

Infusing Undergraduate Research in Arts and Humanities_Philosophy_PHI 4633, Biomedical Ethics

I. Infusing Undergraduate Research in Arts and Humanities_Sam Director_Philosophy_PHI 4633, Biomedical Ethics 35 Student Maximum.

- a. Heidi Gauder and Fred Jenkins. "The Research Skills of Undergraduate Philosophy Majors: Teaching Information Literacy." *Teaching Philosophy* 29, no. 3 (2016): 263-278.

The authors report on the results of a one credit course they introduced at their university that "focused on effective searching for and critical evaluation of primary and secondary sources" (2). The course was entitled "Research Methodologies and Technologies." (3). The course is nine weeks long and teaches students research skills and citation methods specific to philosophy.

- b. Kit Rempala, Katrina Sifferd, Joseph Vukov. "Philosophy Labs: Bringing Pedagogy and Research Together." *Teaching Philosophy* 44, no. 2 (2021): 187-206. They did a popular level blog post about it here:
<https://dailynous.com/2021/07/21/philosophy-labs-some-recommendations-guest-post/>

The authors suggest that philosophical research for undergraduates can be conducted in a lab format, similar to the hard sciences. The authors suggest forming labs in which they identify students' interests, meet at regular times, and assign specific research tasks to members.

- c. David Sackris. "Philosophy as Conversation: Teaching Research Skills to Philosophy Students." *Teaching Philosophy* 40, no. 2 (2017): 231-254.

The author suggests that we should conceive of undergraduate research as helping students to situate their work in an ongoing conversation. As he says, "I argue for the merits of encouraging students to think of philosophy scholarship as an ongoing conversation, as this will help the to discover significant problems to write on and form more manageable theses- also describe specific methods for helping students to find scholarly conversations on topics that interest them and enter into that dialogue" (1).

II. Research-Based Course Activities

- a. In this class, students will write a term paper (12-14 pages) over the course of the whole semester, broken up into a variety of smaller assignments. The goal of the term paper is for students to give their best shot at writing an academic journal article. They will pick one topic we covered in class and defend an argument about it, using research articles from our class and from external research. This is not just a literature review; instead, students will defend a substantive thesis of their choosing. In the process of writing their term paper, they will have to situate their argument in the existing literature. This will require reading peer-reviewed journal articles on their topic and incorporating them into their argument, as well as responding to the arguments made in these papers.
- b. **Annotated Bibliography** (exposure, skill-building): for their term paper, students will submit an annotated bibliography about their research topic. The goal is to read and summarize ten different papers on their topic. This will allow students to implement the skills of finding and identifying peer-reviewed sources in philosophy.
- c. **Term Rough Draft** (intensive): after completing their initial research, students will write their best attempt at the paper. Then, we will do revisions for the final version. For this paper, I give students a rough draft grade and then a what this paper would get as a final draft if unedited grade.
- d. **Term Paper Final Version** (intensive): after students turn in their rough draft, they will do peer revisions and receive comments from the instructor as well. They will then submit a revised version of their paper.
- e. **Term Paper Mini-Conference** (intensive): in the last week or so of class, students will have a mini-conference where they present their research papers to the class in the format of a philosophy conference.

III. Assessing Undergraduate Research and Inquiry Activities

- a. Here is a breakdown of how the course distributes evaluation:
- i. Take-home midterm (20%)
 - ii. Annotated bibliography (15%)
 - iii. Term paper rough draft (20%)
 - iv. Term paper final draft (25%)
 - v. Quizzes (10%)

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vi. Attendance (10%)

b. As you can see, the paper is 60% of the final grade.

IV. Additional Resources

a. Faculty Resources

ii. The American Philosophical Association's teaching resource page:

https://www.apaonline.org/page/teaching_resources

iii. The journal, *Teaching Philosophy*: [https://www.pdcnet.org/collection-](https://www.pdcnet.org/collection-anonymous/browse?fp=teachphil&fq=teachphil%2FVolume%2F8964%7C36%2F8998%7CIssue%3A%202%2F)

[anonymous/browse?fp=teachphil&fq=teachphil%2FVolume%2F8964%7C36%2F8998%7CIssue%3A%202%2F](https://www.pdcnet.org/collection-anonymous/browse?fp=teachphil&fq=teachphil%2FVolume%2F8964%7C36%2F8998%7CIssue%3A%202%2F)

iv. The journal, *Teaching Ethics*: <https://www.pdcnet.org/tej>

v. Crowdsourced set of links to useful teaching material on Daily Nous:

<https://dailynous.com/2022/09/28/philosophy-teaching-learning-materials-on-professors-websites/>

a. Student Resources

vi. The Phil Papers database: <https://philpapers.org/>

V. Contact Dr. Samuel Director (sdirector@fau.edu) for additional information about this course/discipline area.