)

Suggestions for optional further reading (e.g. for midterm and esp. final papers):
- Rest of Heil textbook for a basic introduction to the philosophy of mind
- Rest of MDR's *Spinoza* for more background on Spinoza's views
- Martin Lin, "Spinoza's Panpsychism" for more background on Spinoza
- Contemporary work on panpsychism by Chalmers (2013), Mørch, and Roelofs

II. Malebranche's Occasionalism, Leibniz's Pre-established Harmony, and Theodicy

How are mental states and bodily actions causally connected? How is God involved? Does this make God responsible for what I do?

Tuesday, 2/14	Malebranche, selections from *The Search After Truth* and *Treatise on Nature and Grace*
Thursday, 2/16	(cont'd)
Tuesday, 2/21	Black (1997), "Malebranche's Theodicy"
Thursday, 2/23	(cont'd – away for Central APA conference - class won't meet in person)
Tuesday, 2/28	Leibniz, selections (from the *Discourse on Metaphysics*, the *Principles of Nature and Grace, Based on Reason,* and the *Monadology*)
Thursday, 3/2	Leibniz, selections (from Letters to Arnauld, Coste, Lady Masham)
Tuesday, 3/7	Schmaltz (2010), "Malebranche and Leibniz on the Best of All Possible Worlds"
Thursday, 3/9	(cont'd) & in class: passage from Voltaire's *Candide* Chapter I (re Leibniz)

Suggestions for optional further reading:
- Bennett free online translation of Malebranche's *Dialogues* and various texts from Leibniz at
https://earlymoderntexts.com/texts
- Julia Joráti (2019), "Leibniz on Appetitions and Desires"
- David Hume, *Enquiry,* 8.32-36 at https://davidhume.org/texts/e/8 (Is God the "author of sin" ??)
- On theodicy: Mackie (1955), "Evil and Omnipotence" and Plantinga (1974), "The Free Will Defense"

Midterm paper due on Brightspace by the end of the night on Friday, March 10

NYU Spring Break: No Class March 14 or 16

III. Locke and Leibniz on Innate Ideas

Do we have any innate ideas? (Why not? / How so?) How do we know??

Tuesday, 3/21	Locke, selections from the *Essay concerning Human Understanding*, Book I
Thursday, 3/23	Leibniz, selections from *New Essays on Human Understanding*
Tuesday, 3/28	De Rosa (2004), "Locke's *Essay, Book I*: The Question-Begging Status of the Anti-Nativist Arguments"
Thursday, 3/30	(cont'd)

Suggestions for optional further reading:
- Gorham (2002), "Descartes on the Innateness of All Ideas"
- Clarke (1975), "Innate Ideas: Descartes and Chomsky"

IV. Our Mind, Its Ideas, and the Divine: Berkeley's Idealism and Malebranche's "Vision in God"

How do our ideas represent objects like tables and trees? How is God involved? How do we become aware of other minds?

Tuesday, 4/4	Malebranche, *The Search After Truth*, (further selections)
Thursday, 4/6	Berkeley, selections from *A Treatise Concerning the Principles of Human Knowledge*
Tuesday, 4/11	Jolley (1996), "Berkeley, Malebranche, and Vision in God"
Thursday, 4/13	Falkenstein (1990), "Berkeley's Argument for Other Minds"

Suggestions for optional further reading:
- Bennett free online translation of Berkeley's *Dialogues*
- Lisa Downing (2014), "Efficient Causation in Malebranche and Berkeley"

V. Hume's "Bundle Theory" of the Mind

How are the ideas of our own minds united (if not via an immaterial soul)? Why should we believe in other minds? How do the mental faculties of humans compare to those of other animals?

Tuesday, 4/18	Hume, selections from the *Treatise, Book 1* and *Enquiry c. H. E.*
Thursday, 4/20	*Treatise* Appendix
Tuesday, 4/25	Waldow(2009), "Hume's Belief in Other Minds"
Thursday, 4/27	Hume, *Enquiry c. H. E.* Section IX: "Of the reason of animals" and *Treatise* 1.3.16: "Of the reason of animals"

Suggestions for optional further reading:
- Garrett (2006), *Cognition and Commitment in Hume's Philosophy*
- Garrett (2014), *Hume*
- Millican (Ed. 2002), *Reading Hume on Human Understanding*
- Cottrell (2015), "Minds, Composition, and Hume's Skepticism in the Appendix" (and see References for many additional articles on the Appendix problem)

VI. Kant on the Soul and the Faculties of the Mind

How did Kant's understanding of the mind depart from the views of his predecessors? Do any of his views have enduring appeal?

Tuesday, 5/2	Kant, excerpts from *Critique of Pure Reason* (first paralogism)
Thursday, 5/4	Brook (2004), "Kant, Cognitive Science, and Contemporary Neo-Kantianism"

Suggestions for optional further reading:
- Kitcher (1982), "Kant's Paralogisms"

Final paper due on Brightspace by the end of the night on Monday, May 8

Disability Disclosure Statement:

From NYU: Academic accommodations are available for students with disabilities. The Moses Center website is www.nyu.edu/csd. Please contact the Moses Center for Student Accessibility (212-998-4980 or mosescsd@nyu.edu) for further information. **Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.**

*Note from the instructor: I will comply with all recommendations made by the Moses Center.

Academic Integrity, Plagiarism, and Cheating:

From NYU: Academic integrity means that the work you submit is original. Obviously, bringing answers into an examination or copying all or part of a paper straight from a book, the Internet, or a fellow student is a violation of this principle. But there are other forms of cheating or plagiarizing which are just as serious — for example, presenting an oral report drawn without attribution from other sources (oral or written); writing a sentence or paragraph which, despite being in different words, expresses someone else's idea(s) without a reference to the source of the idea(s); or submitting essentially the same paper in two different courses (unless both instructors have given their permission in advance). Receiving or giving help on a take-home paper, examination, or quiz is also cheating, unless expressly permitted by the instructor (as in collaborative projects).

*Note from the instructor: Plagiarism is a serious matter. Students who engage in plagiarism will receive a 0% for that assignment and also (depending upon the severity of the case and at the discretion of the instructor) risk a final course grade of F.

Avoiding this penalty is easy, however. Always cite the sources you've used to complete written work (whether they're directly quoted or not) and ask your instructor whenever it's not clear to you whether collaboration with other students is appropriate. For this course, you're very welcome to discuss your paper drafts with other students to bounce ideas. Philosophy is all about discussion! But every student must submit their own original work.

Use of AI (ChatGPT) to generate papers, or parts of papers, counts as plagiarism.

For more detail on how to cite your sources properly, see Purdue University's Online Writing Lab (OWL) guide.

MLA style:
https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_in_text_citations_the_basics.html

APA style:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html

For this course, either MLA or APA style is acceptable. Above all, please be consistent. With the assignment sheet for each paper, I'll include more specific instructions on expectations for the use of outside sources.

<u>**Student Wellness**</u>:

From NYU: In a large, complex community like NYU, it's vital to reach out to others, particularly those who are isolated or engaged in self-destructive activities. Student wellness (https://cas.nyu.edu/content/nyu-as/cas/academic-programs/student-wellness.html) is the responsibility of all of us.

The NYU Wellness Exchange is the constellation of NYU's programs and services designed to address the overall health and mental health needs of its students. Students can access this service 24 hours a day, seven days a week - wellness.exchange@nyu.edu; (212) 443-9999. Students can call the Wellness Exchange hotline (212-443-9999) or the NYU Counseling Service (212-998-4780) to make an appointment for Single Session, Short-term, or Group counseling sessions.

Phil-UA 103 : Topics in Metaphysics & Epistemology:
"Moral Epistemology & The Debate Over Moral Realism"
NYU Spring 2019
Course Syllabus
Michelle M. Dyke
michelle.dyke@nyu.edu

Meets Tu/Th from 9:30 - 10:45 am at 194 Mercer Street, #201

My open office hours are 2-3:45 on Tuesdays (or also by appointment). My office (#304) is in the Philosophy department (5 Washington Place). During that time, please feel free to come by to discuss the course material or assignments.

Course Description

"You shouldn't lie to your sister."
"It is wrong to harm an innocent creature for personal gain."
"Parents have a moral duty to take care of their children."

Claims like these, which express moral demands, strike many of us as obviously true. Yet how do we know them? What kinds of evidence could we provide to justify our beliefs in these claims? Unlike "descriptive" claims about how the world *is*, moral claims instruct us about what to *do*. If there are facts about what morality demands of us, these facts would have to be importantly different from the many other sorts of descriptive facts with which we are familiar, such as facts about astronomy, geology, medicine, psychology, economics, and history.

Some philosophers, precisely because they find it so difficult to explain how it is that we could acquire any evidence that bears directly upon the answers to moral questions, have argued that this point undermines the "realist" idea that there are objective facts about what we are all morally obligated to do. Unlike the answers to scientific questions, the answers to moral questions cannot be observed via the senses, encountered in nature, or tested in a laboratory experiment. According to some "antirealist" views, the moral facts are not objective and mind-independent (as are facts about protons and galaxies), but are instead dependent upon us; moral claims are made true by things like our desires, values, or cultural norms. Other antirealists defend the view that there aren't actually any facts about morality at all.

In this course, we will learn about how *epistemological* considerations regarding the ways in which we acquire and justify our moral beliefs might (or might not) help us to resolve this debate regarding the nature of the moral facts. Our readings will consist mostly of recent journal articles and book excerpts by philosophers.

Prerequisites

Before enrolling in this course (Topics in M&E), students should already have completed at least one of: Epistemology (Phil-UA 76) OR Metaphysics (Phil-UA 78) OR Philosophy of Science (Phil-UA 90). Prerequisite for enrollment in any of *these* courses is one introductory-level course in philosophy. If you have not completed these courses at NYU, but believe you have comparable preparation sufficient to enable you both to contribute to and benefit from this seminar, please email me to discuss your situation. (Given this year's topic, I am inclined to welcome students who have completed coursework in ethics beyond the introductory level even if they have not completed Epistemology, Metaphysics, or Philosophy

of Science.) Note that students who enroll without either completing the designated prerequisites or securing the permission of the instructor may be asked to drop the course, especially if there is a waitlist.

Schedule of Readings and Assignments

All readings will be distributed in .pdf form and will be made available on our NYU Classes website. (**No textbook is required.**) Each passage listed below will be discussed in class on the dates listed above the title; please do the readings in advance and be ready to talk about them. This seminar will revolve around student discussion. *Passages marked as "in class", do not need to be read in advance, though this material is important for the course.

"Optional" supplementary readings are also listed in blue. These may be useful to students who are in the process of writing their final papers, or who are simply curious to learn more about a given topic, but there is <u>no expectation that students must do any of the optional readings</u>. These articles will often, though not always, be more challenging reads than our initial assignments. Some of them presuppose quite a bit of background knowledge and will be most useful to students looking for a more detailed discussion of a particular issue for the final paper. (If you've started reading any of these articles and have questions, come by my office hours and let's chat!)

By Week:

1. What is Moral Realism? (January 29/31)
- *In class: Excerpts from Russ Shafer-Landau (2003, 2012), David Enoch (2011), Matti Eklund (2017)
- *In class: Excerpts from T.M. Scanlon (2014)

*Note that these entire chapters are now online on our NYUClasses site. We'll only be looking at short excerpts of each chapter as our assigned reading in class.

Further reading: The rest of any of these books. Note that while logged in through NYU, you can access books from Oxford University Press via "Oxford Scholarship Online."

2. The Strangeness of Moral Facts (February 5/7)
- J.L. Mackie, "The Subjectivity of Values," *Ethics: Inventing Right and Wrong* (1977)

Some Further Reading (realist replies to epistemological and metaphysical objections):
- Scanlon 2014, Chapter 2: "Metaphysical Objections" and Chapter 4: "Epistemology and Determinateness"
- Justin Morton and Eric Sampson, "Parsimony and the Argument from Queerness" (2014)

3. Moral Facts and Empirical Explanations (February 12/14)
- Gilbert Harman, "Ethics and Observation," *The Nature of Morality: An Introduction to Ethics* (1977)
- Nicholas Sturgeon, "Moral Explanations" (1985)
- *In class: Short Excerpt from Thomas Nagel's 1980 Tanner Lectures

Further reading:
- Harman Chapter 2
- Sturgeon, "Moral Explanations Defended," *Contemporary Debates in Moral Theory* (2006)
- Sturgeon, "Harman on Moral Explanations of Natural Facts" (1986)

More on Naturalist Moral Realism (beyond Sturgeon):
- Richard Boyd, "How to Be a Moral Realist" (1988)
See also, in reply, the "Moral Twin Earth" objections

FIRST MINI PAPER DUE FEBRUARY 15, 5 PM

4. Moral Antirealism: Error Theory & Non-cognitivism (February 19/21)
- *In class: Excerpt from A.J. Ayer, *Language, Truth and Logic* (1936)
- Short excerpts from Allan Gibbard, *Wise Choices, Apt Feelings* (1990)
- Simon Blackburn, "Antirealist Expressivism and Quasi-Realism," *The Oxford Handbook of Ethical Theory*, Ed. David Copp, 2005 (**focus on sections 2-4, skip the final section 5**)

Further reading on quasi-realism:
- Simon Blackburn, *Essays in Quasi-Realism* (1993)
- Selim Berker, "Quasi-Dependence" (2018/2019 working draft available online)

5. Moral Relativism & Intercultural Diversity (February 26/28)
- *In class: Except from Gilbert Harman, *Moral Relativism and Moral Objectivity* (1996)
- Short excerpt from David Wong, "Pluralism and Ambivalence," *Natural Moralities: A Defense of Pluralistic Relativism* (2006)
- Excerpt from J. David Velleman, *Foundations for Moral Relativism, 2nd ed.* (2015)
Ebook here: https://www.openbookpublishers.com/reader/416#page/88/mode/2up
Please read Chapter V, pages 75-100

Further reading on relativism & problems for the view:
- Paul Boghossian, "What is Relativism?" *Truth and Relativism* (2006)

A defense of moral realism in light of intercultural disagreement:
- David Enoch, "How is Moral Disagreement a Problem for Realism?" (2008)

An alternative form of normative relativism:
- *Michelle Dyke, "Group Agency Meets Meta-Ethics: How to Craft a More Compelling Form of Normative Relativism" forthcoming in *Oxford Studies in Metaethics Vol. 15*

SECOND MINI PAPER DUE MARCH 1, 5 PM

6. The Epistemology of Moral Disagreement (March 5/7)
- Alison Hills, "Faultless Moral Disagreement" (2013)

Further reading on the epistemology of moral disagreement:
- Katia Vavova, "Moral Disagreement and Moral Skepticism" (2014)
- Sarah McGrath, "Moral Realism without Convergence" (2010)

7. Moral Beliefs and Our Evolutionary History (March 12/14)
- Philip Kitcher, "Biology and Ethics," *The Oxford Handbook of Ethical Theory* (2005)
- Richard Joyce, "The Evolutionary Debunking of Morality," *The Evolution of Morality* (2006)

Further reading on evolutionary debunking arguments:
- Katia Vavova, "Evolutionary Debunking of Moral Realism" *Philosophy Compass* (2015)
- Joyce, "Irrealism and the Genealogy of Morals" (2013)

THIRD MINI-PAPER DUE MARCH 15, 5 PM

SPRING BREAK

8. Moral Beliefs and Evolution, continued (March 26/28)
- Sharon Street, "A Darwinian Dilemma for Realist Theories of Value" (2006)

Further reading on the power of Street's argument:
- Street, "Evolution and the Normativity of Epistemic Reasons" (2009)
- Selim Berker, "Does Evolutionary Psychology Show That Normativity is Mind-Dependent?" (2014)

Another defense of Subjectivism about normative reasons:
- David Sobel, *From Valuing to Value* Oxford University Press 2016

Kantian (as opposed to Street's *Humean* Constructivism):
- Christine Korsgaard, *The Sources of Normativity* (Tanner Lectures), 1992
For an objection to this approach, see
- David Enoch, "Agency, Shmagency: Why Agency Won't Come From What Is Constitutive of Action" (2006)

- Sharon Street, "What is Constructivism in Ethics and Metaethics?" (2010)

9. Moral Beliefs and Evolution, continued 2 (April 2/4)
- David Enoch, "Epistemology," *Taking Morality Seriously: A Defense of Robust Realism* (2011)

Further reading on "third factor replies":
- Knut Skarsaune, "Darwin and moral realism: survival of the iffiest" (2011)
- Erik Wielenberg, "On the Evolutionary Debunking of Morality" (2010)
- *Michelle Dyke, "Bad Bootstrapping: The Problem with Third-Factor Replies to the Darwinian Dilemma for Moral Realism," manuscript, forthcoming in *Philosophical Studies*

MIDTERM PAPER DUE APRIL 5, 5PM

10. Moral (vs. Mathematical) Knowledge & Causal Conditions (April 9/11)
- Excerpts from Paul Benacerraf, "Mathematical Truth," (1973) and Alvin Goldman, "A Causal Theory of Knowing" (1967)
- Matthew Bedke, "Intuitive Non-Naturalism Meets Cosmic Coincidence" (2009)

More on the "Benacerraf-Field Problem" for Mathematics:
- Excerpt from Hartry Field, "Realism, Mathematics and Modality" (1988)

See also:
- Matthew Bedke, "No Coincidence?*" (2014)

11. The "Reliability Challenge" for Beliefs about Morality, Mathematics & Logic (April 16/18)
- Joshua Schechter, "The Reliability Challenge and the Epistemology of Logic" (2010)

Further reading:
- Justin Clarke-Doane, "Moral Epistemology: The Mathematics Analogy" (2014)
- Justin Clarke-Doane, "Morality and Mathematics: The Evolutionary Challenge" (2012)

12. The Source of Our Moral Intuitions (April 23/25)
- Excerpts on Robert Audi's Moral "Intuitionism" from *Reasons, Rights, and Values* (2015)

Further reading, another proponent of ethical intuitionism:
- Michael Huemer, *Ethical Intuitionism* (2005) - a very short excerpt is up on Classes

FOURTH MINI PAPER DUE APRIL 26, 5 PM

13. The Source of Moral Intuitions, continued (April 30/May 2)
- Excerpts from Peter Railton, "The Affective Dog and Its Rational Tale: Intuition and Attunement" (2014)

Further reading. Railton's version of moral realism:
- Peter Railton, "Moral Realism" (1986)

14. The Epistemology of Moral Testimony and the Possibility of Moral Experts (May 7/9)
- Sarah McGrath, "Skepticism about Moral Expertise as a Puzzle for Moral Realism" (2011)

<u>Optional</u> rough draft or outline of the final paper is due by May 7, please

My last regularly scheduled office hours are on May 7. I'll also take appointments to discuss the final paper on May 9 (Thursday) and May 10 (Friday).

FINAL PAPER DUE MAY 17, 5PM (firm deadline – term grades to be calculated shortly thereafter)

<u>Course Requirements</u>

The requirements for the course include the completion of **four mini writing assignments** (2 double-spaced pages each), a **short midterm paper** (4-5 double-spaced pages) and a **final paper** (8-12 double-spaced pages) with **optional outline/rough draft** submitted in advance for comments without a grade. There is no final exam. Seminar participation will also count towards the term grade. For the midterm and final paper, I will suggest possible topics as a starting point, though students are also welcome to pursue their own projects.

The four mini papers will be responses to the current or previous week's assigned reading. **There is no requirement that the final paper and midterm papers must be on separate topics.** Content for each of these papers (along with the mini papers) may overlap as students continue to think through related material over the course of the term. Yet the longer papers should include substantial additions to (or modifications of) the thoughts expressed in the student's shorter papers.

Grades will be calculated as follows:
5% for each mini paper (x4 = 20%)
25% midterm paper
40% final paper
15% participation in class

Mini-papers will be graded as follows:
A: Demonstrates that the student read and engaged with the reading. The student raises one or two thoughtful points or questions. (I expect most mini-papers will earn this grade.)
B: The assignment is complete, but substantially lacking, e.g. the paper demonstrates a major misunderstanding of a core theme from the reading, or suggests the student didn't actually read the relevant article.
C: A totally inadequate assignment that is totally off-topic or only a couple sentences long. (I don't expect to give any C's.)

Late papers will receive a deduction of 1/3 letter grade for each day they are late. For example, an A-quality paper turned in 7 hours after the deadline will receive a B+. If it's 37 hours late, it will receive a B. And so on. (No paper of passing quality will receive lower than a D for reasons of lateness. Any assignments that are still missing 72 hours after the *final* course paper deadline will receive a 0 in the calculation of the term grade; a D (>50%) is much better than 0% !) The penalty will only be waived for medical, mental health or family emergencies (please provide documentation). This is an issue of fairness to your fellow students.

Please note that all assignments and deadlines for this course are listed here on the syllabus for your information at the start of term. If you are aware of any upcoming schedule conflicts or other considerations that may prevent you from completing the work as asked, please discuss your situation with me in person as soon as possible rather than waiting until a paper is about to be due, or is already late, in order to ask for an extension. Extensions are less likely to be granted closer to the due date, except in cases of emergency as noted above.

Plagiarism (whether using published sources without citation or passing off another student's work as your own) merits an automatic 0 for the assignment and risks failure for the course.
Students are welcome to discuss the assignments with each other, but all submitted written documents should be the original work of the student submitting them. **Again, it's an issue of fairness.**

Other Course Policies

Note that class participation counts for 15% of your term grade. A long-standing pattern of repeated, unexcused absences will result in an F for that portion of the grade. Please come to class even if you were not able to complete the reading for that day, so as not to fall further behind. Discussion is an important part of philosophy and this is your chance to make sure you're clear on both the course content and assignments.

Please note that students who have *unexcused* absences totaling >40% of our total class time may receive an F as their final *course grade* in accordance with NYU college policy: http://cas.nyu.edu/content/nyu-as/cas/academic-programs/bulletin/policies/academic-policies.html

Moses Center
Students who require accommodation for a disability should consult with the Henry and Lucy Moses Center for Students with Disabilities at https://www.nyu.edu/life/safety-health-wellness/students-with-disabilities. If you do request accommodation regarding the course policies in light of a disability, please also notify me (via email or in person) so that I can cooperate fully with the Moses Center and plan accordingly.

Phil-UA 1 : Central Problems in Philosophy

NYU Fall 2018
Course Syllabus as of 9/4/2018
Michelle M. Dyke
michelle.dyke@nyu.edu

Lecture Meets Tu/Th from 9:30 - 10:45 am in Silver 101A

My open office hours are on Thursdays from 5:00-6:00 pm (or also by appointment). My office (#208) is on the second floor of the Philosophy department (5 Washington Place). During that time, please feel free to come by to discuss the course material or assignments.

There are two preceptors for the course:

Rob Long	Alex Rigas
[email]	[email]
Section on Mondays: 12:30-1:45, 2:00-3:15	Section on Fridays: 9:30-10:45, 11:00-12:15
Office hours: Tuesdays 11:00-12:00*	Office hours: Wednesdays, 2:30-3:30*
@ room # TBA	@Irving Farm coffee, Thompson & W 3rd

Course Description

This course will provide an introduction to some of the classic and enduring problems in philosophy and to the methods that philosophers use for tackling them. Our readings, writing assignments, and class discussions will be structured around four central questions: What is knowledge? What is the relationship between the human mind and the physical body? Is our world causally determined, and does that preclude the possibility of free will? What is required for moral responsibility? We will compare historical discussions of each of these issues with work by more recent philosophers.

Schedule of Readings and Assignments

All readings will be distributed in .pdf form and will be made available on our NYU Classes website. Each passage listed below will be discussed in lecture on the date listed to the left of the title; please do the readings in advance and be ready to talk about them in the following discussion section. *Passages marked as "in class" do not need to be read in advance.

Unit 1. What is *Knowledge*?

Tuesday, September 4	- René Descartes, *Meditations* (1641): Meditation I
Thursday, Sep. 6	- no new reading: review Meditation I
Tuesday, Sep. 11	- Descartes, Meditation II
Thursday, Sep. 13	- Edmund Gettier, "Is Justified True Belief Knowledge?" (1963)
Tuesday, Sep. 18	- Alvin Goldman, "A Causal Theory of Knowing" (1967)
	(Read pages 357-362 and 369-370 of Goldman)
Thursday, Sep. 20	- Timothy Williamson, *Knowledge and its Limits* (2002)
	(read Introduction: Sec. 2 and Chapter 2: Secs. 1 & 4)

Please submit the first mini-paper (2 double-spaced pages) to your preceptor by 5 pm on Friday, September 21.

Unit 2. What is the Relationship between *Mind and Body?*

Tuesday, Sep. 25	- Descartes and Princess Elisabeth, correspondence
	*In Class: David Hume's "bundle theory" of mind
Thursday, Sep. 27	- no new reading
Tuesday, October 2	- Frank Jackson, "Epiphenomenal Qualia" (1982) *(stop before Section II)* and "What Mary Didn't Know" (1986)
Thursday, Oct. 4	- Excerpt from David Chalmers, *The Conscious Mind* (1996)

Tuesday, Oct. 9	**Legislative Monday – Our Class Will NOT Meet**
Thursday, Oct. 11	- John Heil textbook chapter on "Functionalism"

Tuesday, Oct. 16	- Hilary Putnam, "The nature of mental states" (1969), *Sec II-V*
Thursday, Oct. 18	- Sydney Shoemaker, "The Inverted Spectrum" (1982) *(Stop at Sec. IV on pg. 368)*

Unit 3. If our World is *Causally Determined*, does that Preclude the Possibility of *Free Will*?

Tuesday, Oct. 23	- Peter van Inwagen, "The Incompatibility of Free Will and Determinism" (1974)
	*In Class: LaPlace's Demon
Thursday, Oct. 25	- Short Excerpt from Cicero on the swerve of the atom
	*In class: BBC Youtube video on Benjamin Libet's experiments

Please submit the second paper (4-5 double-spaced pages) to your preceptor by 5 pm on Friday, October 26.

Tuesday, Oct. 30	- Roderick Chisholm, "Human Freedom and the Self" (1964)
Thursday, November 1	- Excerpt from Ned Markosian, "A Compatibilist Version of the Theory of Agent Causation" (1999)

Tuesday, Nov. 6	- Harry Frankfurt, "Alternate Possibilities and Moral Responsibility" (1969)
Thursday, Nov. 8	- no new reading, Discussion of Writing Assignments

Unit 4. What Does it Take to be a *Morally Responsible Agent*?

Tuesday, Nov. 13	- P.F. Strawson, "Freedom and Resentment" (1962)
Thursday, Nov. 15	- Selection from David Hume's *Enquiry* (1748) on enduring character traits and moral responsibility
Tuesday, Nov. 20	- no new reading

Wednesday, November 21 – Friday Nov. 23 Thanksgiving Break – No Classes

Tuesday, November 27   -Heather Battaly, from *Current Controversies in Virtue Theory* (2015)
Thursday, Nov. 29   - Short selection from Aristotle on virtues

Tuesday, December 4   - Kant, *Groundwork* (1785) (selections)
Thursday, Dec. 6   - review Kant

Please submit the third and final paper (6-8 double-spaced pages) to your preceptor via email by 5 pm on Friday, December 7.

Tuesday, Dec. 11   - Susan Wolf, "Moral Saints" (1982)
Thursday, December 13   - last class, no new reading, come with questions

OFFICIAL FINAL EXAM: Tuesday, December 18, <u>8:00 am – 9:50 am</u>
(in our usual lecture hall, attendance is mandatory)

<u>Course Requirements</u>

The requirements for the course include **three writing assignments** of varied length (2, 4-5, or 6-8 double-spaced pages each) and **a cumulative, multiple-choice final exam**.

A choice of possible paper topics will be provided for all three writing assignments. The prompts will ask you to engage carefully with an idea or debate that we have discussed in class. For the first mini-paper, you will be asked to *summarize*, in your own words, an idea or argument from our assigned reading. For both of the subsequent papers, you will be asked to *take a stance* on a question that arose during our discussion of the readings. You will be asked to provide an argument in support of your chosen thesis. These paper prompts will ask you to explain: Are you convinced by the author(s) from our reading? <u>Why or why not?</u> The exam will be designed to test your recall and understanding of the philosophical views and arguments that were discussed in our required course readings and in lecture. I recommend studying for the exam by reviewing our lecture handouts.

Grades will be calculated as follows:
15% first 2-page paper
20% second 4-5 page paper
25% final 6-8 page paper
25% final exam
15% participation in discussion section

Late papers will receive a deduction of 1/3 letter grade for each day they are late. For example, an A-quality paper turned in 7 hours after the deadline will receive a B+. If it's 37 hours late, it will receive a B. And so on. No paper of passing quality will receive lower than a D for reasons of lateness. Any assignments that are still missing 72 hours after the *final* course paper deadline will receive a 0 in the calculation of the term grade; a grade of D (>50%) is much better than 0% !

The penalty will only be waived for medical, mental health or family emergencies (please provide documentation to your preceptor). This is an issue of fairness to your fellow students.
Please note that all assignments and deadlines for this course are listed here on the syllabus for your information at the start of term. If you are aware of any upcoming schedule conflicts or other considerations that may prevent you from completing the work as asked (especially the final exam), please discuss your situation with me (rather than your preceptor) in person as soon as possible rather

than waiting until a paper is about to be due, or is already late, in order to ask your preceptor for an extension. (Extensions are less likely to be granted closer to the due date, except in cases of emergency as noted above.)

Plagiarism (whether using published sources without citation or passing off another student's work as your own) merits an automatic 0 for the assignment and risks failure for the course. Students are welcome to discuss the assignments with each other, but all submitted written documents should be the original work of the student submitting them. **Again, it's an issue of fairness.**

Other Course Policies

Note that participation in discussion section counts for 15% of your term grade. Your preceptor will record class **attendance**; a long-standing pattern of repeated, unexcused absences will result in an F for that portion of the grade. Please come to class even if you were not able to complete the reading for that day, so as not to fall further behind. Discussion is an important part of philosophy and this is your chance to make sure you're clear on both the course content and assignments.

Please note that students who have *unexcused* absences totaling >40% of our total class time (lecture & section) are at risk of receiving an F as their final *course grade* in accordance with NYU college policy: http://cas.nyu.edu/content/nyu-as/cas/academic-programs/bulletin/policies/academic-policies.html

Moses Center
Students who require accommodation for a disability should consult with the Henry and Lucy Moses Center for Students with Disabilities at https://www.nyu.edu/life/safety-health-wellness/students-with-disabilities. If you do request accommodation regarding the course policies in light of a disability, please also notify me (via email or in person) so that I can cooperate fully with the Moses Center and plan accordingly.

(No) Textbooks

All required readings will be made available in .pdf form on our NYU Classes website. No textbook purchase is required.

Evidence of Teaching Effectiveness

Student Course Evaluation Results

The following pages include student evaluation results of the courses at New York University for which I was the sole or primary instructor.

The table below summarizes the key results for each course, including average ratings for "overall evaluation of the course" and "overall evaluation of the instructor." In response to survey items, students submit scores between 1 and 5 (with higher numbers indicating a stronger evaluation).

Student evaluations for my two most recent undergraduate courses, "Topics in the History of Philosophy: Philosophy of Mind in the Early Modern and Modern Periods" (spring 2023) and "Great Works in Philosophy" (fall 2022) use a new scoring system that no longer includes an "overall" rating. **See p. 31-end for the full results.**

Term (instruction format)	Course Title	Level	Average Course Rating (of 5)	Average Instructor Rating (of 5)
Spring 2023 (in person)	Topics in the History of Philosophy: "Philosophy of Mind in the Early Modern and Modern Periods"	UG	n/a, see full results	n/a, see full results
Fall 2022 (in person)	Great Works in Philosophy	UG	n/a, see full results	n/a, see full results
Spring 2022 (hybrid format: in person & Zoom)	Topics in Bioethics: Controversies & Politics	MA	5.0	5.0
Spring 2022 (hybrid)	Advanced Introduction to Public Health Ethics	MA	4.8	4.9
Fall 2021 (hybrid)	Advanced Introduction to Bioethics	MA	4.7	4.9
Spring 2021 (all-virtual format)	Topics in Bioethics: Controversies & Politics	MA	4.6	4.6
Spring 2021 (hybrid)	Ethics & Identity: Disability, Gender, and Race	UG	4.2	4.4
Fall 2020 (hybrid)	Advanced Introduction to Bioethics	MA	4.7	4.8
Summer 2020 (all-virtual)	Advanced Introduction to Public Health Ethics	MA	5.0	5.0
Spring 2020 (moved online)	Topics in Bioethics: Controversies & Politics	MA	4.5	4.6
Spring 2020 (moved online)	Ethics & Identity: Disability, Gender, and Race	UG	4.3	4.5
Fall 2019	Advanced Introduction to Bioethics	MA	4.5	4.6
Spring 2019	Topics in M&E: "Moral Epistemology and the Debate Over Moral Realism"	UG	4.8	4.8
Fall 2018	Central Problems in Philosophy (lecture)	UG	4.3	4.4
Summer 2018	Central Problems in Philosophy (seminar)	UG	5.0	5.0
Summer 2017	Philosophy of Mind	UG	4.8	4.8

Summer 2017	History of Modern Philosophy	UG	4.5	4.7
Summer 2016	History of Modern Philosophy	UG	4.5	4.7
Summer 2015	History of Modern Philosophy	UG	4.07/4.75*	4.50/4.50*

*For the summer term 2015, the evaluation results are divided into two class sections. Regularly enrolled NYU undergraduates and visiting students enrolled in the same course under two different section numbers. These are 210001 for the regularly enrolled undergraduates and 2100060 for the visiting students.

Selection of Anonymous Feedback from Student Course Evaluations:

"I really enjoyed this course, it was one of my favorite at NYU. The subject matter was interesting to me and challenged me. The professor was really capable and explained the points she brought up well, and was even willing to work with me to make sure my understanding was complete and was flexible when I required it. Most importantly, she didn't punish you for not doing the readings or not understanding them, but the discussion was so good you wanted to participate, and made you want to spend extra time outside of class rereading the text to try and participate as much as you could."

"You are an incredible Professor and an absolute pleasure to learn from…in many ways the picture of what a good educator should be, and something to aspire to. Excellent course, would take again in a heartbeat."

"Michelle Dyke is an excellent and brilliant professor. I thoroughly enjoyed her class."

- Topics in the History of Philosophy: "Philosophy of Mind in the Early Modern and Modern Periods" (Spring 2023)

"I really liked the way she structured the handouts because it made it very easy to digest such complex readings and also made it easier to study for the quizzes that we took."

- Great Works in Philosophy (Fall 2022)

"There was always an atmosphere of openness, and Michelle was explicit in making sure that everyone who wished to participate had a chance and felt like their contribution was welcome."

- Controversies & Politics in Bioethics (Spring 2022)

"She is so enthusiastic and kind. She wants her students to succeed and helps in whatever way she can."

- Advanced Introduction to Public Health Ethics (Spring 2022)

"She is an excellent teacher, communicator, and motivator. Prof. Dyke is very passionate about every student contributing in class. Personally, she gave me a lot of confidence."

- Advanced Introduction to Bioethics (Fall 2021)

"Dr. Dyke was exceptional in the way that she understood the trials and tribulations of students during this time. She made it very clear that a simple email went a long way in understanding what needed by the student. I felt heard and understood by her when I needed support and accommodations."

"Professor Dyke picked some really interesting pieces throughout the semester and it was really easy to engage with them. She was always clear with her expectations for the class."

- Ethics & Identity: Disability, Gender, and Race (Spring 2021)

"Like all the faculty here, Michelle is very accepting of others' thinking, ready to work with it and understand it and explain what might be incorrect or incomplete about it, rather than merely shooting it down. (And she's ready with praise for others' thinking, too, when praise is warranted!)"

"Professor Dyke did an excellent job not just calling on the same people every time, and giving all students an opportunity to speak when they wanted."

- Advanced Introduction to Bioethics (Fall 2020)

"Professor Dyke did a great job facilitating conversation around central topics and discussed them analytically, free of her own bias. The class discussions were interesting and she encouraged people to share differing viewpoints."

- Controversies & Politics in Bioethics (Spring 2020)

"The professor's teaching style was excellent. It was very obvious that she had thoroughly thought through how she was going to go about teaching each individual lesson, not to mention she is incredible articulate and a pleasure to listen to. I also loved that her background knowledge on every topic was robust, so that when we had relevant questions on related philosophical topics, she always had a way to provide us with information in the moment."

"She was very engaging, very organized and managed the class well."

- Advanced Introduction to Bioethics (Fall 2019)

"I like the way you conducted the mini-paper assignments. It gave me a chance to test my understanding in a fair (in terms of grading) manner without being too high-stakes. It facilitated a lot of learning on top of the regular class."

- Topics in Metaphysics & Epistemology: Moral Epistemology and the Debate Over Moral Realism (Spring 2019)

"As someone who has never taken a philosophy course before, I found that Dr. Dyke did a wonderful job at making the course clear/easy to follow, interesting, intellectually stimulating, and also challenging. She is extremely articulate, concise, and it is very evident that she knows what she is talking about. The handouts she provided were very helpful and created a clear, organized way of following her lectures. Overall, I was extremely impressed by Dr. Dyke and would recommend her course to anyone."

- Central Problems in Philosophy (Fall 2018)

Topics in The History of Philo - Spring 2023, Seminar (SP23:PHIL-UA:101:1:001)- Michelle Dyke

Project Title: **Course Feedback Spring 2023**
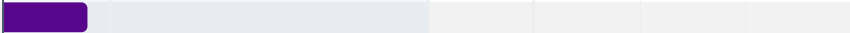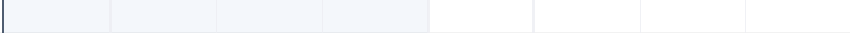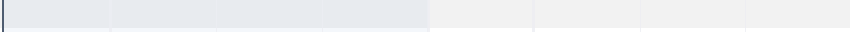
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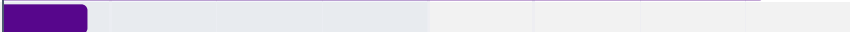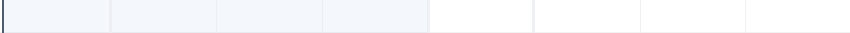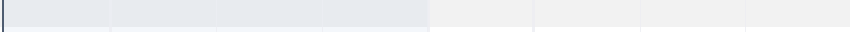
Questions about the Course

How clear were the goals of the course?

Very Clear	9	90.00%
Clear	1	10.00%
Neutral	0	0.00%
Unclear	0	0.00%
Very Unclear	0	0.00%
Total	**10**	
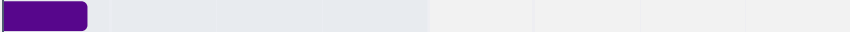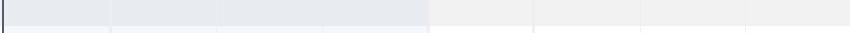
Statistics	Value
Mean	4.90
Standard Deviation	0.32

How effective were the assignments in helping you meet the course goals?

Very Effective	9	90.00%
Effective	1	10.00%
Neutral	0	0.00%
Ineffective	0	0.00%
Very Ineffective	0	0.00%
Total	**10**	

Statistics	Value
Mean	4.90
Standard Deviation	0.32

How effective was the design/structure of the course in helping you learn?

Very Effective	8	80.00%
Effective	1	10.00%
Neutral	1	10.00%
Ineffective	0	0.00%
Very Ineffective	0	0.00%
Total	**10**	

Statistics	Value
Mean	4.70
Standard Deviation	0.67

To what extent were diverse voices and perspectives integrated into this course?

Very Integrated	6	60.00%			
Integrated	2	20.00%			
Neutral	2	20.00%			
Omitted	0	0.00%			
Totally Omitted	0	0.00%			
Total	**10**		0%	50%	100%
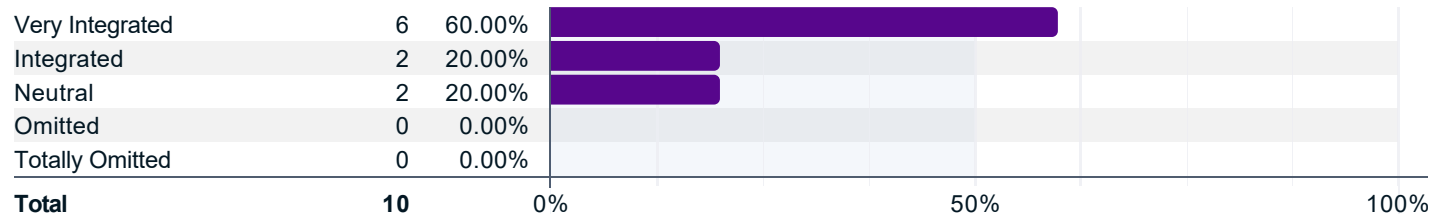
Statistics	Value
Mean	4.40
Standard Deviation	0.84

On average, how many hours per week did you spend on course-related work outside of class?
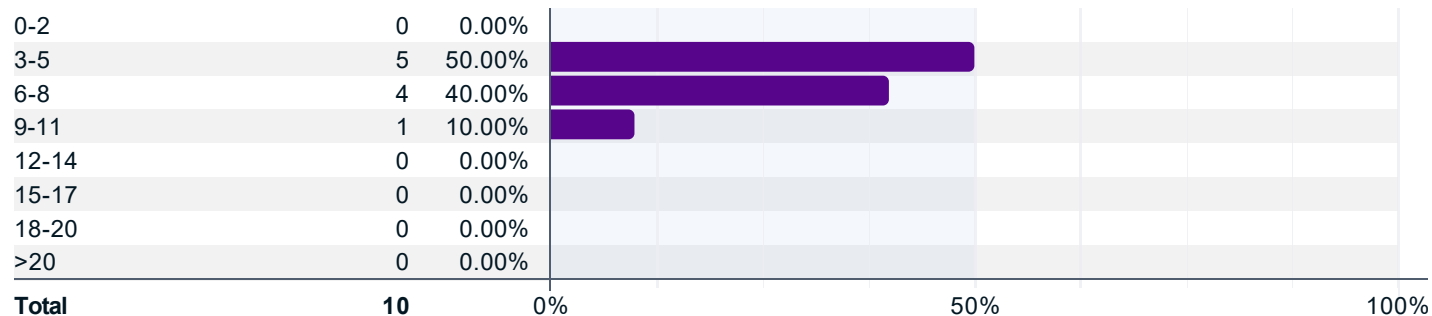
0-2	0	0.00%			
3-5	5	50.00%			
6-8	4	40.00%			
9-11	1	10.00%			
12-14	0	0.00%			
15-17	0	0.00%			
18-20	0	0.00%			
>20	0	0.00%			
Total	**10**		0%	50%	100%

How effective was the course at helping you learn?

Very Effective	8	80.00%			
Effective	2	20.00%			
Neutral	0	0.00%			
Ineffective	0	0.00%			
Very Ineffective	0	0.00%			
Total	**10**		0%	50%	100%
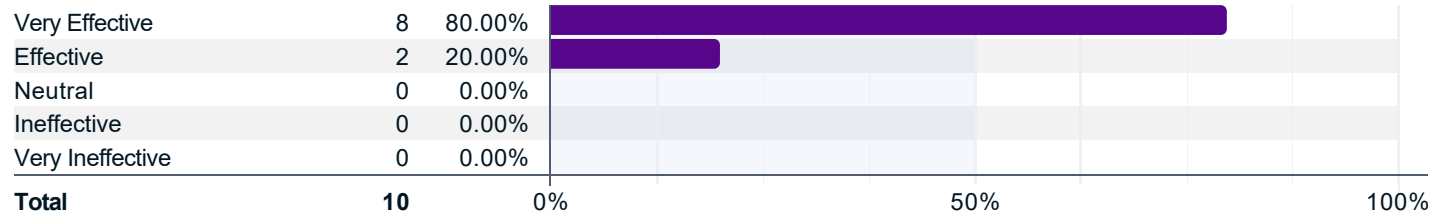
Statistics	Value
Mean	4.80
Standard Deviation	0.42

How challenging was the course?
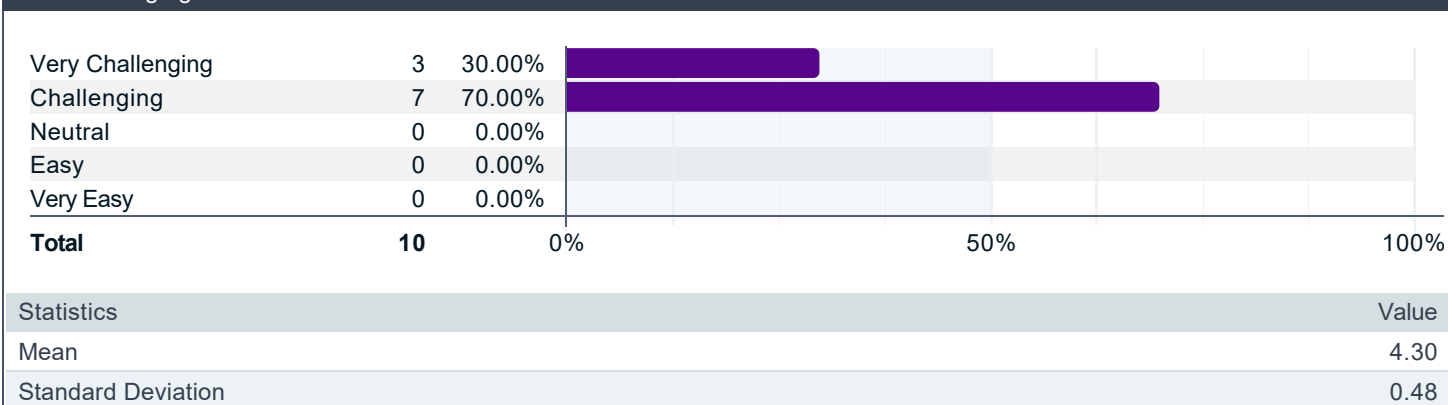
Very Challenging	3	30.00%	
Challenging	7	70.00%	
Neutral	0	0.00%	
Easy	0	0.00%	
Very Easy	0	0.00%	
Total	**10**		

Statistics	Value
Mean	4.30
Standard Deviation	0.48

How much did the course increase your knowledge of the subject?

Very Much	8	80.00%	
Some	2	20.00%	
Neutral	0	0.00%	
Barely	0	0.00%	
Not at all	0	0.00%	
Total	**10**		

Statistics	Value
Mean	4.80
Standard Deviation	0.42
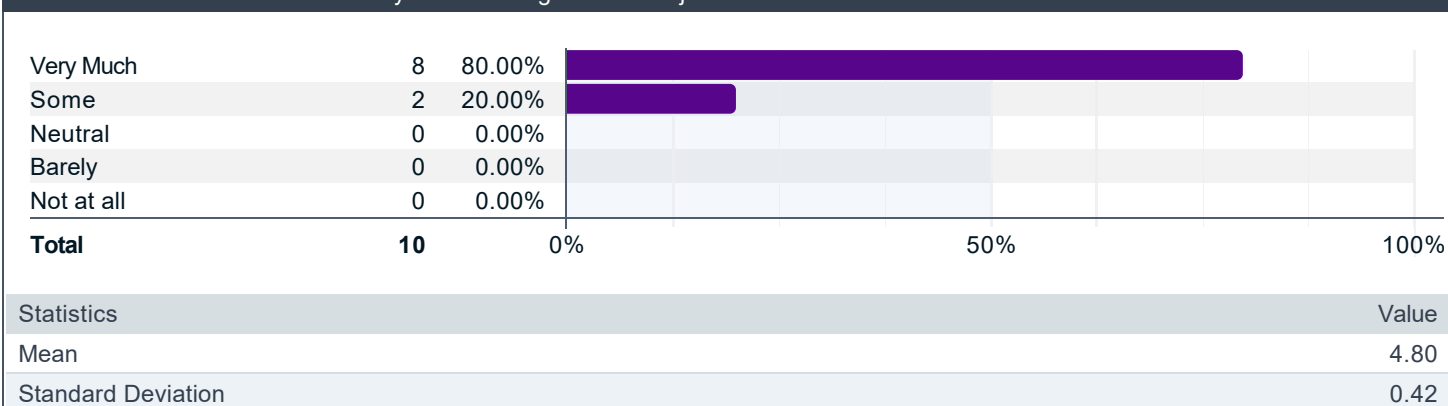
Describe the one best thing about the course that was effective in helping you learn.

Comments

I think the professor's hybrid style of lecture and discussion was very helpful! Even though the questions were hard and sometimes we didn't have the best answers, she was very encouraging and never made us feel silly or stupid if we didn't understand something. I really appreciate her kindness and guidance throughout this topics course!

The instructor made outlined at the end of each module, which allowed students to participate in class discussion without worrying too much about writing everything down.

class discussion

Professor Dyke was incredibly helpful every step of the way. Lectures were clearly planned, laid out, and given. Professor Dyke was always available for questions to make topics clearer and I consider her to be the chief reason an otherwise dense course was made clearer.

I think in including activities like the debate and musical chairs was effective in bringing me about of myself and into dialogue with my peers about the readings and philosophers.

The professor was very clear about what the authors were talking about, and helped lead class discussion well.

If you could suggest one thing to improve the course, what would it be?

Comments
I think that the course is perfect as is in terms of the papers and grading! I really like the way the response papers work and I think it really keeps us engaged and shows how much the professor cares about our instruction.
Honestly, this is a great course where the instructor cares a lot about the students.
At the moment, I cannot come up with many options. This course was extremely clear and allowed its students to open up their minds rather than narrow them on specific topics (in regards to assignments that is).
More metaphors! I think when we liken these theories to real world examples that are relatable and entertaining it can bring a nice ease and excitement to the conversation.
Taking more breaks rather than monologuing as much. It was helpful for understanding, but made it a tad difficult to interject with a question. When there was time for the question, it was past the subject that we were originally talking about at times.
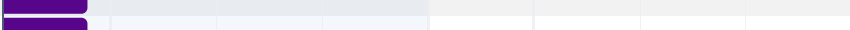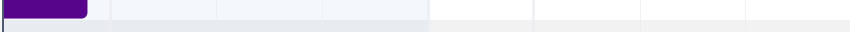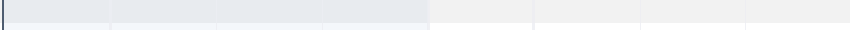
Is there anything else you would like to share about the COURSE?

Comments
I think the professor is what makes the course interesting. I personally do not like the topic all that much just naturally, it just doesn't align very much with my future career, but because of her kindness and diligence in teaching us and her openness and understanding, it really made the course a safe space and made it interesting. I had a lot going on in the beginning of the semester, and she was very gracious and understanding about all of it. She is so great and I wish her nothing but the best!
Great course!!
I had a very difficult time this semester with my grandmother becoming quickly ill, and needing near constant care, which required my sister and myself to fly home to take care of her while both of our parents worked. This continued until we found her full time care, which was a challenge in and of itself. Despite these numerous roadblocks, Professor Dyke was incredibly accommodating. She was kind, understanding, reasonable, and helpful every step of the way. I could not ask for a better professor and neither could NYU.
I think specifying the readings per class would be very helpful as there were some classes when we go behind on the readings or we just didn't get to touch one of them as much in the first class of the week but we did in the second class.
I really enjoyed this course, it was one of my favorite at NYU. The subject matter was interesting to me and challenged me. The professor was really capable and explained the points she brought up well, and was even willing to work with me to make sure my understanding was complete and was flexible when I required it. Most importantly, she didn't punish you for not doing readings or not understanding them, but the discussion was so good you wanted to participate, and made you want to spend extra time outside of class rereading the text to try and participate as much as you could.

Questions about the Instructor
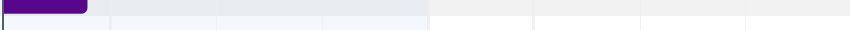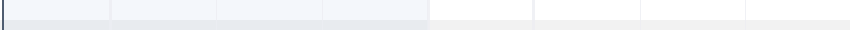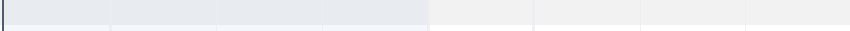
How clearly did the instructor communicate what was expected of you in this course?		
Very Clear	9	90.00%
Clear	1	10.00%
Neutral	0	0.00%
Unclear	0	0.00%
Very Unclear	0	0.00%
Total	**10**	

Statistics	Value
Mean	4.90
Standard Deviation	0.32

How effective was the instructor in explaining challenging concepts and/or methods?

Very Effective	8	80.00%
Effective	1	10.00%
Neutral	1	10.00%
Ineffective	0	0.00%
Very Ineffective	0	0.00%
Total	**10**	
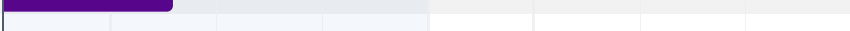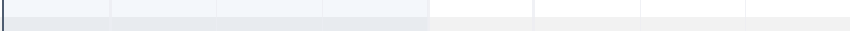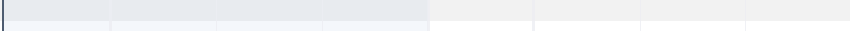
Statistics	Value
Mean	4.70
Standard Deviation	0.67

How timely was the feedback that you received on your work?

Very Timely	9	90.00%
Timely	1	10.00%
Neutral	0	0.00%
Untimely	0	0.00%
Very Untimely	0	0.00%
Total	**10**	

Statistics	Value
Mean	4.90
Standard Deviation	0.32

How helpful was the feedback to you in improving your work?

Very Helpful	8	80.00%
Helpful	2	20.00%
Neutral	0	0.00%
Unhelpful	0	0.00%
Very Unhelpful	0	0.00%
Total	**10**	

Statistics	Value
Mean	4.80
Standard Deviation	0.42

How inclusive did you find this class environment towards diverse backgrounds, identities, and life experiences?

Very Inclusive	7	70.00%
Inclusive	1	10.00%
Neutral	2	20.00%
Excluding	0	0.00%
Very Excluding	0	0.00%
Total	**10**	

Statistics	Value
Mean	4.50
Standard Deviation	0.85

How receptive was the instructor to diverse student viewpoints?

Very Receptive	8	80.00%
Receptive	1	10.00%
Neutral	1	10.00%
Unreceptive	0	0.00%
Very Unreceptive	0	0.00%
Not Applicable	0	0.00%
Total	**10**	

Statistics	Value
Mean	4.70
Standard Deviation	0.67

How encouraging was the instructor of student participation?

Very Encouraging	7	70.00%
Encouraging	3	30.00%
Neutral	0	0.00%
Discouraging	0	0.00%
Very Discouraging	0	0.00%
Total	**10**	

Statistics	Value
Mean	4.70
Standard Deviation	0.48

How effective was the instructor at facilitating class discussion?

Very Effective	7	70.00%
Effective	3	30.00%
Neutral	0	0.00%
Ineffective	0	0.00%
Very Ineffective	0	0.00%
Total	**10**	

Statistics	Value
Mean	4.70
Standard Deviation	0.48

How accessible was the instructor to students (e.g., via e-mail and office hours)?

Very Accessible	10	100.00%
Accessible	0	0.00%
Neutral	0	0.00%
Inaccessible	0	0.00%
Very Inaccessible	0	0.00%
Total	**10**	

Statistics	Value
Mean	5.00
Standard Deviation	0.00

How well did the instructor create an environment that promoted the success of students with diverse backgrounds and experiences?

Very Well	8	80.00%
Well	2	20.00%
Neutral	0	0.00%
Poorly	0	0.00%
Very Poorly	0	0.00%
Total	**10**	

Statistics	Value
Mean	4.80
Standard Deviation	0.42

Is there anything else you would like to share with the INSTRUCTOR?

Comments
I think she does a great job in leading the course and leading class discussion, she really brings life to the topic and makes it exciting and relevant! I am very grateful that she was one of the last professors I ever had at NYU, especially being a female professor of philosophy and the only female professor in philosophy I ever had. It has left me with a great impression of my time as a philosophy student at NYU! She is very intelligent and it seems like she knows almost everything in her field, I really appreciate her time teaching us.
This was a great class covering a wide breadth of content, and you did a great job making the complicated arguments more accessible and easier to understand.
You are an incredible Professor and an absolute pleasure to learn from...in many ways the picture of what a good educator should be, and something to aspire to. Excellent course, would take again in a heartbeat.
Any lack of effectiveness here was just do to the trying to finish her point, and her point being very long at times. I wouldn't say she should be pausing during her thought process, but if it can be made a tad more susinct that would be helpful. (Not unlike a lot of philosophy papers frankly)
Michelle Dyke is an excellent and brilliant professor. I thoroughly enjoyed her class.

Fall 2022- Instructor Report College of Arts and Science for Great Works in Philosophy - Fall 2022, Lecture (FA22:PHIL-UA:2:1:006) (Michelle Dyke)

Project Title: **Course Feedback Fall 2022 - College of Arts and Science**

Courses Audience: **23**
Responses Received: **7**
Response Ratio: **30.43%**

Course Feedback

How clear were the goals of the course?
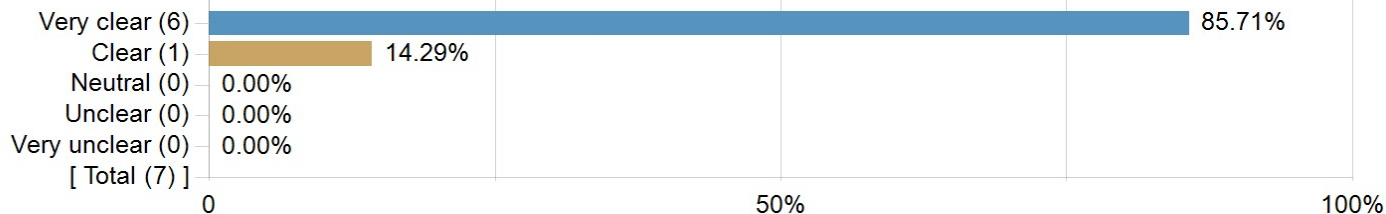
Very clear (6)	85.71%
Clear (1)	14.29%
Neutral (0)	0.00%
Unclear (0)	0.00%
Very unclear (0)	0.00%
[Total (7)]	

Statistics	Value
Mean	4.86
Standard Deviation	0.38

How effective were the assignments in helping you meet the course goals?

Very effective (6)	85.71%
Effective (0)	0.00%
Neutral (1)	14.29%
Ineffective (0)	0.00%
Very ineffective (0)	0.00%
[Total (7)]	
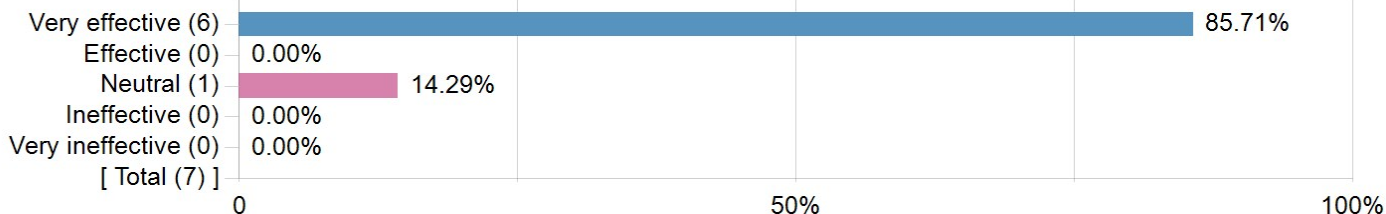
Statistics	Value
Mean	4.71
Standard Deviation	0.76

How effective was the design/structure of the course in helping you learn?

Very effective (6)	85.71%
Effective (0)	0.00%
Neutral (1)	14.29%
Ineffective (0)	0.00%
Very ineffective (0)	0.00%
[Total (7)]	
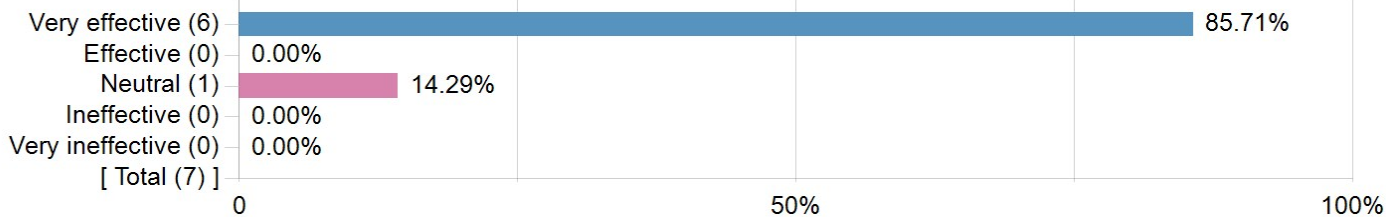
Statistics	Value
Mean	4.71
Standard Deviation	0.76

To what extent were diverse voices and perspectives integrated into this course?

Very integrated (3)	42.86%
Integrated (4)	57.14%
Neutral (0)	0.00%
Omitted (0)	0.00%
Totally omitted (0)	0.00%
[Total (7)]	

0   50%   100%
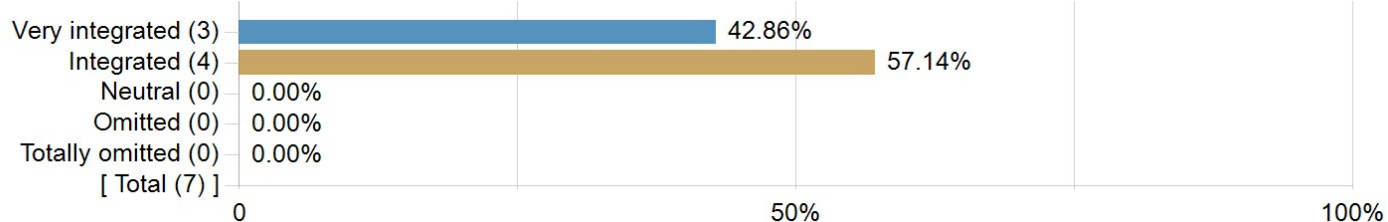
Statistics	Value
Mean	4.43
Standard Deviation	0.53

On average, how many hours per week did you spend on course-related work outside of class?

0-2 hours (2)	28.57%
3-5 hours (3)	42.86%
6-8 hours (2)	28.57%
9-11 hours (0)	0.00%
12-14 hours (0)	0.00%
15-17 hours (0)	0.00%
18-20 hours (0)	0.00%
>20 hours (0)	0.00%
[Total (7)]	

0   50%   100%
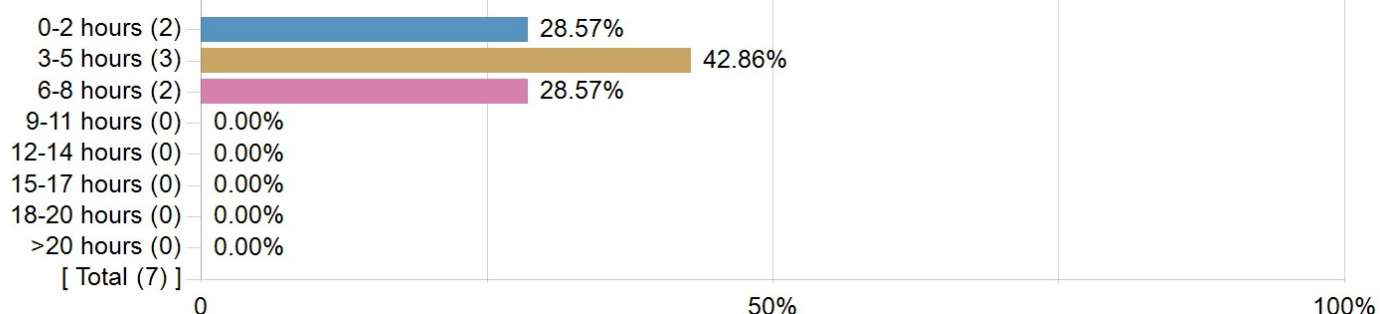
Statistics	Value
Mean	2.00
Standard Deviation	0.82

How effective was the course at helping you learn?

Very effective (6)	85.71%
Effective (0)	0.00%
Neutral (1)	14.29%
Ineffective (0)	0.00%
Very ineffective (0)	0.00%
[Total (7)]	

0   50%   100%
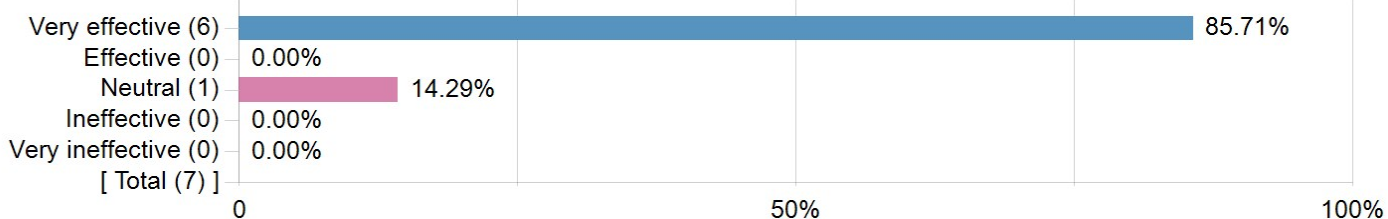
Statistics	Value
Mean	4.71
Standard Deviation	0.76

How informative were the classes?

Very informative (5)	71.43%
Informative (2)	28.57%
Neutral (0)	0.00%
Uninformative (0)	0.00%
Very uninformative (0)	0.00%
[Total (7)]	
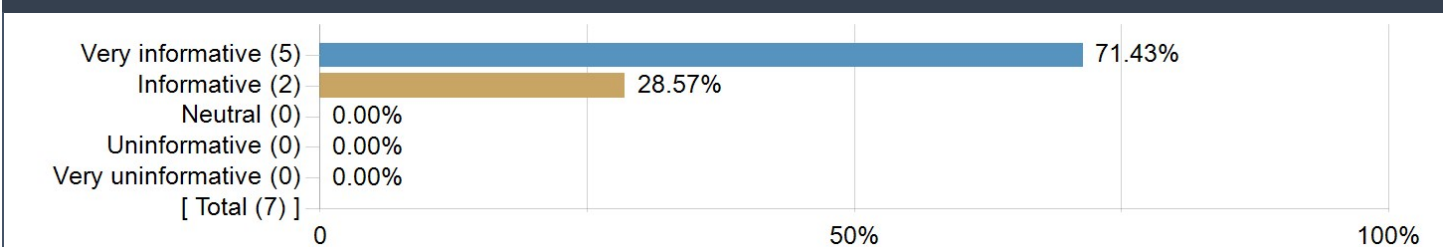
Statistics	Value
Mean	4.71
Standard Deviation	0.49

How challenging was the course?

Very challenging (1)	14.29%
Challenging (5)	71.43%
Neutral (1)	14.29%
Easy (0)	0.00%
Very easy (0)	0.00%
[Total (7)]	
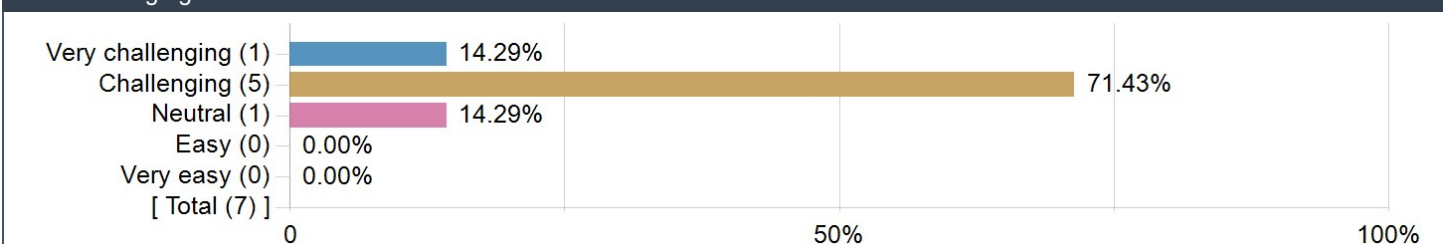
Statistics	Value
Mean	4.00
Standard Deviation	0.58

How much did the course increase your knowledge of the subject?

Very much (5)	71.43%
Some (2)	28.57%
Neutral (0)	0.00%
Barely (0)	0.00%
Not at all (0)	0.00%
[Total (7)]	
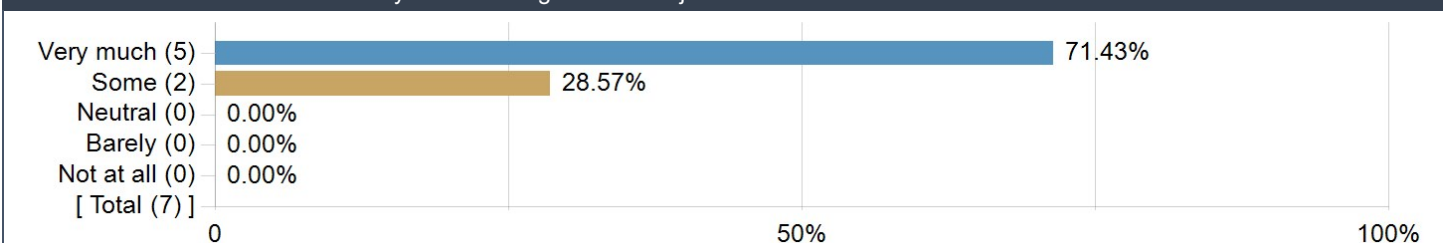
Statistics	Value
Mean	4.71
Standard Deviation	0.49

If you could suggest one thing to improve the course, what would it be?

Comments
If there was more a breakdown on the reading assigned to us, I believe it would've been a little more helpful.
I think what would make it easier to understand the course readings would be to have more vocabulary, i think it was very hard to keep up with the philosophical language that was used by the philosophers and if we had a ready guide then it would've been much easier.
none
More frequent group work

Describe the one best thing about the course that was effective in helping you learn.

Comments
The talks were quite in–depth which was helpful in grasping the information
One of the best things that helped me learn was how she repeated herself to ensure that we had good notes for our handouts and fully understood the concepts that were in the readings, she also made sure to keep time for questions about the material and made herself available.
the way to write philosophical papers. We spent a class time going over what needs and don't needs in a philosophical paper which helped a lot with the class papers as well as other papers
The reading/handouts structure
Professory Dyke's clear explanations and thought experiments that make even the most complex topics understandable

Is there anything else you would like to share about your learning experience? [You may elaborate on your previous responses, or add other information.]

Comments
I really liked the way she structured the handouts because it made it very easy to digest such complex readings and also made it easier to study for the quizzes that we took.
the time varies depending on the assignments due the upcoming class days.
Readings are long and can be dry, but Dyke explains them very well in class. I think there was a little bias against Nozack and for Rawls, but it could've just been the class leaning heavily on socialism and I happen to be libertarian so was afraid if I defended Nozack it would not go well

Instructor Feedback

How clearly did the instructor communicate what was expected of you in this course?

Very clearly (7) — 100.00%
Clearly (0) — 0.00%
Neutral (0) — 0.00%
Unclearly (0) — 0.00%
Very unclearly (0) — 0.00%
[Total (7)]

Statistics	Value
Mean	5.00
Standard Deviation	0.00

How effective was the instructor in explaining challenging concepts and/or methods?

Very effective (6) — 85.71%
Effective (1) — 14.29%
Neutral (0) — 0.00%
Ineffective (0) — 0.00%
Very ineffective (0) — 0.00%
[Total (7)]

Statistics	Value
Mean	4.86
Standard Deviation	0.38

How timely was the feedback that you received on your work?

Very timely (4)	57.14%
Timely (3)	42.86%
Neutral (0)	0.00%
Untimely (0)	0.00%
Very untimely (0)	0.00%
[Total (7)]	

Statistics	Value
Mean	4.57
Standard Deviation	0.53

How helpful was the feedback to you in improving your work?

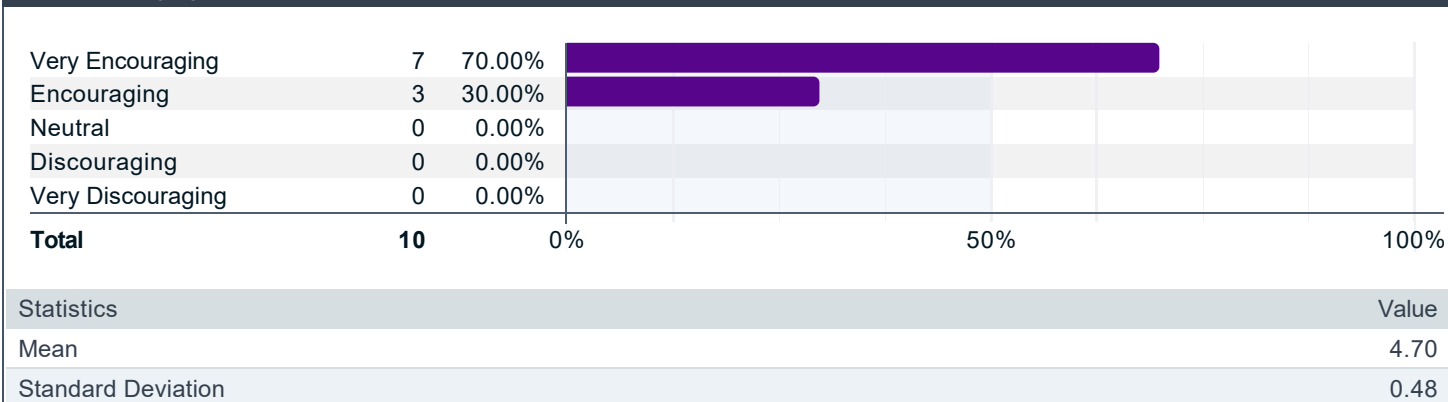|	
Very helpful (4)	57.14%
Helpful (3)	42.86%
Neutral (0)	0.00%
Unhelpful (0)	0.00%
Very unhelpful (0)	0.00%
[Total (7)]	
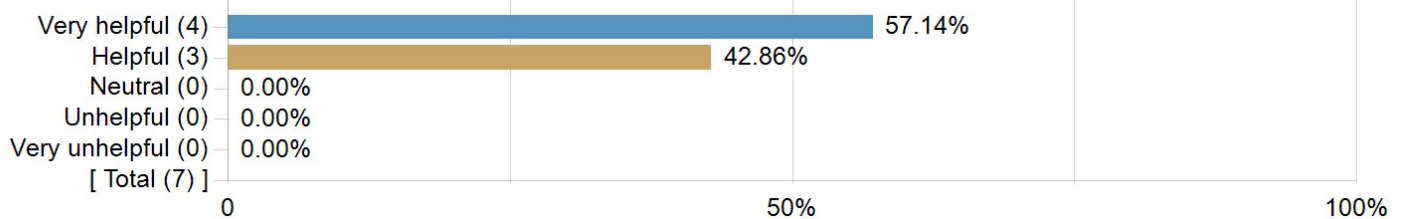
Statistics	Value
Mean	4.57
Standard Deviation	0.53

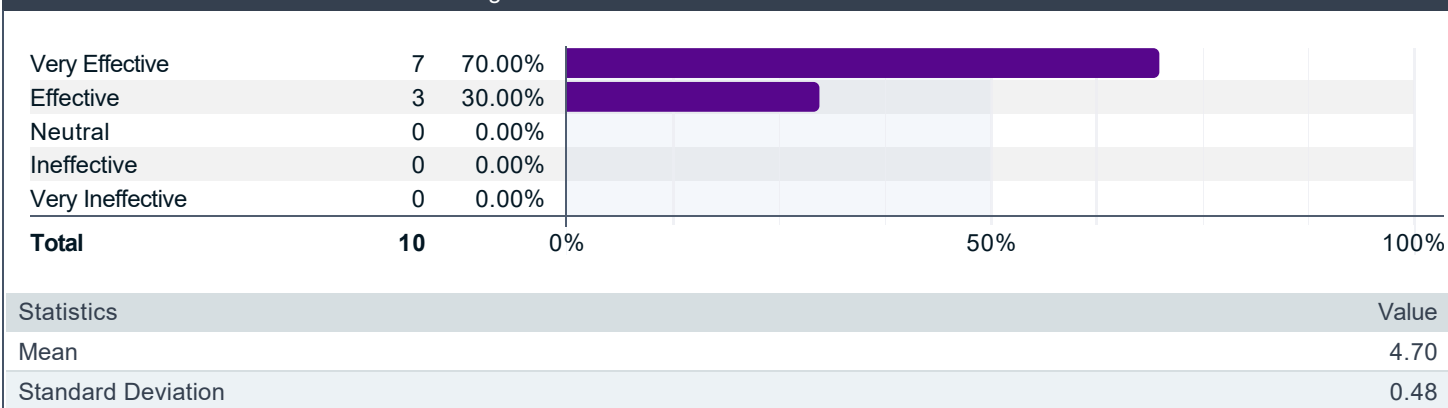## How inclusive did you find this class environment towards diverse backgrounds, identities, and life experiences?

Very inclusive (6)	85.71%
Inclusive (1)	14.29%
Neutral (0)	0.00%
Excluding (0)	0.00%
Very excluding (0)	0.00%
[Total (7)]	
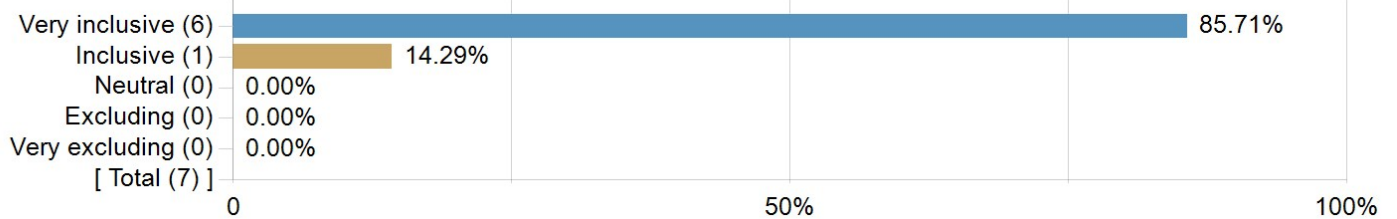
Statistics	Value
Mean	4.86
Standard Deviation	0.38

How receptive was the instructor to diverse student viewpoints?

Very receptive (6)	85.71%
Receptive (1)	14.29%
Neutral (0)	0.00%
Unreceptive (0)	0.00%
Very unreceptive (0)	0.00%
[Total (7)]	
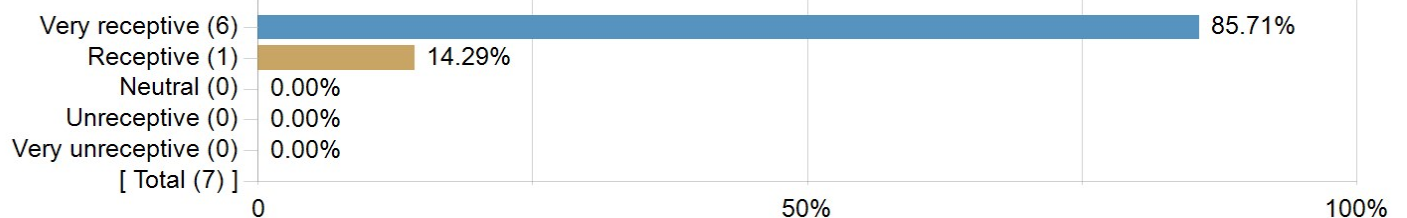
Statistics	Value
Mean	4.86
Standard Deviation	0.38

How effective was the instructor at helping you learn?

Very effective (6)	85.71%
Effective (1)	14.29%
Neutral (0)	0.00%
Ineffective (0)	0.00%
Very ineffective (0)	0.00%
[Total (7)]	
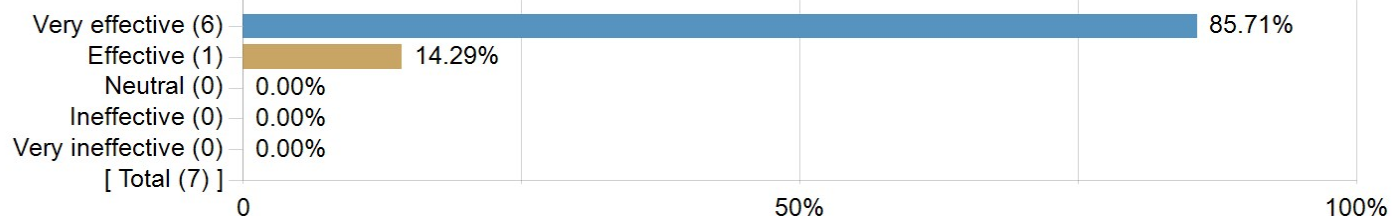
Statistics	Value
Mean	4.86
Standard Deviation	0.38

How encouraging was the instructor of student participation?

Very encouraging (4)	57.14%
Encouraging (3)	42.86%
Neutral (0)	0.00%
Discouraging (0)	0.00%
Very discouraging (0)	0.00%
[Total (7)]	
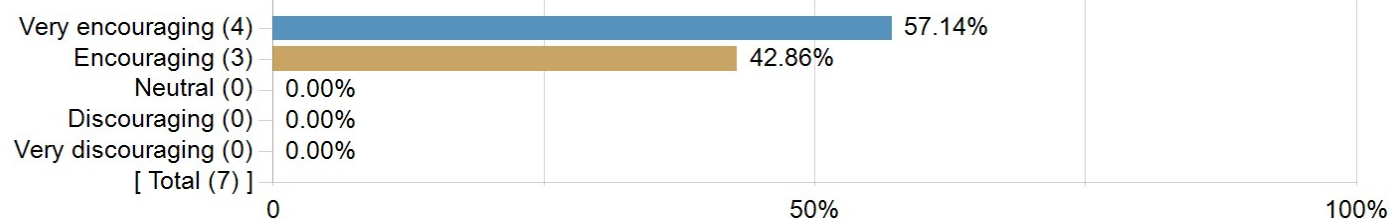
Statistics	Value
Mean	4.57
Standard Deviation	0.53

How effective was the instructor at facilitating class discussion?

Very effective (3)	42.86%
Effective (4)	57.14%
Neutral (0)	0.00%
Ineffective (0)	0.00%
Very ineffective (0)	0.00%
[Total (7)]	
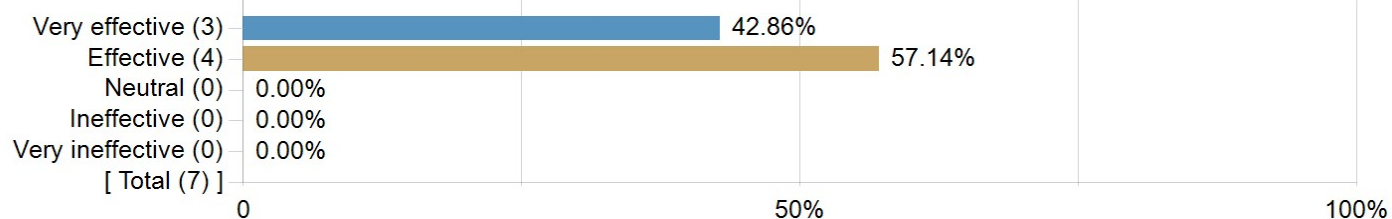
Statistics	Value
Mean	4.43
Standard Deviation	0.53

How open was the instructor to students' questions and multiple points of view?

Response	Percentage
Very open (6)	85.71%
Open (1)	14.29%
Neutral (0)	0.00%
Closed (0)	0.00%
Very closed (0)	0.00%
[Total (7)]	
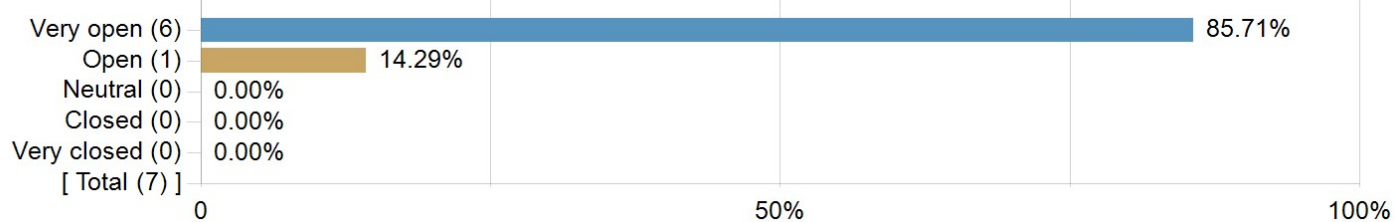
Statistics	Value
Mean	4.86
Standard Deviation	0.38

How accessible was the instructor to students (e.g., via e-mail and office hours)?

Response	Percentage
Very accessible (5)	71.43%
Accessible (2)	28.57%
Neutral (0)	0.00%
Inaccessible (0)	0.00%
Very inaccessible (0)	0.00%
[Total (7)]	
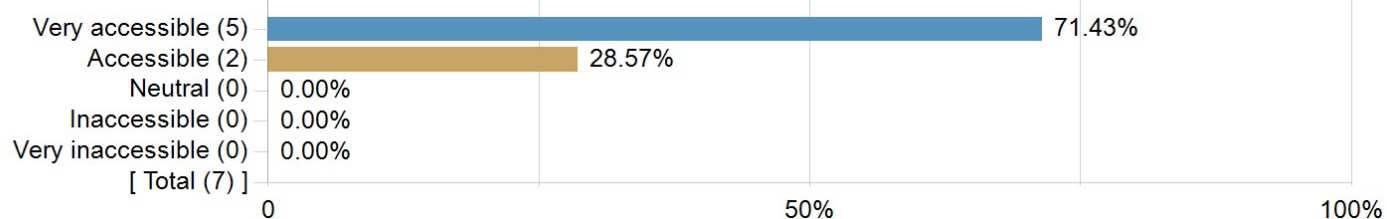
Statistics	Value
Mean	4.71
Standard Deviation	0.49

How well did the instructor create an environment that promoted the success of students with diverse backgrounds and experiences?

Response	Percentage
Very well (6)	85.71%
Well (1)	14.29%
Neutral (0)	0.00%
Poorly (0)	0.00%
Very poorly (0)	0.00%
[Total (7)]	
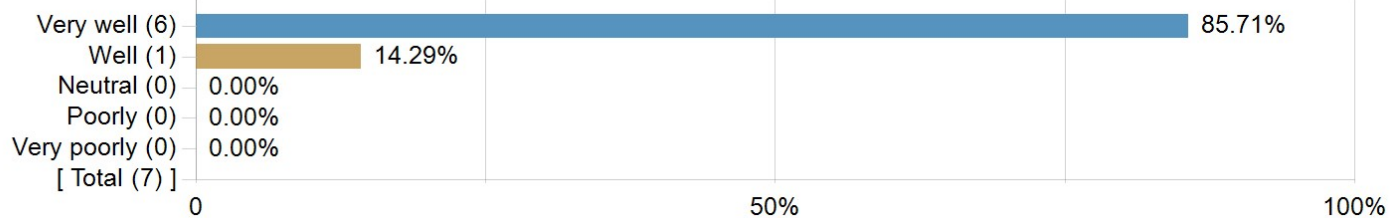
Statistics	Value
Mean	4.86
Standard Deviation	0.38

Instructor Name:	Term:	Evaluation Type:	Class Description:
Dyke,Michelle Mary	Spring 2022	Final	GPH-GU 1008-001 (7564) - Topics in Bioethics: (Seminar)

9 out of 17 students completed the survey.

Survey Response Rate: 52.9%

Course Questions

Score range is 1 - 5

Question	Average	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
Overall evaluation of the course.	5.0	9	100.0%	5 - Excellent	9	100.0%
				4 - Good	0	0.0%
				3 - Adequate	0	0.0%
				2 - Poor	0	0.0%
				1 - Very Poor	0	0.0%
The course objectives were clearly stated.	5.0	9	100.0%	5 - Strongly Agree	9	100.0%
				4 - Agree	0	0.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The course was well organized.	5.0	9	100.0%	5 - Strongly Agree	9	100.0%
				4 - Agree	0	0.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The course was intellectually stimulating.	5.0	9	100.0%	5 - Strongly Agree	9	100.0%
				4 - Agree	0	0.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The grading criteria for assignments were clear.	5.0	9	100.0%	5 - Strongly Agree	9	100.0%
				4 - Agree	0	0.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The assigned course readings and materials contributed to my learning.	5.0	9	100.0%	5 - Strongly Agree	9	100.0%
				4 - Agree	0	0.0%
				3 - Neutral	0	0.0%

Question	Average	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The course allowed me to connect with other students in the course.	5.0	9	100.0%	5 - Strongly Agree	9	100.0%
				4 - Agree	0	0.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The course followed the expectations outlined in the syllabus.	5.0	9	100.0%	5 - Strongly Agree	9	100.0%
				4 - Agree	0	0.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%

Instructor Questions

Score range is 1 - 5

Question	Average	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
Overall evaluation of the instructor.	5.0	9	100.0%	5 - Excellent	9	100.0%
				4 - Good	0	0.0%
				3 - Adequate	0	0.0%
				2 - Poor	0	0.0%
				1 - Very Poor	0	0.0%
The instructor provided an environment that was conducive to learning.	5.0	9	100.0%	5 - Strongly Agree	9	100.0%
				4 - Agree	0	0.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The instructor provided helpful feedback on assessed class components (e.g., exams, papers).	5.0	9	100.0%	5 - Strongly Agree	9	100.0%
				4 - Agree	0	0.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
I was able to communicate with my instructor when I needed to.	5.0	9	100.0%	5 - Strongly Agree	9	100.0%
				4 - Agree	0	0.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%

Course Comments

During the Coronavirus Pandemic, do you feel that the University provided the tools and support needed for you to successfully complete this course? Please explain.

- This course yes, insofar as zoom was an option and masks were required. NYU generally has not been that helpful at actually helping students in need who were affected by the pandemic but that's a different question maybe!
- Yes
- Yes. This was an in-person class.
- Yes
- zoom option was very helpful
- Yes
- Yes. However, the room where the class was held had some faulty zoom equipment.
- Yes, the option to zoom into class was always provided and the readings were posted on brightspace
- yes! learning materials are uploaded to Brightspace in time and our professor cares about online student's interaction.

What changes would you suggest to enhance the course? (Optional)

- I don't know if anything would! great class
- There is really nothing I would improve! The topics were thoughtfully chosen, the readings were appropriate, and the discussion was engaging.
- There was at least one week where the reading seemed pretty obscure (religious perspectives on embryonic stem cell research). I feel there could also have been a few more current cases and bit more study of the political factors that are at play in bioethics.
- Have the debates at times during the semester when students are less stressed

Instructor Comments

During the Coronavirus Pandemic, do you feel that your instructor provided the tools and support needed for you to successfully complete this course? Please explain.

- yes, Professor Dyke was very understanding and made me feel comfortable and able to do my best in this course
- Yes! Dr. Dyke was very understanding and always looking for creative ways to incorporate Zoom participants into the classroom discussion
- Yes.
- the zoom option was very helpful
- Yes
- Yes
- Yes Michelle has always been available for chats, and has expanded her office hours so that more of us would have a chance to meet with her.
- Yes, the professor always provided a student with a zoom link if needing to zoom in. Also, office hours were provided as a zoom format as well
- our professor is always so passionate and understanding. this relieves my pressure during the pademic.

What did the instructor do well? (Optional)

- Balancing pace and depth, giving space for all students to speak, being clear about expectations and places to improve
- The readings for each class were very well curated so that we would be able to have a full discussion of the issues presented.
- Create stimulating conversation, appeal to and address topics pertinent today and of interest to the students

How well did the instructor create an environment in which differing ideas and experiences of diverse individuals could safely be shared and respected? (Optional)

- Encouraged different perspectives

How well did the instructor create an environment in which differing ideas and experiences of diverse individuals could safely be shared and respected? (Optional)

- Very well. There was always an atmosphere of openness, and Michelle was explicit in making sure that everyone who wished to participate had a chance and felt like their contribution was welcome.
- Very well

Instructor Name:	Term:	Evaluation Type:	Class Description:
Dyke,Michelle Mary	Spring 2022	Final	GPH-GU 1230-001 (24376) - Advanced Introduction to Public Health Ethics (Lecture)

9 out of 18 students completed the survey.

Survey Response Rate: 50.0%

Course Questions

Score range is 1 - 5

Question	Average	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
Overall evaluation of the course.	4.8	9	100.0%	5 - Excellent	7	77.8%
				4 - Good	2	22.2%
				3 - Adequate	0	0.0%
				2 - Poor	0	0.0%
				1 - Very Poor	0	0.0%
The course objectives were clearly stated.	4.9	9	100.0%	5 - Strongly Agree	8	88.9%
				4 - Agree	1	11.1%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The course was well organized.	4.8	9	100.0%	5 - Strongly Agree	8	88.9%
				4 - Agree	0	0.0%
				3 - Neutral	1	11.1%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The course was intellectually stimulating.	5.0	9	100.0%	5 - Strongly Agree	9	100.0%
				4 - Agree	0	0.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The grading criteria for assignments were clear.	4.9	9	100.0%	5 - Strongly Agree	8	88.9%
				4 - Agree	1	11.1%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The assigned course readings and materials contributed to my learning.	4.9	9	100.0%	5 - Strongly Agree	8	88.9%
				4 - Agree	1	11.1%

Question	Average	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The course allowed me to connect with other students in the course.	4.8	9	100.0%	5 - Strongly Agree	7	77.8%
				4 - Agree	2	22.2%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The course followed the expectations outlined in the syllabus.	4.8	9	100.0%	5 - Strongly Agree	7	77.8%
				4 - Agree	2	22.2%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%

Instructor Questions

Score range is 1 - 5

Question	Average	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
Overall evaluation of the instructor.	4.9	9	100.0%	5 - Excellent	8	88.9%
				4 - Good	1	11.1%
				3 - Adequate	0	0.0%
				2 - Poor	0	0.0%
				1 - Very Poor	0	0.0%
The instructor provided an environment that was conducive to learning.	4.9	9	100.0%	5 - Strongly Agree	8	88.9%
				4 - Agree	1	11.1%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The instructor provided helpful feedback on assessed class components (e.g., exams, papers).	5.0	9	100.0%	5 - Strongly Agree	9	100.0%
				4 - Agree	0	0.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
I was able to communicate with my instructor when I needed to.	4.9	9	100.0%	5 - Strongly Agree	8	88.9%
				4 - Agree	1	11.1%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%

Course Comments

During the Coronavirus Pandemic, do you feel that the University provided the tools and support needed for you to successfully complete this course? Please explain.

- Yes, it was always possible to attend class, if not in person then through zoom.
- yup!
- Yes
- Yes, I think that NYU communicates very transparently and clearly about the covid-related issues.
- Yes
- Yes.
- Yes, although the camera for Zoom kept freezing during the second half of the course, so fixing it during class was distracting but not the fault of the teaching staff
- Yes
- Yes we were given a Zoom link if we were sick

Instructor Comments

During the Coronavirus Pandemic, do you feel that your instructor provided the tools and support needed for you to successfully complete this course? Please explain.

- Yes. I always felt that I could access the instructor when I needed.
- yes
- Yes! Michelle was very supportive and accommodating
- Yes
- Yes
- Yes
- Yes!
- Yes
- Yes she was so understanding of circumstances when we needed to take class on Zoom

What did the instructor do well? (Optional)

- The instructor did well in maintaining engaging discussion. There never felt like there was a long moment of awkward silence.
- Same as my answer for Topics in Bioethics
- Everything (as stated above). I also very appreciate the very detailed feedback on our assignments.
- She is so enthusiastic and kind. She wants her students to succeed and helps in whatever way she can.

Instructor Name:	Term:	Evaluation Type:	Class Description:
Dyke,Michelle Mary	Fall 2021	Final	GPH-GU 1005-001 (7595) - Advanced Introduction to Bioethics (Seminar)

10 out of 15 students completed the survey.

Survey Response Rate: 66.7%

Course Questions

Score range is 1 - 5

Question	Average	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
Overall evaluation of the course.	4.7	10	100.0%	5 - Excellent	7	70.0%
				4 - Good	3	30.0%
				3 - Adequate	0	0.0%
				2 - Poor	0	0.0%
				1 - Very Poor	0	0.0%
The course objectives were clearly stated.	5.0	10	100.0%	5 - Strongly Agree	10	100.0%
				4 - Agree	0	0.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The course was well organized.	4.9	10	100.0%	5 - Strongly Agree	9	90.0%
				4 - Agree	1	10.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The course was intellectually stimulating.	4.8	10	100.0%	5 - Strongly Agree	8	80.0%
				4 - Agree	2	20.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The grading criteria for assignments were clear.	4.8	10	100.0%	5 - Strongly Agree	8	80.0%
				4 - Agree	2	20.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The assigned course readings and materials contributed to my learning.	4.6	10	100.0%	5 - Strongly Agree	7	70.0%
				4 - Agree	2	20.0%
				3 - Neutral	1	10.0%

Question	Average	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The course allowed me to connect with other students in the course.	4.7	10	100.0%	5 - Strongly Agree	8	80.0%
				4 - Agree	1	10.0%
				3 - Neutral	1	10.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The course followed the expectations outlined in the syllabus.	5.0	10	100.0%	5 - Strongly Agree	10	100.0%
				4 - Agree	0	0.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%

Instructor Questions

Score range is 1 - 5

Question	Average	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
Overall evaluation of the instructor.	4.9	10	100.0%	5 - Excellent	9	90.0%
				4 - Good	1	10.0%
				3 - Adequate	0	0.0%
				2 - Poor	0	0.0%
				1 - Very Poor	0	0.0%
The instructor provided an environment that was conducive to learning.	4.6	10	100.0%	5 - Strongly Agree	6	60.0%
				4 - Agree	4	40.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The instructor provided helpful feedback on assessed class components (e.g., exams, papers).	4.9	10	100.0%	5 - Strongly Agree	9	90.0%
				4 - Agree	1	10.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
I was able to communicate with my instructor when I needed to.	4.8	10	100.0%	5 - Strongly Agree	8	80.0%
				4 - Agree	2	20.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%

Course Comments

During the Coronavirus Pandemic, do you feel that the University provided the tools and support needed for you to successfully complete this course? Please explain.

- Yes
- Yes, there was a lot of opportunity to take the class on Zoom if needed.
- Yes
- Yes, it was supportive of the many complications due to the corona virus.
- Yes, because the professor allowed for students to zoom into class as well as attend in person, it was covid friendly
- Yes. Joining via zoom was possible. The Zoom set-up was excellent
  The course assistant facilitated the Zoom meetings very well
- Yes
- Yes
- Yes
- Yes

What changes would you suggest to enhance the course? (Optional)

- No more quizzes
- The quiz was not helpful.
- It'd be great to provide some background for the readings the week before they are assigned. Some of them were difficult to comprehend and then the reading becomes really cumbersome. It was sometimes difficult to see how the topics connected with each other and with the overall theme of the class: moral intuitions. Although there was a lot of discussion and that's very good, this discussion could be sometimes a little bit more restricted so that the professor has more time to express his knowledge and ideas, which are always awesome.
- I would suggest some flexibility and/or alternative options where the class participation rubric is concerned. Students come into the classroom with a variety of needs, experiences, (dis)abilities, etc. and the rigidity of the class participation requirements only enable a very particularly ables type of student to thrive. If there were additional ways to participate (discussion questions, writing reflections, etc.) it might give more students the opportunity to engage, learn, and flourish.
- Another debate, maybe halfway through the term?
- Nil

What additional comments would you like to make? (Optional)

- None
- Overall, I've really enjoyed the way that Dr. Dyke facilitates her class and the discussions.
- Great selection of readings

Instructor Comments

During the Coronavirus Pandemic, do you feel that your instructor provided the tools and support needed for you to successfully complete this course? Please explain.

- Yes
- The instructor allowed students to participate on Zoom if needed.
- Yes.
- Yes. The zoom meeting set-up and coordination was perfect
- Yes, Professor Dyke worked hard to accommodate students online and she was extremely responsive to student emails
- Yes, she was incredibly supportive.
- Yes
- Yes

During the Coronavirus Pandemic, do you feel that your instructor provided the tools and support needed for you to successfully complete this course? Please explain.

- Yes
- Yes

What did the instructor do well? (Optional)

- The instructor gave fast feedback and made time for students.
- The instructor made herself available and showed an eagerness to be helpful in my learning & performance.
- Her comments on our assigned work was thorough and helpful
- She was available to address student needs, and she allocated the class time well. She did an incredible job of managing and overseeing class discussion
- She is an excellent teacher, communicator, and motivator.
  Prof. Dyke is very passionate about every student contributing in class. Personally, she gave me a lot of confidence

How well did the instructor create an environment in which differing ideas and experiences of diverse individuals could safely be shared and respected? (Optional)

- Somewhat well. The instructor gave some opportunity for many to participate but there were still some people who never spoke in class.
- She did a great job facilitating conversation and inviting a variety of perspectives.
- Extremely well
- She did that excellently.

Instructor Name:	Term:	Evaluation Type:	Class Description:
Dyke,Michelle Mary	Spring 2021	Final	GPH-GU 1008-001 (7370) - Topics in Bioethics: (Seminar)

5 out of 12 students completed the survey.

Survey Response Rate: 41.7%

Course Questions

Score range is 1 - 5

Question	Average	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
Overall evaluation of the course.	4.6	5	100.0%	5 - Excellent	3	60.0%
				4 - Good	2	40.0%
				3 - Adequate	0	0.0%
				2 - Poor	0	0.0%
				1 - Very Poor	0	0.0%
The course objectives were clearly stated.	4.8	5	100.0%	5 - Strongly Agree	4	80.0%
				4 - Agree	1	20.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The course was well organized.	4.8	5	100.0%	5 - Strongly Agree	4	80.0%
				4 - Agree	1	20.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The course was intellectually stimulating.	4.6	5	100.0%	5 - Strongly Agree	3	60.0%
				4 - Agree	2	40.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The grading criteria for assignments were clear.	4.4	5	100.0%	5 - Strongly Agree	2	40.0%
				4 - Agree	3	60.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The assigned course readings and materials contributed to my learning.	4.8	5	100.0%	5 - Strongly Agree	4	80.0%
				4 - Agree	1	20.0%
				3 - Neutral	0	0.0%

Question	Average	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The course allowed me to connect with other students in the course.	4.4	5	100.0%	5 - Strongly Agree	3	60.0%
				4 - Agree	1	20.0%
				3 - Neutral	1	20.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The course followed the expectations outlined in the syllabus.	5.0	5	100.0%	5 - Strongly Agree	5	100.0%
				4 - Agree	0	0.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%

Instructor Questions

Score range is 1 - 5

Question	Average	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
Overall evaluation of the instructor.	4.6	5	100.0%	5 - Excellent	3	60.0%
				4 - Good	2	40.0%
				3 - Adequate	0	0.0%
				2 - Poor	0	0.0%
				1 - Very Poor	0	0.0%
The instructor provided an environment that was conducive to learning.	4.8	5	100.0%	5 - Strongly Agree	4	80.0%
				4 - Agree	1	20.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The instructor provided helpful feedback on assessed class components (e.g., exams, papers).	4.6	5	100.0%	5 - Strongly Agree	3	60.0%
				4 - Agree	2	40.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
I was able to communicate with my instructor when I needed to.	4.8	5	100.0%	5 - Strongly Agree	4	80.0%
				4 - Agree	1	20.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%

Course Comments

During the Coronavirus Pandemic, do you feel that the University provided the tools and support needed for you to successfully complete this course? Please explain.

- I didnt mind the zoom lecture.
- yes
- It worked. I don't think it was successful from the university but more so Professor Dyke. She organized the Classes page so it was very easy to navigate and was considerate when it came to the sound and technical issues.
- Yes
- Yes.

Instructor Comments

During the Coronavirus Pandemic, do you feel that your instructor provided the tools and support needed for you to successfully complete this course? Please explain.

- Everything was very clear and organized
- yes
- Yes, the classes page was set up very nicely.
- Yes
- Yes she did. Her reading materials were very clear and really brought out the controversies in politics and bioethics.

What did the instructor do well? (Optional)

- I appreciated the screenshares, those were useful
- Professor Dyke was very good at providing additional resources which I really appreciated.
- The debate was very great as well as the small group discussions

Instructor Name:	Term:	Evaluation Type:	Class Description:
Dyke,Michelle Mary	Spring 2021	Final	UGPH-GU 28-001 (17859) - Ethics and Identity: Disability, Gender, and Race (Lecture)

9 out of 25 students completed the survey.

Survey Response Rate: 36.0%

Course Questions

Score range is 1 - 5

Question	Average	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
Overall evaluation of the course.	4.2	9	100.0%	5 - Excellent	5	55.6%
				4 - Good	1	11.1%
				3 - Adequate	3	33.3%
				2 - Poor	0	0.0%
				1 - Very Poor	0	0.0%
The course objectives were clearly stated.	4.6	9	100.0%	5 - Strongly Agree	5	55.6%
				4 - Agree	4	44.4%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The course was well organized.	4.7	9	100.0%	5 - Strongly Agree	6	66.7%
				4 - Agree	3	33.3%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The course was intellectually stimulating.	4.1	9	100.0%	5 - Strongly Agree	5	55.6%
				4 - Agree	1	11.1%
				3 - Neutral	2	22.2%
				2 - Disagree	1	11.1%
				1 - Strongly Disagree	0	0.0%
The grading criteria for assignments were clear.	4.4	9	100.0%	5 - Strongly Agree	5	55.6%
				4 - Agree	3	33.3%
				3 - Neutral	1	11.1%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The assigned course readings and materials contributed to my learning.	4.3	9	100.0%	5 - Strongly Agree	5	55.6%
				4 - Agree	2	22.2%

Question	Average	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
				3 - Neutral	2	22.2%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The course allowed me to connect with other students in the course.	3.9	9	100.0%	5 - Strongly Agree	2	22.2%
				4 - Agree	4	44.4%
				3 - Neutral	3	33.3%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The course followed the expectations outlined in the syllabus.	4.7	9	100.0%	5 - Strongly Agree	6	66.7%
				4 - Agree	3	33.3%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%

Instructor Questions

Score range is 1 - 5

Question	Average	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
Overall evaluation of the instructor.	4.4	9	100.0%	5 - Excellent	6	66.7%
				4 - Good	1	11.1%
				3 - Adequate	2	22.2%
				2 - Poor	0	0.0%
				1 - Very Poor	0	0.0%
The instructor provided an environment that was conducive to learning.	4.7	9	100.0%	5 - Strongly Agree	6	66.7%
				4 - Agree	3	33.3%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The instructor provided helpful feedback on assessed class components (e.g., exams, papers).	4.3	9	100.0%	5 - Strongly Agree	4	44.4%
				4 - Agree	4	44.4%
				3 - Neutral	1	11.1%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
I was able to communicate with my instructor when I needed to.	4.7	9	100.0%	5 - Strongly Agree	6	66.7%
				4 - Agree	3	33.3%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%

Course Comments

During the Coronavirus Pandemic, do you feel that the University provided the tools and support needed for you to successfully complete this course? Please explain.

- Basically, but nothing tried in the pandemic will be as successful as normal learning
- Yes.
- I feel that my needs for this course were met by the university. Dr. Dyke's policies were adequately flexible for the stress that come with the pandemic.
- .
- Yes, I enjoyed being in person. Hybrid format was a little weird. Would've preferred fully in person.
- I did not rely very much of the University's resources and support to complete this course given that Professor Dyke did that all on her own.
- I do not think that the University promoted the resources as much as they should have during the coronavirus pandemic. For example, communication about the covid relief grant was not as clear as it should have been.
- The University, under the obvious fact that it was an unprecedented turn of events, did an adequate job to support the students to learn and successfully complete the course.
- In some ways, yes. However, in other ways, it felt as if we were "going back to normal" while still in the middle of a pandemic (and arguably one of the most difficult periods as we passed the one-year mark and everything ceased to feel real).

What changes would you suggest to enhance the course? (Optional)

- I felt that there could have been more readings exploring more progressive theories of disability and gender.
- Talk about race during Black History Month and acknowledge the current climate in correlation to the themes we are learning.
- In-person classes would be quite nice.
- Possibly more recent/inclusive readings and more, smaller assignments as opposed to two large papers

Instructor Comments

During the Coronavirus Pandemic, do you feel that your instructor provided the tools and support needed for you to successfully complete this course? Please explain.

- Yes, she did an excellent job of trying to make herself available and all the material accessible
- Yes.
- Yes, I felt that Dr. Dyke's attendance and assignment policies were flexible and that she was understanding when I communicated with her.
- Yes. Michelle was very helpful and understand to everyone. She made it very easy to follow along and to understand complex topics.
- .
- Yes, however, I did feel as though she was treating this course as if we weren't still in a pandemic and a little less accommodating
- Professor Dyke made herself available and it was very easy to reach out to her with questions and/or concerns. I felt that this course was very reasonable in the midst of the pandemic, based on its format and even the professor's level of organization and clarity.
- Yes. Dr. Dyke was exceptional in the way that she understood the trials and tribulations of students during this time. She made it very clear that a simple email went a long way in understanding what needed by the student. I felt heard and understood by her when I needed support and accommodations.
- Yes. She provided what I feel was a fine time for furthering knowledge on what was initially described on the course outline.

What did the instructor do well? (Optional)

- Professor Dyke picked some really interesting pieces throughout the semester and it was really easy to engage with them. She was always clear with her expectations for the class.
- Dr. Dyke was amazing in exhaustively explaining each theme. There was rarely a time where I felt

What did the instructor do well? (Optional)

> lost in the class. I love the fact that she is able to answer a question then give an example then (this is what really sold me) explains why the example relates to the answer and the theme we are discussing at hand. It did a great job of integrating new topics into my mind and it got me to think about the way that these themes actively interact around me. I also enjoyed how eloquently she was able to manage lecturing to both zoom and in person students. She made it look so easy when I cannot imagine doing the same. In addition to that, the class discussions were incredible. Dr. Dyke did a great job not showing any favoritism to any particular theorists and to this day I have no clue where she stood on the themes we discussed and I am thoroughly equipped to explain those themes in a neutral standpoint now. In order to bring class to another level, I would recommend connecting with students more throughout class time. Although we covered an extensive amount of material and had the chance to elaborate on our thoughts about the course, it felt impersonal. I don't remember being asked how am I doing and that is a conversation that I would've valued especially during a time like now. For example a poll during lecture would've helped.

- Instructing; much of the facets of which could've been incorporated in a remote environment, she included or tried to include.

How well did the instructor create an environment in which differing ideas and experiences of diverse individuals could safely be shared and respected? (Optional)

- Professor Dyke always made it clear that the classroom was a safe space as she did not record group discussions because she wanted us to feel comfortable with sharing our ideas.
- Dr. Dyke did a phenomenal job. There were students that expressed sensitive sentiments around disability and from an outsider's standpoint I think she did a great job listening to the student and expressing care while connecting it to views that we saw in the course. The course was set up in a wonderful way where we had time to express our thoughts every week no matter how they ranged and it was awesome to see.
- She allowed for extensive discussions amongst different students on several potentially controversial topics, whilst not letting them get out of control.
- She did this well, although some of the readings (one in particular) felt as though they just completely shut down the idea that gender self-identity was valid and I can only imagine how invalidating that would have felt for a trans student to have to read and discuss that

Instructor Name:	Term:	Evaluation Type:	Class Description:
Dyke,Michelle Mary	Fall 2020	Final	GPH-GU 1005-001 (8106) - Advanced Introduction to Bioethics (Seminar)

12 out of 21 students completed the survey.

Survey Response Rate: 57.1%

Course Questions

Score range is 1 - 5

Question	Average	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
Overall evaluation of the course.	4.7	12	100.0%	5 - Excellent	9	75.0%
				4 - Good	2	16.7%
				3 - Adequate	1	8.3%
				2 - Poor	0	0.0%
				1 - Very Poor	0	0.0%
The course objectives were clearly stated.	5.0	12	100.0%	5 - Strongly Agree	12	100.0%
				4 - Agree	0	0.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The course was well organized.	4.9	12	100.0%	5 - Strongly Agree	11	91.7%
				4 - Agree	1	8.3%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The course was intellectually stimulating.	4.9	12	100.0%	5 - Strongly Agree	11	91.7%
				4 - Agree	1	8.3%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The grading criteria for assignments were clear.	4.8	12	100.0%	5 - Strongly Agree	10	83.3%
				4 - Agree	2	16.7%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The assigned course readings and materials contributed to my learning.	4.8	12	100.0%	5 - Strongly Agree	10	83.3%
				4 - Agree	2	16.7%
				3 - Neutral	0	0.0%

Question	Average	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The course allowed me to connect with other students in the course.	4.3	12	100.0%	5 - Strongly Agree	7	58.3%
				4 - Agree	3	25.0%
				3 - Neutral	1	8.3%
				2 - Disagree	1	8.3%
				1 - Strongly Disagree	0	0.0%
The course followed the expectations outlined in the syllabus.	5.0	12	100.0%	5 - Strongly Agree	12	100.0%
				4 - Agree	0	0.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%

Instructor Questions

Score range is 1 - 5

Question	Average	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
Overall evaluation of the instructor.	4.8	12	100.0%	5 - Excellent	10	83.3%
				4 - Good	2	16.7%
				3 - Adequate	0	0.0%
				2 - Poor	0	0.0%
				1 - Very Poor	0	0.0%
The instructor provided an environment that was conducive to learning.	4.8	12	100.0%	5 - Strongly Agree	10	83.3%
				4 - Agree	1	8.3%
				3 - Neutral	1	8.3%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The instructor provided helpful feedback on assessed class components (e.g., exams, papers).	4.9	12	100.0%	5 - Strongly Agree	11	91.7%
				4 - Agree	1	8.3%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
I was able to communicate with my instructor when I needed to.	4.9	12	100.0%	5 - Strongly Agree	11	91.7%
				4 - Agree	1	8.3%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%

Course Comments

During the Coronavirus Pandemic, do you feel that the University provided the tools and support needed for you to successfully complete this course? Please explain.

- I thought the Zoom classroom worked really well and allowed me to fit this class into my busy lifestyle. It was just as effective as being in class in person! The regular class sessions and the teacher's office hours were extremely accessible. After we ironed out the kinks in the first class or two, I was able to hear and see every person clearly. I actually prefer Zoom to in-person instruction.
- Yes. I didnt mind the online class. Due to many people, I did feel intimated to raise my hand and participate more often.
- Yes. The course was well-facilitated online. Professor and TA were always available.
- I think the blended classroom was a really bad idea. Audio quality was inconsistent, it was hard to tell who was speaking, and frequently there were technology issues.
- Yes, but in part that's because Dr. Dyke is so *thoroughly* on-the-ball. Not all professors--brilliant though they may be!--were able to deliver an experience quite as seamless as Michelle's (and even she experienced a hiccup or two). My own feeling (and I can't stress this enough) is that the hybrid format does not succeed at capturing the best of both worlds (i.e., the in-person and in-class worlds). In fact, I think it utterly fails to do that in most instances. If NYU insists on the hybrid format at any future time, the school should provide on-body mics for professors when they're in classrooms.
- The blended format was fine once the technical difficulties were overcome (although in person is better).
- n/a
- Yes. The course was online and well-integrated with regards to that.
- Yes
- Yes. All materials were readily available online
- Yes I do
- Yes. Reading materials were readily available, the online platform was fully functional as well as other support services like the library.

What changes would you suggest to enhance the course? (Optional)

- I think more students should be required to keep their cameras on.
- I liked the debate, but found it to be difficult and intense. Would have liked to have formed groups ahead of time, and had a planned out argument.
- none
- I would like to see more engagement encouraged via chat
- none

What additional comments would you like to make? (Optional)

- I would have liked to know more about the career aspirations of other people in my class and their purpose for taking the course.
- Found Michelle's comments to be more helpful than Ryan's on the short essay.
- Speaking of things I cannot stress enough: Michelle is a *prime asset* to NYU and the Bioethics department. DO NOT LET HER GET AWAY. She's smart as heck and she's pedagogically superb. She manages class time as well as anyone could, assigns just the right amount of reading and writing, provides insightful criticism (perhaps my only wish is that she'd provide a bit MORE feedback...but she turns papers around really pretty quickly, so that's the trade-off there), and goes the extra mile for students.
- None

Instructor Comments

During the Coronavirus Pandemic, do you feel that your instructor provided the tools and support needed for you to successfully complete this course? Please explain.

- Absolutely. The professor was fantastic.
- I liked the break out rooms to talk with others.
- Yes. Provided good feedback and was accomodating during the election/pandemic.
- Yes, she has been as accommodating as possible.
- Professor Dyke was available and responded quickly to emails.
- Yup. See my earlier remarks.
- n/a
- Yes. The professor made it easy to access classes and notes and was easy to contact throughout the semester.
- Yes
- Yes. They were available online. She also sent emails to update us when needed.
- Yes, providing options to join class given the difficulties I had with the time zone difference
- She was within reach through emails and zoom meetings. She cared so much about the negative impact of the pandemic and how I could navigate through to optimize my learning strategies.

What did the instructor do well? (Optional)

- She was great at letting everyone express their opinions. If you had something to say, you almost always were given the opportunity to speak.
- Michelle was great at explaining things. Appreciated that we had a short break instead of powering through.
- I think Michelle does most everything well.
- Both Michelle and Ryan were excellent in facilitating discussion and grading assignments at a reasonable pace, as well as providing helpful feedback.
- Everything, Michelle is a brilliant professor.
- She is very knowledgeable!
- Engaged students
- Organized varied interactive teaching sessions, adopted various assessment techniques and reached out to me personally on how I could optimize my learning strategies in the face of the pandemic
- Professor Dyke seems to be having fun with the class, which is nice.

How well did the instructor create an environment in which differing ideas and experiences of diverse individuals could safely be shared and respected? (Optional)

- Absolutely. Like all the faculty here, Michelle is very accepting of others' thinking, ready to work with it and understand it and explain what might be incorrect or incomplete about it, rather than merely shooting it down. (And she's ready with praise for others' thinking, too, when praise is warranted!)
- Extremely well. Good job.
- Very well.
- She did really well!
- She responded to general and individual students' questions with impartiality.
- Professor Dyke did an excellent job not just calling on the same people every time, and giving all students an opportunity to speak when they wanted.

Instructor Name:	Term:	Evaluation Type:	Class Description:
Dyke,Michelle Mary	Summer 2020	Final	GPH-GU 1230-001 (2240) - Advanced Introduction to Public Health Ethics (Lecture)

3 out of 6 students completed the survey.

Survey Response Rate: 50.0%

Course Questions

Score range is 1 - 5

Question	Average	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
Overall evaluation of the course.	5.0	3	100.0%	5 - Excellent	3	100.0%
				4 - Good	0	0.0%
				3 - Adequate	0	0.0%
				2 - Poor	0	0.0%
				1 - Very Poor	0	0.0%
The course objectives were clearly stated.	5.0	3	100.0%	5 - Strongly Agree	3	100.0%
				4 - Agree	0	0.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The course was well organized.	5.0	3	100.0%	5 - Strongly Agree	3	100.0%
				4 - Agree	0	0.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The course was intellectually stimulating.	5.0	3	100.0%	5 - Strongly Agree	3	100.0%
				4 - Agree	0	0.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The grading criteria for assignments were clear.	5.0	3	100.0%	5 - Strongly Agree	3	100.0%
				4 - Agree	0	0.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The assigned course readings and materials contributed to my learning.	5.0	3	100.0%	5 - Strongly Agree	3	100.0%
				4 - Agree	0	0.0%

Question	Average	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%

Instructor Questions

Score range is 1 - 5

Question	Average	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
Overall evaluation of the instructor.	5.0	3	100.0%	5 - Excellent	3	100.0%
				4 - Good	0	0.0%
				3 - Adequate	0	0.0%
				2 - Poor	0	0.0%
				1 - Very Poor	0	0.0%
The instructor provided an environment that was conducive to learning.	5.0	3	100.0%	5 - Strongly Agree	3	100.0%
				4 - Agree	0	0.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The instructor provided helpful feedback on assessed class components (e.g., exams, papers).	5.0	3	100.0%	5 - Strongly Agree	3	100.0%
				4 - Agree	0	0.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%

Instructor Name:	Term:	Evaluation Type:	Class Description:
Dyke,Michelle Mary	Spring 2020	Final	GPH-GU 1008-001 (7413) - Topics in Bioethics: (Seminar)

10 out of 21 students completed the survey.

Survey Response Rate: 47.6%

Course Questions

Score range is 1 - 5

Question	Average	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
Overall evaluation of the course.	4.5	10	100.0%	5 - Excellent	5	50.0%
				4 - Good	5	50.0%
				3 - Adequate	0	0.0%
				2 - Poor	0	0.0%
				1 - Very Poor	0	0.0%
The course objectives were clearly stated.	4.7	10	100.0%	5 - Strongly Agree	7	70.0%
				4 - Agree	3	30.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The course was well organized.	4.6	10	100.0%	5 - Strongly Agree	7	70.0%
				4 - Agree	2	20.0%
				3 - Neutral	1	10.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The course was intellectually stimulating.	4.5	10	100.0%	5 - Strongly Agree	5	50.0%
				4 - Agree	5	50.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The grading criteria for assignments were clear.	4.7	10	100.0%	5 - Strongly Agree	7	70.0%
				4 - Agree	3	30.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The assigned course readings and materials contributed to my learning.	4.4	10	100.0%	5 - Strongly Agree	5	50.0%
				4 - Agree	4	40.0%
				3 - Neutral	1	10.0%

Question	Average	# of Students Who Answered the Question	Question Response Rate	# of Responses to the		
				Answer	Answer	Answer %
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%

Instructor Questions

Score range is 1 - 5

Question	Average	# of Students Who Answered the Question	Question Response Rate	# of Responses to the		
				Answer	Answer	Answer %
Overall evaluation of the instructor.	4.6	10	100.0%	5 - Excellent	6	60.0%
				4 - Good	4	40.0%
				3 - Adequate	0	0.0%
				2 - Poor	0	0.0%
				1 - Very Poor	0	0.0%
The instructor provided an environment that was conducive to learning.	4.7	10	100.0%	5 - Strongly Agree	7	70.0%
				4 - Agree	3	30.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The instructor provided helpful feedback on assessed class components (e.g., exams, papers).	4.6	10	100.0%	5 - Strongly Agree	6	60.0%
				4 - Agree	4	40.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%

Course Comments

What changes would you suggest to enhance the course? (Optional)
- The format was great. I think another debate about halfway through the semester could be useful. That was a cool format.
- Handouts would be helpful to structure the material and what exactly we're supposed to get out of the readings.
- Make clear where the concepts being discussed in course readings have come through previously in more well known philosophical literature. (See additional comments for further detail).
- Michelle has an pronounced aptitude for teaching, I think, and for running a seminar. Sometimes I wish there were more time for conversation; an occasional deeper dive into a single point of philosophical inquiry would also be nice. I.e., when professors solicit responses to questions, naturally the responses vary--and that's good! But I do wish, from time to time, that some issue could really be dug into, really examined deeply--from, say, a variety of moral-theoretical perspectives: "How, exactly, would, say, rule consequentialism apply here? How, exactly, would Kantian deontology? Who, in this scenario, would be the moral exemplar that (Aristotelian) virtue ethics relies upon? Under a moral pluralism, what would be the prima facie duties at play in this situation?" That sort of thing. Since the Bioethics MA program does not require students to take a class focused on moral theory (a bit surprising; perhaps the assumption is that students will arrive with a working knowledge of various moral theories? Still, it feels a bit limiting when the application of moral theory to in-class discussion topics rarely diverges from the basics of consequentialism,

What changes would you suggest to enhance the course? (Optional)

deontology and virtue ethics), this might be the best way (besides paper-writing, and even that doesn't require students to diligently apply this or that moral theory to some problem...not that it should!) to actually expand students' knowledge of and ability to handle the different moral frameworks philosophers have developed.

It would similarly be cool to work in brief readings by great philosophers from history, provided their thinking actually pertained, or could be connected to, to the very current events under discussion in the class, since current events are the class's true focus.

But of course, all of this is asking a lot from two hours, once a week; certainly there's always a ton to do, and there's never enough time. I don't blame any professor being unable to transmute a little time into more! (I do wonder why the once-weekly classes are only two hours long? That seems short.)

Michelle did an excellent job assigning just enough reading to fill up the time without our feeling rushed; of course, as mentioned, two hours seems about an hour too little for a once-weekly class, so part of me felt like we didn't do enough reading for this class. (Don't mistake me; I was grateful, in "Controversies and Politics," to land on the chill side of overloaded, given the oft-unworkable battery of reading assignments my other classes heaped on me.) That being said, Michelle did provide optional readings, so I suppose I can't really register this mere observation about the readings as any sort of complaint.

One general thought, applicable to all my classes: It would have been nice, I think, for the professors to, say, assign us one less reading each week, and instead to assign us the task of independently finding some additional piece of reading that seemed to us to fit the topic at hand, that way each member of the class would have some different thinker's perspective to draw from in discussion. At the very least, it would force us to practice our research skills. Perhaps professors who like to give frequent writing assignments could require students to submit very short summaries of their additional reading for that week.

- The final debate was very engaging. Maybe there would be a way to add similar types of activities?

What additional comments would you like to make? (Optional)

- Got a lot out of this class, interesting readings.
- Sometimes I got the sense that we were focusing on whether someone was making a valid argument rather than if their argument was actually sound, when the truth of their statements made for more interesting discussion material.
- Some students have given arguments to each other how the Controversies in Politics course was not engaging in philosophical discourse through the readings. I disagree with the more historical lens they look at what counts as philosophy. These sorts of bickering arguments can be dismissed by mentioning how the main topic appears previously in other more historically famous works. Hence (see previous answer).
- The requirement to include at least two course readings in our final papers was challenging because all of the topics we discussed did not necessarily have at least two readings, so perhaps this requirement could be re-evaluated.

Instructor Comments

What did the instructor do well? (Optional)

- Appreciate how receptive Professor Dyke was to our feedback, shaped the course to our interests and integrated current events well.
- Kept discussion open for everyone.
- Prof. Dyke is always incredible organized and prepared. Class with her is such a pleasure!
- Michelle is very knowledgable and presents the material very well. She helps to keep a neutral environment when discussing very controversial material. She covers all material in an orderly fashion. She is also very organized and clear in all expectations of assignments.
- I loved how well-organized and meticulous Michelle was. It was quite inspiring. She was very sensitive towards hearing me out whenever I approached her and provided valuable guidance and feedback.

How well did the instructor create an environment in which differing ideas and experiences of diverse individuals could safely be shared and respected? (Optional)

- Professor Dyke did a great job facilitating conversation around central topics and discussed them analytically, free of her own bias. The class discussions were interesting and she encouraged people to share differing viewpoints.
- No religion-bashing--thank you!
- The instructor's response to discussion was always constructive and oriented everyone to the topic at hand.
- Very well!
- I felt that prof. Dyke did this very well!
- Very well! Although the reluctance towards the continental perspective was a bit uncalled for, I think.

Instructor Name:	Term:	Evaluation Type:	Class Description:
Dyke,Michelle Mary	Spring 2020	Final	UGPH-GU 28-001 (17562) - Ethics and Identity: Disability, Gender, and Race (Lecture)

10 out of 25 students completed the survey.

Survey Response Rate: 40.0%

Course Questions

Score range is 1 - 5

Question	Average	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
Overall evaluation of the course.	4.3	10	100.0%	5 - Excellent	6	60.0%
				4 - Good	2	20.0%
				3 - Adequate	1	10.0%
				2 - Poor	1	10.0%
				1 - Very Poor	0	0.0%
The course objectives were clearly stated.	4.5	10	100.0%	5 - Strongly Agree	6	60.0%
				4 - Agree	3	30.0%
				3 - Neutral	1	10.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The course was well organized.	4.7	10	100.0%	5 - Strongly Agree	7	70.0%
				4 - Agree	3	30.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The course was intellectually stimulating.	4.5	10	100.0%	5 - Strongly Agree	6	60.0%
				4 - Agree	3	30.0%
				3 - Neutral	1	10.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The grading criteria for assignments were clear.	4.5	10	100.0%	5 - Strongly Agree	6	60.0%
				4 - Agree	3	30.0%
				3 - Neutral	1	10.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The assigned course readings and materials contributed to my learning.	4.5	10	100.0%	5 - Strongly Agree	7	70.0%
				4 - Agree	2	20.0%

Question	Average	# of Students Who Answered the Question	Question Response Rate		# of Responses to the	
				Answer	Answer	Answer %
				3 - Neutral	0	0.0%
				2 - Disagree	1	10.0%
				1 - Strongly Disagree	0	0.0%

Instructor Questions

Score range is 1 - 5

Question	Average	# of Students Who Answered the Question	Question Response Rate		# of Responses to the	
				Answer	Answer	Answer %
Overall evaluation of the instructor.	4.5	10	100.0%	5 - Excellent	6	60.0%
				4 - Good	3	30.0%
				3 - Adequate	1	10.0%
				2 - Poor	0	0.0%
				1 - Very Poor	0	0.0%
The instructor provided an environment that was conducive to learning.	4.7	10	100.0%	5 - Strongly Agree	7	70.0%
				4 - Agree	3	30.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The instructor provided helpful feedback on assessed class components (e.g., exams, papers).	4.7	10	100.0%	5 - Strongly Agree	7	70.0%
				4 - Agree	3	30.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%

Course Comments

What changes would you suggest to enhance the course? (Optional)
- The readings were too long and the discussions in class didn't help me understand the readings. I would recommend cutting down the readings to the most important 20 pages with really elaborate, structured reading guides that help break down the text
- I would perhaps include more background on the types of philosophies we were studying, and more about how the concepts are applied in real-world examples.
- Instead of starting a new topic with an author's argument, I would have preferred to have a more "neutral" general discussion about the topic first, especially for disability.

Instructor Comments

What did the instructor do well? (Optional)
- Took the time to explain tests and essays and go over work
- - Made learning very easy as her lectures were extremely clear
  - Was always open to answering questions and hearing and acknowledging students' opinions
- The thorough explanations of the readings and the handouts were very helpful as some readings were hard for me to understand since this is my first ethics class.

How well did the instructor create an environment in which differing ideas and experiences of diverse individuals

could safely be shared and respected? (Optional)

- Welcomed every answer that was given without judgement, and respected everyone's opinions. she was great!
- Very well
- She did this extremely well. I would not change anything.

Instructor Name:	Term:	Evaluation Type:	Class Description:
Dyke,Michelle Mary	Fall 2019	Final	GPH-GU 1005-001 (7735) - Advanced Introduction to Bioethics (Seminar)

20 out of 23 students completed the survey.

Survey Response Rate: 87.0%

Course Questions

Score range is 1 - 5

Question	Average	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
Overall evaluation of the course.	4.5	20	100.0%	5 - Excellent	11	55.0%
				4 - Good	8	40.0%
				3 - Adequate	0	0.0%
				2 - Poor	1	5.0%
				1 - Very Poor	0	0.0%
The course objectives were clearly stated.	4.9	20	100.0%	5 - Strongly Agree	17	85.0%
				4 - Agree	3	15.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The course was well organized.	4.9	20	100.0%	5 - Strongly Agree	18	90.0%
				4 - Agree	2	10.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The course was intellectually stimulating.	4.7	20	100.0%	5 - Strongly Agree	14	70.0%
				4 - Agree	6	30.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The grading criteria for assignments were clear.	4.3	20	100.0%	5 - Strongly Agree	11	55.0%
				4 - Agree	5	25.0%
				3 - Neutral	3	15.0%
				2 - Disagree	1	5.0%
				1 - Strongly Disagree	0	0.0%
The assigned course readings and materials contributed to my learning.	4.7	20	100.0%	5 - Strongly Agree	13	65.0%
				4 - Agree	7	35.0%
				3 - Neutral	0	0.0%

Question	Average	# of Students Who Answered the Question	Question Response Rate	# of Responses to the		
				Answer	Answer	Answer %
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%

Instructor Questions

Score range is 1 - 5

Question	Average	# of Students Who Answered the Question	Question Response Rate	# of Responses to the		
				Answer	Answer	Answer %
Overall evaluation of the instructor.	4.6	20	100.0%	5 - Excellent	13	65.0%
				4 - Good	5	25.0%
				3 - Adequate	2	10.0%
				2 - Poor	0	0.0%
				1 - Very Poor	0	0.0%
The instructor provided an environment that was conducive to learning.	4.7	20	100.0%	5 - Strongly Agree	13	65.0%
				4 - Agree	7	35.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The instructor provided helpful feedback on assessed class components (e.g., exams, papers).	4.7	20	100.0%	5 - Strongly Agree	15	75.0%
				4 - Agree	4	20.0%
				3 - Neutral	1	5.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%

Course Comments

What changes would you suggest to enhance the course? (Optional)
- -
- I think it would've been helpful to have more discussion of objections and replies during class.
- Honestly I loved this course. It was great and I learned a lot.
- I don't really have any - I thought that the course was very well organized. If I would change anything, it would perhaps be to focus less on some of the broad theories of deontology and utilitarianism, because those discussions are embedded through all of the other readings anyways.
- I really enjoyed the group dynamics beyond the general hole class group discussion. Formalizing arguments from the reading or discussion particular objection with classmates was really stimulating.
- More interactive discussion there was plenty but more is always appreciated
- The grading criteria for the short papers could have been clearer and more consistent from one to the next. I would have also liked more discussion between students, changing the room set up might help with that.
- Email the syllabus to students before the first day of class, preferably a week, to begin performing readings prior to class.

What additional comments would you like to make? (Optional)
- Dr. Dyke is a wonderful professor!
- -
- Please stop interrupting students before they get to finish their comments in class. It feels dismissive and it wastes time when they have to repeat themselves or correct what you think they said, and that would have been avoided if you just let them finish.
- -
- The small essays were really really helpful in forcing me to hone in very concisely my analytical ideas and were great practice for the final essay
- NA
- Maybe trying to establish more connections among the topics discussed in different classes would improve the general experience of the course.
- Both the instructor and the TA were excellent; highest marks for them both.

Instructor Comments

What did the instructor do well? (Optional)
- -
- Yes, I really liked Michelle's teaching style!
- Asked really great questions during class provided feedback to our discussions that was helpful
- She was very engaging, very organized and managed the class well.
- Facilitate discussion and organize the course in a clear and concise fashion.
- Instruct
- Drawing attention to the central arguments and claims of the reading. Explaining the more general context of the paper in the philosophical debate the authors is interested in.
- The professor?s teaching style was excellent. It was very obvious that she had thoroughly thought through how she was going to go about teaching each individual lesson, not to mention she is incredible articulate and a pleasure to listen to. I also loved that her background knowledge on every topic was robust, so that when we had relevant questions on related philosophical topics, she always had a way to provide us with information in the moment.

How well did the instructor create an environment in which differing ideas and experiences of diverse individuals could safely be shared and respected? (Optional)
- Good
- Michelle balanced overviews of central concepts from the readings with facilitating a robust class discussion while also creating an environment where differing opinions were all given a fair hearing
- Super well
- She was great and making everyone feel valued, included and part of the class.
- Quite well, more sharing and respecting than I had initially thought would be permitted.
- She did a pretty good job at it.
- Incredibly well! There was never a moment where she or any student was targeted for any specific view, and all comments were taken seriously.
- Yes.

Instructor Name:	Term:	Evaluation Type:	Class Description:
Michelle Mary Dyke	Spring 2019	Final	PHIL-UA 103-001 (19770) - Topics in Metaphysics & Episte (Seminar)

12 out of 16 students eligible to evaluate completed the survey.

Survey Response Rate: 75.0%

Question	Average	Standard Deviation	Response % of 2 Highest Ratings	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
Overall evaluation of the course.	4.8	0.6	91.7%	12	100.0%	Very Poor	0	0.0%
						Poor	0	0.0%
						Adequate	1	8.3%
						Good	1	8.3%
						Excellent	10	83.3%
The course objectives were clearly stated.	4.9	0.3	100.0%	12	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	1	8.3%
						Strongly Agree	11	91.7%
The course was well organized.	4.7	0.7	91.7%	12	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	1	8.3%
						Agree	2	16.7%
						Strongly Agree	9	75.0%
The course was intellectually stimulating.	4.7	0.7	91.7%	12	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	1	8.3%
						Agree	2	16.7%
						Strongly Agree	9	75.0%

Question	Average	Standard Deviation	Response % of 2 Highest Ratings	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
The course was effective at helping me learn.	4.5	1.0	83.3%	12	100.0%	Strongly Disagree	0	0.0%
						Disagree	1	8.3%
						Neutral	1	8.3%
						Agree	1	8.3%
						Strongly Agree	9	75.0%
The classes were informative.	4.8	0.5	100.0%	12	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	3	25.0%
						Strongly Agree	9	75.0%
The course was challenging.	4.0	1.2	75.0%	12	100.0%	Strongly Disagree	1	8.3%
						Disagree	0	0.0%
						Neutral	2	16.7%
						Agree	4	33.3%
						Strongly Agree	5	41.7%
The course increased my knowledge of the subject.	4.9	0.3	100.0%	12	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	1	8.3%
						Strongly Agree	11	91.7%
The instructor created an environment that promoted the success of students with diverse backgr	4.7	0.9	91.7%	12	100.0%	Strongly Disagree	0	0.0%
						Disagree	1	8.3%
						Neutral	0	0.0%
						Agree	1	8.3%
						Strongly Agree	10	83.3%
Overall evaluation of the instructor.	4.8	0.6	91.7%	12	100.0%	Very Poor	0	0.0%
						Poor	0	0.0%
						Adequate	1	8.3%
						Good	1	8.3%
						Excellent	10	83.3%

Question	Average	Standard Deviation	Response % of 2 Highest Ratings	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
The instructor provided an environment that was conducive to learning.	4.7	0.9	91.7%	12	100.0%	Strongly Disagree	0	0.0%
						Disagree	1	8.3%
						Neutral	0	0.0%
						Agree	1	8.3%
						Strongly Agree	10	83.3%
The instructor provided helpful feedback on assessed class components (e.g., exams, papers).	4.7	0.9	91.7%	12	100.0%	Strongly Disagree	0	0.0%
						Disagree	1	8.3%
						Neutral	0	0.0%
						Agree	1	8.3%
						Strongly Agree	10	83.3%
The instructor was effective at helping me learn.	4.6	1.2	91.7%	12	100.0%	Strongly Disagree	1	8.3%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	1	8.3%
						Strongly Agree	10	83.3%
The instructor encouraged student participation.	4.5	1.0	83.3%	12	100.0%	Strongly Disagree	0	0.0%
						Disagree	1	8.3%
						Neutral	1	8.3%
						Agree	1	8.3%
						Strongly Agree	9	75.0%
The instructor was effective at facilitating class discussion.	4.7	0.7	91.7%	12	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	1	8.3%
						Agree	2	16.7%
						Strongly Agree	9	75.0%
The instructor was open to students' questions and multiple points of view.	4.7	0.9	91.7%	12	100.0%	Strongly Disagree	0	0.0%
						Disagree	1	8.3%
						Neutral	0	0.0%
						Agree	1	8.3%
						Strongly Agree	10	83.3%

Question	Average	Standard Deviation	Response % of 2 Highest Ratings	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
The instructor was accessible to students (e.g., via e-mail and office hours).	4.8	0.6	91.7%	12	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	1	8.3%
						Agree	1	8.3%
						Strongly Agree	10	83.3%

Course Comments

Instructor Comments

Describe the best thing about the course/instructor that was effective in helping you learn.

- The instructor was extremely easy to understand and summarized the readings very well. She brought up unique questions and great points that allowed me to fully engage with the material. If I could suggest one critique - I'd say she should make attendance required. A lot of people did not show up to class and I think they were really missing out on a great course. It also took away from what could have been a larger, greater class discussion, especially because it was already such a small class size.

- I like the way you conducted the mini-paper assignments. It gave me a chance to test my understanding in a fair (in terms of grading) manner without being too high-stakes. It facilitated a lot of learning on top of the regular class.

- I liked the round table discussions. I think offering your students a question they should be asking themselves while reading that day's assigned reading is always good.

- The weekly summaries of certain, more complex readings.

- Michelle is the best instructor I've had in my four years at NYU. She does everything I expect the ideal teacher to do. For example, she is realistic about the amount of reading students can really read in depth on a weekly basis and provides guidelines on the important sections to read, and leaves some other readings as optional. She explains everything with the utmost clarity and enthusiasm, making use of the whiteboard. She summarises past readings at the start of each class and posts summary notes at the end of each week. She provides extremely detailed and thoughtful instructions and feedback on papers. The 4 mini papers, midterm paper, and final paper exam structure works perfectly. She asks sharp questions that guide class discussions and does not just lead with a vague "what do you think?" I am hard pressed to really find anything to suggest as improvements. The only thing is that even in this class, which has a focus on meta-ethics, I would've liked more of a systematic introduction to some of the foundational concepts in epistemology for

students without a background in that area. This could mean dedicating one or two seminars to explain, in greater depth and structure, JTB or the Gettier Problem, instead of simply bringing it up as we go along.

- The instructor was able to take us more into depth on the readings and seemed to understand the works she assigned. To improve the course I would recommend she be more open to differing points of views. Often times she seemed closed, and even downright hostile, to differing viewpoints within the class.

- Good class discussions. Liked the uploaded handouts
  Improvements - more discussions

- The discussions were fruitful and enlightening

- She provided prompt feedbacks to the papers that I handed in.

- Excellent lecturer

- At the end of the course we are to sit in a circle facing each other. I feel like this is a very good way to facilitate classroom discussions, since it is a seminar course after all. I feel like we could have benefited if we do this for the entirety of the semester.

- The instructor was great at reviewing course reading materials in a way that was interesting and clear. Class discussion could be improved even more by adopting a circular seminar seating arrangement (which we recently did at the end of this course).

Instructor Name:	Term:	Evaluation Type:	Class Description:
Michelle Mary Dyke	Fall 2018	Final	PHIL-UA 1-001 (9755) - Central Problems in Philosophy (Lecture)

28 out of 79 students eligible to evaluate completed the survey.

Survey Response Rate: 35.4%

Question	Average	Standard Deviation	Response % of 2 Highest Ratings	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
Overall evaluation of the course.	4.3	0.9	75.0%	28	100.0%	Very Poor	0	0.0%
						Poor	1	3.6%
						Adequate	6	21.4%
						Good	6	21.4%
						Excellent	15	53.6%
The course objectives were clearly stated.	4.6	0.6	96.4%	28	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	1	3.6%
						Agree	8	28.6%
						Strongly Agree	19	67.9%
The course was well organized.	4.7	0.7	96.4%	28	100.0%	Strongly Disagree	0	0.0%
						Disagree	1	3.6%
						Neutral	0	0.0%
						Agree	6	21.4%
						Strongly Agree	21	75.0%
The course was intellectually stimulating.	4.4	0.8	82.1%	28	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	5	17.9%
						Agree	6	21.4%
						Strongly Agree	17	60.7%

Question	Average	Standard Deviation	Response % of 2 Highest Ratings	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
The course was effective at helping me learn.	4.4	0.9	82.1%	28	100.0%	Strongly Disagree	0	0.0%
						Disagree	1	3.6%
						Neutral	4	14.3%
						Agree	7	25.0%
						Strongly Agree	16	57.1%
The classes were informative.	4.5	0.8	82.1%	28	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	5	17.9%
						Agree	5	17.9%
						Strongly Agree	18	64.3%
The course was challenging.	4.5	0.5	100.0%	28	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	15	53.6%
						Strongly Agree	13	46.4%
The course increased my knowledge of the subject.	4.6	0.6	92.9%	28	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	2	7.1%
						Agree	7	25.0%
						Strongly Agree	19	67.9%
The instructor created an environment that promoted the success of students with diverse backgr	4.6	0.6	96.4%	28	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	1	3.6%
						Agree	10	35.7%
						Strongly Agree	17	60.7%
Overall evaluation of the instructor.	4.4	0.8	89.3%	28	100.0%	Very Poor	0	0.0%
						Poor	1	3.6%
						Adequate	2	7.1%
						Good	10	35.7%
						Excellent	15	53.6%

Question	Average	Standard Deviation	Response % of 2 Highest Ratings	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
The instructor provided an environment that was conducive to learning.	4.4	0.9	89.3%	28	100.0%	Strongly Disagree	0	0.0%
						Disagree	2	7.1%
						Neutral	1	3.6%
						Agree	10	35.7%
						Strongly Agree	15	53.6%
The instructor provided helpful feedback on assessed class components (e.g., exams, papers).	3.9	1.2	60.7%	28	100.0%	Strongly Disagree	0	0.0%
						Disagree	4	14.3%
						Neutral	7	25.0%
						Agree	4	14.3%
						Strongly Agree	13	46.4%
The instructor was effective at helping me learn.	4.3	0.8	89.3%	28	100.0%	Strongly Disagree	0	0.0%
						Disagree	1	3.6%
						Neutral	2	7.1%
						Agree	13	46.4%
						Strongly Agree	12	42.9%
The instructor encouraged student participation.	3.5	1.2	46.4%	28	100.0%	Strongly Disagree	1	3.6%
						Disagree	5	17.9%
						Neutral	9	32.1%
						Agree	6	21.4%
						Strongly Agree	7	25.0%
The instructor was effective at facilitating class discussion.	3.3	1.1	39.3%	28	100.0%	Strongly Disagree	1	3.6%
						Disagree	6	21.4%
						Neutral	10	35.7%
						Agree	6	21.4%
						Strongly Agree	5	17.9%
The instructor was open to students' questions and multiple points of view.	4.3	0.7	85.7%	28	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	4	14.3%
						Agree	11	39.3%
						Strongly Agree	13	46.4%

Question	Average	Standard Deviation	Response % of 2 Highest Ratings	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
The instructor was accessible to students (e.g., via e-mail and office hours).	4.5	0.7	89.3%	28	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	3	10.7%
						Agree	8	28.6%
						Strongly Agree	17	60.7%

Course Comments

Instructor Comments

Describe the best thing about the course/instructor that was effective in helping you learn.

- Dr. Dyke is a very smart and straight forward woman, which was really helpful in a philosophy course. I think the lectures could be a bit more engaging and visual, though.

- I loved how Dr. Dyke restated the same thing in multiple ways throughout her lectures, so if I didn't understand it the first time or needed the information again, I just needed to keep listening instead of feeling like I was falling behind. However, I think that the papers were graded unnecessarily harshly--especially for an intro class, and an intro class that dealt with a large range of particularly difficult topics, at that.

- I wish that we could have better feedback on papers

- It would definitely be helpful to get the answer to the handout after each lecture. I often find my notes unclear/lack accuracy.

- A list of important philosophical concepts/lexicon.

- As someone who has never taken a philosophy course before, I found that Dr. Dyke did a wonderful job at making the course clear/easy to follow, interesting, intellectually stimulating, and also challenging. She is extremely articulate, concise, and it is very evident that she knows what she is talking about. The handouts she provided were very helpful and created a clear, organized way of following her lectures. Overall, I was extremely impressed by Dr. Dyke and would recommend her course to anyone.

- The handouts were useful in clarifying the subjects we were studying and organizing the class time

- The course materials are really interesting and organized. No suggestion.

- The course was very intellectually stimulating and clearly organized. I would've liked there to have been slightly more engagement with student questions during lecture; instructor tended to jump quickly from subject to subject, only occasionally stopping for a question or two before moving on.

- The worksheets she made were super helpful, especially in a lecture class where it can be easy to get lost. I think one thing to improve the course would be to hold up more direct quotations from the readings in order to understand the context for the material a bit more. Honestly though this is not a big complaint and I don't think theres much I would suggest to improve the course.

- Clear explanations of course material that made complicated subjects more accessible

- Dr. Dyke is a wonderful lecturer, and easily one of the most knowledgeable professors I've had. The layout of her class is exactly what a philosophy course should look like, however, my only complaint is that there wasn't much of an invitation for discussion beyond recitation (maybe this is best in a 9:30, though).

- I thought the lectures you gave were phenomenal. There was a lot a value in coming to class, and I truly felt that you were well prepared at all times. Although, attending lecture was often a passive experience. There wasn't a lot of room for questions or participation,

- I really appreciated the lecture handouts and found them very helpful when reviewing. The biggest thing I would suggest changing about the course would be trying to find more interesting material to cover because it's an introductory course but most of the content we studied was very dry and technical which discouraged me from pursuing philosophy further

- The in-class worksheets were helpful in studying and retaining the course materials.

- The one best thing was the range of philosophers we studied. Doctor Dyke definitely provided us with many perspectives and let us decide which one we agree with ourselves. One thing to improve the course would be more diversity in the way lectures are taught. I felt lectures were a bit monotonous at times, but maybe that's just me.

- The lecture would be better if professor could go slower, and the lecture handouts can be made more specific, sometimes the lecture is hard to follow.

- It was well organized with handouts and appropriate questions to the reading. The professor could have been more passionate and enthusiastic about the subject matters.

- More discussion and less lectures. Philosophy is a dense subject, sitting still for lecture after lecture was way less productive than the smaller discussion sessions, where we could really question and deabte.

- The lectures by the professor were great, but I feel like my recitations could have been a better learning experience, if my preceptor was more prepared and made it more structured.

- It's hard to find "one" best thing about this course since there are too many.

- I enjoyed the lectures, and I felt like you were able to explain complicated ideas in multiple different ways which made them much easier to understand. No real suggestions for improvement.

- Dr. Dyke is a brilliant professor. Some of the lectures were a little bit dry, but given the content of the course, she did a great job at lecturing. The energy in the room was always good and she consistently stopped to answer question. My recommendation for the future is to spend more lecture time discussing the papers, asking if we have questions, and giving examples of where to 'start', as many of the recitations (which is when these were intended to be addressed) felt wasted and not spent productively addressing paper things. Later in the semester, however, the recitation did facilitate productive essay conversation.

- N/A

- Dr. Dyke is a wonderfully supportive instructor, but it's hard to keep a massive lecture hall engaged. Perhaps, every now and then, we can do a short turn and discuss activity in order to practice being able to use what we learn.

Instructor Name:	Term:	Evaluation Type:	Class Description:
Michelle Mary Dyke	Summer 2018	Final	PHIL-UA 1-001 (5697) - Central Problems in Philosophy (Lecture)

1 out of 12 students eligible to evaluate completed the survey.

Survey Response Rate: 8.3%

Question	Average	Standard Deviation	Response % of 2 Highest Ratings	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
Overall evaluation of the course.	5.0		100.0%	1	100.0%	Very Poor	0	0.0%
						Poor	0	0.0%
						Adequate	0	0.0%
						Good	0	0.0%
						Excellent	1	100.0%
The course objectives were clearly stated.	5.0		100.0%	1	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	0	0.0%
						Strongly Agree	1	100.0%
The course was well organized.	5.0		100.0%	1	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	0	0.0%
						Strongly Agree	1	100.0%
The course was intellectually stimulating.	5.0		100.0%	1	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	0	0.0%
						Strongly Agree	1	100.0%

Question	Average	Standard Deviation	Response % of 2 Highest Ratings	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
The course was effective at helping me learn.	5.0		100.0%	1	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	0	0.0%
						Strongly Agree	1	100.0%
The classes were informative.	5.0		100.0%	1	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	0	0.0%
						Strongly Agree	1	100.0%
The course was challenging.	5.0		100.0%	1	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	0	0.0%
						Strongly Agree	1	100.0%
The course increased my knowledge of the subject.	5.0		100.0%	1	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	0	0.0%
						Strongly Agree	1	100.0%
The instructor created an environment that promoted the success of students with diverse backgr	5.0		100.0%	1	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	0	0.0%
						Strongly Agree	1	100.0%
Overall evaluation of the instructor.	5.0		100.0%	1	100.0%	Very Poor	0	0.0%
						Poor	0	0.0%
						Adequate	0	0.0%
						Good	0	0.0%
						Excellent	1	100.0%

Question	Average	Standard Deviation	Response % of 2 Highest Ratings	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
The instructor provided an environment that was conducive to learning.	5.0		100.0%	1	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	0	0.0%
						Strongly Agree	1	100.0%
The instructor provided helpful feedback on assessed class components (e.g., exams, papers).	5.0		100.0%	1	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	0	0.0%
						Strongly Agree	1	100.0%
The instructor was effective at helping me learn.	5.0		100.0%	1	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	0	0.0%
						Strongly Agree	1	100.0%
The instructor encouraged student participation.	5.0		100.0%	1	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	0	0.0%
						Strongly Agree	1	100.0%
The instructor was effective at facilitating class discussion.	5.0		100.0%	1	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	0	0.0%
						Strongly Agree	1	100.0%
The instructor was open to students' questions and multiple points of view.	5.0		100.0%	1	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	0	0.0%
						Strongly Agree	1	100.0%

Question	Average	Standard Deviation	Response % of 2 Highest Ratings	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
The instructor was accessible to students (e.g., via e-mail and office hours).	5.0		100.0%	1	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	0	0.0%
						Strongly Agree	1	100.0%

Course Comments

Instructor Comments

Describe the best thing about the course/instructor that was effective in helping you learn.

- The best thing was how clear she was in answering student's questions. The thing that could be improved is the amount of time we have to write the papers. I would have been lovely to have all prompts from the beginning of the semester

Instructor Name:	Term:	Evaluation Type:	Class Description:
Michelle Mary Dyke	Summer 2017	Final	PHIL-UA 80-001 (5208) - Philosophy of Mind (Lecture)

4 out of 9 students eligible to evaluate completed the survey.

Survey Response Rate: 44.4%

Question	Average	Standard Deviation	Response % of 2 Highest Ratings	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
Overall evaluation of the instructor(s).	4.8	0.5	100.0%	4	100.0%	Very Poor	0	0.0%
						Poor	0	0.0%
						Adequate	0	0.0%
						Good	1	25.0%
						Excellent	3	75.0%
Overall evaluation of the course.	4.8	0.5	100.0%	4	100.0%	Very Poor	0	0.0%
						Poor	0	0.0%
						Adequate	0	0.0%
						Good	1	25.0%
						Excellent	3	75.0%
The instructor(s) provided an environment that was conducive to learning.	5.0		100.0%	4	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	0	0.0%
						Strongly Agree	4	100.0%
The instructor(s) provided helpful feedback on assessed class components (e.g., exams, papers).	4.8	0.5	100.0%	4	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	1	25.0%
						Strongly Agree	3	75.0%

Question	Average	Standard Deviation	Response % of 2 Highest Ratings	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
The course objectives were clearly stated.	4.8	0.5	100.0%	4	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	1	25.0%
						Strongly Agree	3	75.0%
The course was well organized.	4.8	0.5	100.0%	4	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	1	25.0%
						Strongly Agree	3	75.0%
The course was intellectually stimulating.	4.8	0.5	100.0%	4	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	1	25.0%
						Strongly Agree	3	75.0%
The course was effective at helping me learn.	4.8	0.5	100.0%	4	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	1	25.0%
						Strongly Agree	3	75.0%
The classes were informative.	4.8	0.5	100.0%	4	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	1	25.0%
						Strongly Agree	3	75.0%
The course was challenging.	4.5	1.0	75.0%	4	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	1	25.0%
						Agree	0	0.0%
						Strongly Agree	3	75.0%

Question	Average	Standard Deviation	Response % of 2 Highest Ratings	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
The course increased my knowledge of the subject.	4.8	0.5	100.0%	4	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	1	25.0%
						Strongly Agree	3	75.0%
The instructor was effective at helping me learn.	4.8	0.5	100.0%	4	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	1	25.0%
						Strongly Agree	3	75.0%
The instructor encouraged student participation.	5.0		100.0%	4	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	0	0.0%
						Strongly Agree	4	100.0%
The instructor was effective at facilitating class discussion.	5.0		100.0%	4	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	0	0.0%
						Strongly Agree	4	100.0%
The instructor was open to students' questions and multiple points of view.	5.0		100.0%	4	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	0	0.0%
						Strongly Agree	4	100.0%
The instructor was accessible to students (e.g., via e-mail and office hours).	4.8	0.5	100.0%	4	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	1	25.0%
						Strongly Agree	3	75.0%

Question	Average	Standard Deviation	Response % of 2 Highest Ratings	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
The instructor created an environment that promoted the success of students with diverse backgr	4.8	0.5	100.0%	4	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	1	25.0%
						Strongly Agree	3	75.0%

Course Comments

Instructor Comments

Describe the best thing about the course/instructor that was effective in helping you learn.

- Good conversation maintaining. Class was hard for me personally.

- Best thing was the way things were organized--everything from the readings, to the assignments, to class discussions were very well organized. One thing that could be improved is perhaps the time we spend on things. Sometimes some students took discussions off on tangents and it was hard to get back on track. But this also just happens in philosophy classes.

- Professor Dyke is a wonderful person and professor. She is very knowledgeable, and her use of repetition allows us to remember important concepts of Philosophy. She keeps the class engaged and wants people to stay engaged to make the essay much easier to write and to understand Philosophy.

- The class was incredible! Not only was the whole semester organized (one topic per week, 1 article per day), but even the class time itself was so organized. Half of it was dedicated to reviewing yesterday's material (which is probably the most helpful thing a teacher has done) and the second half was dedicated to new material. Nothing to improve on!

Instructor Name:	Term:	Evaluation Type:	Class Description:
Michelle Mary Dyke	Summer 2017	Final	PHIL-UA 21-001 (2618) - History of Modern Philosophy (Lecture) PHIL-UA 21-060 (2766) - History of Modern Philosophy (Lecture)

6 out of 9 students eligible to evaluate completed the survey.

Survey Response Rate: 66.7%

Question	Average	Standard Deviation	Response % of 2 Highest Ratings	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
Overall evaluation of the instructor(s).	4.7	0.8	83.3%	6	100.0%	Very Poor	0	0.0%
						Poor	0	0.0%
						Adequate	1	16.7%
						Good	0	0.0%
						Excellent	5	83.3%
Overall evaluation of the course.	4.5	0.8	83.3%	6	100.0%	Very Poor	0	0.0%
						Poor	0	0.0%
						Adequate	1	16.7%
						Good	1	16.7%
						Excellent	4	66.7%
The instructor(s) provided an environment that was conducive to learning.	4.7	0.5	100.0%	6	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	2	33.3%
						Strongly Agree	4	66.7%
The instructor(s) provided helpful feedback on assessed class components (e.g., exams, papers).	4.8	0.4	100.0%	6	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	1	16.7%
						Strongly Agree	5	83.3%

Question	Average	Standard Deviation	Response % of 2 Highest Ratings	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
The course objectives were clearly stated.	4.8	0.4	100.0%	6	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	1	16.7%
						Strongly Agree	5	83.3%
The course was well organized.	4.7	0.8	83.3%	6	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	1	16.7%
						Agree	0	0.0%
						Strongly Agree	5	83.3%
The course was intellectually stimulating.	4.7	0.5	100.0%	6	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	2	33.3%
						Strongly Agree	4	66.7%
The course was effective at helping me learn.	4.7	0.5	100.0%	6	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	2	33.3%
						Strongly Agree	4	66.7%
The classes were informative.	4.8	0.4	100.0%	6	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	1	16.7%
						Strongly Agree	5	83.3%
The course was challenging.	3.8	1.5	83.3%	6	100.0%	Strongly Disagree	1	16.7%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	3	50.0%
						Strongly Agree	2	33.3%

Question	Average	Standard Deviation	Response % of 2 Highest Ratings	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
The course increased my knowledge of the subject.	4.8	0.4	100.0%	6	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	1	16.7%
						Strongly Agree	5	83.3%
The instructor was effective at helping me learn.	4.8	0.4	100.0%	6	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	1	16.7%
						Strongly Agree	5	83.3%
The instructor encouraged student participation.	4.5	0.8	83.3%	6	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	1	16.7%
						Agree	1	16.7%
						Strongly Agree	4	66.7%
The instructor was effective at facilitating class discussion.	4.5	0.8	83.3%	6	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	1	16.7%
						Agree	1	16.7%
						Strongly Agree	4	66.7%
The instructor was open to students' questions and multiple points of view.	4.8	0.4	100.0%	6	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	1	16.7%
						Strongly Agree	5	83.3%
The instructor was accessible to students (e.g., via e-mail and office hours).	5.0		100.0%	6	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	0	0.0%
						Strongly Agree	6	100.0%

Question	Average	Standard Deviation	Response % of 2 Highest Ratings	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
The instructor created an environment that promoted the success of students with diverse backgr	4.7	0.5	100.0%	6	100.0%	Strongly Disagree	0	0.0%
						Disagree	0	0.0%
						Neutral	0	0.0%
						Agree	2	33.3%
						Strongly Agree	4	66.7%

Course Comments

Instructor Comments

Describe the best thing about the course/instructor that was effective in helping you learn.

- Michelle is very well prepared and explains things really clearly.

- Explained everything great!

- Michelle is a very good lecturer. She makes the course materials very clear and accessible. Handouts are very useful and clear, which I liked very much. Her class is as good as one can expect.

- I liked how the class discussion goes that helps clears out many question that one might have in mind after reading the materials.

- Getting feedback on rough draft essays.

- The paper prompts given is very clear and organised

The scale is from 1 (strongly disagree) to 5 (strongly agree).

History of Modern Philosophy; Michelle Mary Dyke; Summer 2016

Overall, the course was effective at helping me learn.

4.5

The objectives of the course were achieved.

4.7

The classes were well organized.

4.8

The classes were informative.

4.2

The course was intellectually challenging.

3.8

The course increased my knowledge of the subject.

4.2

The course stimulated my interest in this subject.

4.0

Michelle Mary Dyke

Download to Excel

Overall, Michelle Mary Dyke was effective at helping me learn.

4.7

Michelle Mary Dyke created a supportive learning environment.

4.7

Michelle Mary Dyke encouraged student participation.

4.2

Michelle Mary Dyke was effective at facilitating class discussion.

4.2

Michelle Mary Dyke was open to students' questions and points of view.

4.5

Michelle Mary Dyke provided helpful feedback on assignments (e.g., exams, papers, homework).

4.0

Michelle Mary Dyke was accessible to students (e.g., via e-mail and office hours).

5.0

Feedback and suggestions for Michelle Mary Dyke

Describe the *one* best thing about the course or Michelle Mary Dyke that was effective in helping you learn. If you could suggest *one* thing to improve the course, what would it be?

- I appreciated how Michelle reviewed material at the beginning of class and tied in previous topics discussed in class with current ones. 3-5 minute breaks midway through class were also helpful in keeping my attention.

- Michelle is a great philosophy teacher; she is very structured and clear in her explanations of the topics. When a topic would have been unclear due to complex concepts, she offered examples that helped me grasp the material. I believe that there can be more/more in-depth feedback on graded assignments; although I did fairly well on the "midterm" assignment, I wish that I had received more written feedback on my work. Other than this suggestion, Michelle's passion, availability, and great ability to communicate information well to a class, encouraged both my understanding and passion for the field.

- more class discussion would have been nice, please in the future reduce the number of books we have to buy and provide more online potions as not everyone can afford to buy like 7 books

The Course Evaluation Guide is compiled from anonymous CAS student surveys, searchable by Course ID, Instructor, or Subject.

| Instructor ⬍ | Dyke | Go |

History of Modern Philosophy

Michelle Mary Dyke

Philosophy (Summer 2015)
PHIL-UA 2100001

4 of 6 (67%) students responded

Course

	Average Result (5=Excellent, 1=Poor)
The course was effective at helping me learn.	3.75
The objectives of the course were achieved.	4.25
The classes were well organized.	4.25
The classes were informative.	4.50
The course was intellectually challenging.	4.00
The course was increased my knowledge of the subject.	4.00
The course was stimulated my interest in this subject.	3.75
Overall rating:	4.07

Instructor: Michelle Mary Dyke

	Average Result (5=Excellent, 1=Poor)
Overall, the instructor was effective at helping me learn.	4.50
The instructor created a supportive learning environment.	4.50
The instructor encouraged student participation.	4.75
The instructor was effective at facilitating class discussion.	4.25
The instructor was open to student's questions and points of view.	4.75
The instructor provided helpful feedback on assignments (e.g. exams, papers, homework)	4.75
The instructor was accessible to students (e.g. via email and office hours)	4.75

The Course Evaluation Guide is compiled from anonymous CAS student surveys, searchable by Course ID, Instructor, or Subject.

Instructor ⇕	Dyke	Go

History of Modern Philosophy

Philosophy (Summer 2015)
PHIL-UA 2100060

Michelle Mary Dyke

4 of 4 (100%) students responded

Course

	Average Result (5=Excellent, 1=Poor)
The course was effective at helping me learn.	4.75
The objectives of the course were achieved.	4.75
The classes were well organized.	4.50
The classes were informative.	4.75
The course was intellectually challenging.	5.00
The course was increased my knowledge of the subject.	5.00
The course was stimulated my interest in this subject.	4.50
Overall rating:	4.75

Instructor: Michelle Mary Dyke

	Average Result (5=Excellent, 1=Poor)
Overall, the instructor was effective at helping me learn.	4.50
The instructor created a supportive learning environment.	4.50
The instructor encouraged student participation.	4.75
The instructor was effective at facilitating class discussion.	4.50
The instructor was open to student's questions and points of view.	5.00
The instructor provided helpful feedback on assignments (e.g. exams, papers, homework)	4.50
The instructor was accessible to students (e.g. via email and office hours)	4.75