

Teaching Portfolio Scott Hill

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Included are materials from my time at CU Boudler. For peer evaluations, student evaluations, and syllabi from my time at Auburn (from Fall 2014 to Spring 2019), see here:

http://www.scotthill.org/uploads/7/6/9/8/76986403/s_hill_teaching.pdf

Teaching Statement

Scott Hill

At the end of every semester I identify at least one thing that can be improved about my courses. Then I introduce changes with the aim of producing a better class. Below are examples of recent changes I have made.

Discussion Cards

I find that students contribute much less to discussion at the end of a semester than they do at the beginning. I addressed this problem by introducing discussion cards. I give each student a red, yellow, and green card with his or her name printed on each card. The ranking of the cards determines who is called on first with red being the highest priority, yellow the next highest, green the next highest, and a hand with no card having the lowest priority. If a student wants to use a card, they may raise that card when attempting to get called on. In order to get participation credit for a two week period, a student needs to use all of his or her cards. I found that this helped with the problem of keeping students engaged throughout the semester. There was also an unexpected benefit. I had two students in my philosophy of religion course that never talked. But they became strong contributors to discussion the next semester in my philosophy east and west course after the cards had been introduced.

Opening Questions

I find that some students feel that philosophical topics are too distant from the concrete details of their lives and interests. To address this, I begin some classes with a question that aims to draw out personal stories from my students that I can then connect to what we later discuss. In my eastern philosophy course, for example, I discussed dreaming skepticism in Zhuangzi, Al-Ghazali, Teresa of Avila, and Descartes. I began class by asking "Have you ever had a dream you thought was real?" Many students then shared stories about dreams they had that they were unable to distinguish from reality. I found that by prompting students with this question, they were more willing to treat skepticism as a serious hypothesis than they had been in previous courses.

COVID-19

There are a number of changes I've had to make to my courses after going online during the pandemic. When I went online in the middle of the Spring semester, I had heard that asynchronous classes worked best. And so that is what I converted my courses to. But I found that a number of students were unhappy with that format. And talking with other instructors, I'd heard that their students preferred synchronous courses as well. So this semester I've moved to synchronous teaching. Furthermore, I've found that we go through the material much more slowly while online. So I've had to drop certain teaching strategies, like showing short videos during class. Instead, I post the videos as optional things they can watch outside of class. I've also had to adjust how I count discussion. Without physical cards to use, I now simply write down the names of people who talk. And I allow substantial chat comments to count as participation.

Syllabus

PHIL 1600 – 100, 101, 103
Philosophy and Religion Fall 2019
Instructor: Scott Hill

MW 2-2:50 p.m.
HUMN 135
Teaching Assistant: Roger Conarroe

This course is an introduction to eastern and western philosophy of religion. The course will include sections on Buddhism, epistemology, ethics and aesthetics, political and religious authority, political and religious reasons, and the problem about why God allows evil.

Required Reading

I will put most reading assignments on Canvas. But there is one required text: *Liberal Politics and Public Faith* by Kevin Vallier.

Grading

Your grade will be determined by:

- Discussion: 10%
- 4 Online Exams: 10% each
- Cumulative Midterm Exam: 25%
- Cumulative Final Exam: 25%

Discussion: Each member of the class will receive two color-coded single-use cards with his or her name on them. You'll get one card for lecture with Scott and one card for recitation with Roger. Starting the second week of classes, you will be expected to use all cards once every three weeks. Here is how you use the cards: If you want to ask a question or make a comment and would like to use a card, raise that card when attempting to get called on. Once called on, Roger or Scott will collect your card. In order to get full credit in the participation category in a given three week period, each member of the class needs to use all their cards. At the beginning of each three-week period, I'll redistribute your cards. To use a card, the questions and comments need to be relevant and thoughtful. Also, to get credit for discussion over a three-week period, one must avoid use of electronic devices in class during that period. So remember to put away phones, computers, etc.

Note I: You do not need a card to ask a question or make a comment. Further discussion is welcome and encouraged! If you are out of cards you can raise your hand. We will call on people who need to use cards before we call on people who have raised their hands. But you will get plenty of opportunity to talk. The purpose of the cards is just to encourage discussion by getting everyone to talk at

least once in lecture with Scott and once in recitation with Roger every three weeks. Please do talk more than that if you want!

Note II: If you have serious social anxiety and absolutely can't talk in class, please come talk to Scott or Roger about it. We will figure out an alternative way for you to get discussion credit.

Online Exams: Four of the exams will be online and available on Canvas. You can use your notes and study together. But don't take the exam together.

Midterm Exam: This will be taken during recitation with Roger on 10/25. This exam will be on paper.

Final Exam: This will be taken in HUMN 135 on December 16th at 1:30pm. This exam will be on paper.

Note: I see that a number of students are entitled to disability accommodations relating to exams. If you are entitled to such accommodations, please talk to me (Scott) and I will ensure that you receive them.

You may withdraw (although with a W on your transcript) until midsemester.

Academic Integrity

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at colorado.edu/policies/honor.html and honorcode.colorado.edu.

Anyone caught violating CU's academic integrity policy (in any way) will automatically receive an F for this course, and may be subject to expulsion from the university. I take cheating very seriously.

Disability Services

If you qualify for accommodations because of a disability, please submit to me a letter from [Disability Services](#) in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability

Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see the [Temporary Injuries](#) page and discuss your needs.

Religious Observances

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance. Please let me know well in advance about any such conflicts, and we'll work together to resolve them. For more information about the university's policies on these matters, see colorado.edu/policies/fac_relig.html.

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at colorado.edu/policies/classbehavior.html and colorado.edu/studentaffairs/judicialaffairs/code.html#student_code.

Discrimination and Harassment

We at CU Boulder are committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or

veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at hr.colorado.edu/dh/.

Office and Office Hours

Scott's Office #: N210A, Kittredge Central, North Wing, 2nd Floor

Office Hours: Monday 12pm to 1:30pm and by appointment

I especially welcome questions through email.

Scott's Email: scott.hill-1@colorado.edu . (Note: I don't check my email on evenings or weekends.)

Roger's Email: Roger.Conarroe@colorado.edu

Roger's Office Hours: by appointment

Class Schedule

(Tentative: Subject to Change)

Logic

Week 1: 8/26, 8/21, 8/30

[No Readings]

Buddhism

Week 2: 9/2, 9/4, 9/6

9/2 Labor day: No class

Graham Priest "Martial Arts and Buddhism"

Week 3: 9/9, 9/11, 9/13

Graham Priest "Compassion and the Net of Indra"

Kris McDaniel "Abhidharma Metaphysics and the Two Truths"

First Exam on 9/13

Epistemology

Week 4: 9/16, 9/18, 9/20

Clifford "The Ethics of Belief"
James "The Will to Believe"

Week 5: 9/23, 9/25, 9/27

Teresa of Avila *Interior Castle* (selected passages)
Descartes *Meditations* (selected passages)
Zhuangzi *The Zhaungzi* (selected passages)
Al-Ghazali *Refutation of the Philosophers* (selected passages)

Week 6: 9/30, 10/2, 10/4

Michael Huemer *Ethical Intuitionism* (selected passages)
Richard Feldman "Reasonable Religious Disagreements"
Second Exam on 10/4

Ethics and Aesthetics

Week 7: 10/7, 10/9, 10/11

Thomas Aquinas, *Summa Theologiae* (selected passages)
Confucius, *Analects* (selected passages)

Week 9: 10/14, 10/16, 10/18

Frederick Nietzsche *On the Genealogy of Morality* (selected passages)

Week 10: 10/21, 10/23, 10/25

Ian James Kidd 'Beautiful Bodhisattvas: The Aesthetics of Spiritual Exemplarity'
Julianne Chung 'Moral Cultivation: Japanese Gardens, Personal Ideals, and Ecological Citizenship'
Midterm Exam on 10/25

Political Philosophy: Part I

Week 11: 10/28, 10/30, 11/1

Mencius *The Mencius* (selected passages)
Xunzi *The Xunzi* (selected passages)

Eric Scwhitzgebel 'Moral Education in Mencius, Xunzi, Hobbes, and Rousseau'

Week 12: 11/4, 11/6, 11/8

Michael Huemer *The Problem of Political Authority* (selected passages)

Nicholas Wolterstorff, *The Mighty and the Almighty: an Essay in Political Theology* (selected passages)

Jeremy Neill and Tyler McNabb 'By Whose Authority? A Political Argument for God's Existence'

Third Exam on 11/8

Political Philosophy: Part II

Week 13: 11/11, 11/13, 11/15

Brian Leiter *Why Tolerate Religion* (selected passages)

Kevin Valler *Liberal Politics and Public Faith* (selected passages)

Week 14: 11/18, 11/20, 11/22

Brian Leiter *Why Tolerate Religion* (selected passages)

Kevin Valler *Liberal Politics and Public Faith* (selected passages)

Week 15: 11/25, 11/27, 11/29

No Class: Fall Break and Thanksgiving Break

Week 16: 12/2, 12/4, 12/6

Kevin Valler *Liberal Politics and Public Faith* (selected passages)

Fourth Exam on 12/6

The Problem of Evil

Week 17: 12/9, 12/11

John Mackie 'Evil and Omnipotence'

David Vellman 'Wellbeing and Time'

Thomas Metcalf 'The Axiological Trajectory Theodicy'

Final Exam Monday December 16th 1:30pm – 4pm

Syllabus

PHIL 2270
Philosophy and Race
Instructor: Scott Hill

MW 11am-11:50am
HUMN 1B80
Teaching Assistant: Samuel Resz

This course will be about the metaphysics of race, the politics of race, the professional ethics of race, latinx philosophy, and Native American philosophy.

Required Reading

Some readings will be online. Other readings will come from the following books:

Joshua Glasgow, Sally Haslanger, Chike Jeffers, and Quayshawn Spencer *What is Race? Four Philosophical Views* Oxford University Press

David Boonin *Should Race Matter? Unusual Answers to the Usual Questions* Cambridge University Press

Jonathan Lear *Radical Hope: Ethics in the Face of Cultural Devastation*

Grading

Homework: You will be responsible for doing ten homework assignments. I will not grade the homework. Instead, at the end of the semester, I will look at all of your homework assignments together. If they are good, and if your grade is just below what it would take to receive the next letter grade, then I will increase your letter grade. So, for example, if your grade at the end of the semester is an 89.7 and your homework is good, then you will receive an A. But if your grade is an 89.7 and your homework is bad, then you will receive a B.

To complete a homework assignment, pick ten of the readings. I'll have an form with questions about the readings. Answer the questions on the form and turn it in before we discuss the reading that you have decided to make a homework assignment.

Important: If you do not do all of the homework assignments, your final percentage grade in the course will be reduced by 30%. So if you get 100% on everything else but don't do your homework, the highest score you can receive is a 70% which is a C.

The point of including so much homework is that studies show we learn better when we do homework. And I want to help you learn as much as possible.

In addition to homework, your grade will be determined by:

- Discussion: 10%

- 4 Online Exams: 10% each
- Cumulative Midterm Exam: 25%
- Cumulative Final Exam: 25%

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pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at colorado.edu/policies/classbehavior.html and colorado.edu/studentaffairs/judicialaffairs/code.html#student_code.

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Preferred Names and Pronouns

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the Honor Code Office website.

Office of Institutional Equity and Compliance (OIEC) syllabus statement:

The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, intimate partner abuse (including dating or domestic violence), stalking, or protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, anonymous reporting, and the campus resources can be found on the OIEC website.

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

Religious Observances

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance.

Office and Office Hours

Scott's Office #: N210A, Kittredge Central, North Wing, 2nd Floor

Scott's Office Hours: Monday 12pm to 1:30pm and by appointment

Scott's Email: scott.hill-1@colorado.edu . (Note: I don't check my email on evenings or weekends.)

Samuel's Email: samuel.resz@colorado.edu

Samuel's Office Hours: TBD

Class Schedule

(Tentative: Subject to Change)

The Metaphysics of Race

Week 1: 1/13, 1/15

Sally Haslanger, 'Tracing the Sociopolitical Reality of Race', *What is Race?*
Chike Jeffers, 'Cultural Constructionism', *What is Race?*

Week 2: 1/20, 1/22

Quayshawn Spencer, 'How to Be a Biological Racial Realist', *What is Race?*
Joshua Glasgow, 'Is Race an Illusion or a (Very) Basic Reality?', *What is Race?*

Week 3: 1/27, 1/29

Quayshawn Spencer, 'Spencer's Reply to Glasgow, Haslanger, and Jeffers', *What is Race?*
Joshua Glasgow, 'Glasgow's Reply to Haslanger, Jeffers, and Spencer', *What is Race?*

First Exam
End of First Discussion Cycle

The Politics and Professional Ethics of Race

Week 4: 2/3, 2/5

David Boonin, 'Thinking in Black and White: An Introduction to the Moral Questions America's Past Raises About its Present', *Should Race Matter?*

Week 5: 2/10, 2/12

David Boonin, 'Repairing the Slave Reparations Debate', *Should Race Matter?*
David Boonin, 'Advancing the Slave Reparations Debate', *Should Race Matter?*

Week 6: 2/17, 2/19

David Boonin, 'One Cheer for Affirmative Action', *Should Race Matter?*
David Boonin, 'Two Cheers for Affirmative Action', *Should Race Matter?*

Week 7: 2/24, 2/26

David Boonin, 'Why I Used to Hate Hate Speech Restrictions', *Should Race Matter?*
David Boonin, 'Why I Still Hate Hate Speech Restrictions', *Should Race Matter?*

Latinx Philosophy

Week 8: 3/2, 3/4

Linda Alcoff "Latino/as, Asian Americans, and the Black/White Binary"
Angelo Corlett, J. "Latino Identity and Affirmative Action"

Week 9: 3/9, 3/11

Jorge Garcia *Forging People: Race, Ethnicity, and Nationality in Hispanic American and Latino/a Thought* (selected passages)

Week 10: 3/16, 3/18

José Jorge Mendoza *The Moral and Political Philosophy of Immigration* (selected passages)

Week 11: 3/23, 3/25

Spring Break No Class

Native American Philosophy

Week 12: 3/30, 4/1

Jonathan Lear *Radical Hope: Ethics in the Face of Cultural Devastation*

Week 13: 4/6, 4/8

Jonathan Lear *Radical Hope: Ethics in the Face of Cultural Devastation*

Week 14: 4/6, 4/8

Adam Arola 'Native American Philosophy' *The Oxford Handbook of World Philosophy*

Week 15: 4/13, 4/15

Thomas Berger *A Long and Terrible Shadow: White Values, Native Rights in the Americas since 1492* (selected passages)

Week 16: 4/20, 4/22

TBD

Week 17: 4/27, 4/29

TBD

Final Exam TBD

Syllabus

PHIL 2270 -001
Philosophy and Race
Instructor: Scott Hill

MW 3pm-3:50pm
Online
Teaching Assistant: Dawn Jacob

This course will be about the metaphysics and ethics of race with special attention to connections between race and medicine. Topics to be discussed will include the nature of race, the nature of medicine and structural explanations, reparations, race and Covid-19, and affirmative action. We'll meet live via Zoom on Monday and Wednesday. And there will be live recitation on Tuesdays.

Zoom Information

Lecture with Scott Hill

Link to Zoom Meeting:

<https://cuboulder.zoom.us/j/94257875582?pwd=M1gzRTZLL3ErQ1F0WUhWSWV0L1RyZz09>

Meeting ID: 942 5787 5582

Passcode: PHIL3pm

Recitation with Dawn Jacob

Tuesday 9:10 recitations: Meeting ID 958 0385 8592; Passcode 910

Tuesday, 10:20 recitations: Meeting ID 949 8688 0984; Passcode 1020

Tuesday, 11:30 recitations: Meeting ID 935 6733 5622; Passcode: 1130

Required Reading

All readings will be made available online.

Grading

Homework: You will be responsible for doing ten homework assignments. I will not grade the homework. Instead, I will look at your homework twice. First, I'll look at your homework in October to give you feedback on it. Second, at the end of the semester, I will look at all of your homework assignments together. If they are good, and if your grade is just below what it would take to receive the next letter grade, then I will increase your letter grade. So, for example, if your grade at the end of the semester is an 89.7 and your homework is good, then you will receive an A. But if your grade is an 89.7 and your homework is bad, then you will receive a B.

To complete a homework assignment, pick ten of the readings. I'll provide a form with questions about the readings. Answer the questions on the form and turn it in before we discuss the reading that you have decided to make a homework assignment.

Important: If you do not do all of the homework assignments, your final percentage grade in the course will be reduced by 30%. So if you get 100% on everything else but don't do your homework, the highest score you can receive is a 70% which is a C.

The point of including so much homework is that studies show we learn better when we do homework. And I want to help you learn as much as possible.

In addition to homework, your grade will be determined by:

- Participation: 10%
- 4 Online Exams: 10% each
- Cumulative Midterm Exam: 25%
- Cumulative Final Exam: 25%

Participation: Participation points will be earned in two week cycles. To earn participation points for a cycle, you must talk at least three times during that cycle in lecture with Scott Hill. And you must regularly attend recitation with Dawn Jacob. By 'talk' I mean make a relevant comment or ask a relevant question. I'll keep track of who talks myself by using Zoom. You can talk more than once on a given day. But you can only get credit for talking once a day. By 'regularly attend' I mean miss no more than three recitations with Dawn Jacob during the semester.

Note I: If you have serious social anxiety and absolutely can't talk in class, please come talk to Scott Hill or Dawn Jacob about it. We will figure out an alternative way for you to get discussion credit.

Note II: If you are sick and can't meet the participation requirements for that reason, let us know. We will figure out a way to make sure you still get credit.

Exams: As this is a remote class, all exams will be online. Note: I see that a number of students are entitled to disability accommodations relating to exams. If you are entitled to such accommodations, please talk to Scott and he will ensure that you receive them.

You may withdraw (although with a W on your transcript) until midsemester.

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Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

Requirements for COVID-19

As a matter of public health and safety due to the pandemic, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements, and public health orders in place to reduce the risk of spreading infectious disease. Required safety measures at CU Boulder relevant to the classroom setting include:

- maintain 6-foot distancing when possible,
- wear a face covering in public indoor spaces and outdoors while on campus consistent with state and county health orders,
- clean local work area,
- practice hand hygiene,
- follow public health orders, and
- if sick and you live off campus, do not come onto campus (unless instructed by a CU Healthcare professional), or if you live on-campus, please alert [CU Boulder Medical Services](#).

Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to [Student Conduct and Conflict Resolution](#). For more information, see the policies on [COVID-19 Health and Safety](#) and [classroom behavior](#) and the [Student Code of Conduct](#).

If you require accommodation because a disability prevents you from fulfilling these safety measures, please see the “Accommodation for Disabilities” statement on this syllabus. Before returning to campus, all students must complete the [COVID-19 Student Health and Expectations Course](#). Before coming on to campus each day, all students are required to complete a [Daily Health Form](#).

Students who have tested positive for COVID-19, have symptoms of COVID-19, or have had close contact with someone who has tested positive for or had symptoms of COVID-19 must stay home and complete the [Health Questionnaire and Illness Reporting Form](#) remotely. In this class, if you are sick or quarantined, email Scott.

Accommodation for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](#) on the Disability Services website.

Preferred Student Names and Pronouns

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](#).

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

The University of Colorado Boulder (CU Boulder) is committed to fostering an inclusive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information

about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#).

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, email Scott if a conflict arises. See the [campus policy regarding religious observances](#) for full details.

Office of Institutional Equity and Compliance (OIEC) syllabus statement:

The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, intimate partner abuse (including dating or domestic violence), stalking, or protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, anonymous reporting, and the campus resources can be found on the OIEC website.

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

Office and Office Hours

Scott Hill's Email: scott.hill-1@colorado.edu

Scott Hill's Office Hours: Monday 1:30-2:30pm and by appointment

Dawn Jacob's Email: dawn.jacob@colorado.edu

Dawn Jacob's Office Hours: Wed 2-3pm and Thurs 2:30-3:30pm

Class Schedule

(Note: Very Tentative; Subject to Change; Probably More Readings than We'll Actually Do)

Background: Logic

Week 1: 8/24, 8/26

No Readings

First Exam

What is Race?

Week 2: 8/31, 9/2

Quayshawn Spencer, 'How to Be a Biological Racial Realist'

Joshua Glasgow and Jonathan Woodward, 'Basic Racial Realism'

Week 3: 9/7, 9/9

Chike Jeffers, 'Cultural Constructionism'

Kwame Anthony Appiah 'Illusions of Race'

Second Exam

End of First Discussion Cycle

Race, Medicine, and Structural Explanations

Week 4: 9/14, 9/16

Dorothy Roberts 'Debating the Cause of Health Disparities'

David Wasserman 'Is Racial Profiling More Benign in Medicine than in Law Enforcement?'

Michael Root 'The Problem of Race in Medicine'

Week 5: 9/21, 9/23

Sally Haslanger 'What is a (Social) Structural Explanation?'

Bradford Skow 'Structural Explanation: Garfinkelian Themes'

Third Exam

End of Second Discussion Cycle

Background: Ethics

Week 6: 9/28, 9/30

No Readings

Reparations

Week 7: 10/5, 10/7

David Horowitz 'Ten Reasons Why Reparations for Slavery is a Bad Idea for Blacks—and Racist Too'

Ernest Allen Jr. & Robert Chrisman 'Ten Reasons: A Response to David Horowitz'

Week 8: 10/12, 10/14

David Boonin, 'Repairing the Slave Reparations Debate'

David Boonin, 'Advancing the Slave Reparations Debate'

Covid-19 and Race

Week 9: 10/19, 10/21

Ben Bramble, 'Lockdown' from Pandemic Ethics: 8 Big Questions of Covid-19
Samuel Director and Chris Frieman 'Civil Liberties in a Lockdown'
Peter Singer and Michael Plant 'When Will the Pandemic Cure be Worse than the Disease?'

Week 10: 10/26, 10/28

Ben Bramble, 'Blame' from Pandemic Ethics: 8 Big Questions of Covid-19
Eric Winsberg, Jason Brennan, and Chris W. Surprenant 'How Government Leaders Violated Their Epistemic Duties during the SARS-CoV-2 Crisis'
Neil Levy and Julian Savulescu 'Epistemic Responsibility in the Face of a Pandemic'

Week 11: 11/2, 11/4

Ruqaiyah Yearby, Seema Mohapatra 'Law, Structural Racism, and the COVID-19 Pandemic'

Week 12: 11/9, 11/11

Zinzi D. Bailey and J. Robin Moon 'Racism and the Political Economy of COVID-19: Will We Continue to Resurrect the Past?'

Affirmative Action

Week 13: 11/16, 11/18

Stephen Kershnar 'Strong Affirmative Action at State Institutions Cannot Be Justified Via Compensatory Justice'
Stephen Kershnar 'Why Equal Opportunity is Not a Valuable Goal'

Week 14: 11/23, 11/25

David Boonin 'One Cheer for Affirmative Action'
David Boonin 'Two Cheers for Affirmative Action'

Week 15: 11/30, 12/2

TBD

Week 16: 12/7

TBD

Final Exam

Friday December 11th 1:30-4pm

PHIL 1160 (1): Introduction to Medical Ethics

Fall 2020 | Scott Hill

59 | Students Enrolled

28 | Students Responded

47.46% | Response Rate

Quantitative

<i>In this course, I was encouraged to:</i>	1-Hardly Ever	2-Occasionally	3-Sometimes	4-Frequently	5-Almost Always	Not Applicable	N	DNA	SD	M
Q1. Interact with other students in a respectful way.	3.57% (1)	0% (0)	3.57% (1)	3.57% (1)	89.29% (25)	0% (0)	28	0	0.83	4.75
Q2. Reflect on what I was learning.	3.57% (1)	0% (0)	3.57% (1)	42.86% (12)	50% (14)	0% (0)	28	0	0.85	4.36
Q3. Connect my learning to "real world" issues or life experiences.	3.57% (1)	0% (0)	0% (0)	10.71% (3)	85.71% (24)	0% (0)	28	0	0.78	4.75
Q4. Work and learn collaboratively with my classmates.	3.57% (1)	3.57% (1)	28.57% (8)	17.86% (5)	42.86% (12)	3.57% (1)	28	0	1.15	4.04
Q5. Contribute my ideas and thoughts.	3.57% (1)	0% (0)	3.57% (1)	17.86% (5)	75% (21)	0% (0)	28	0	0.86	4.61
Q6. Evaluate arguments, evidence, assumptions, and conclusions about key issues (be a critical thinker).	3.57% (1)	0% (0)	0% (0)	14.29% (4)	82.14% (23)	0% (0)	28	0	0.8	4.71
Q7. Connect, synthesize, and/or transform ideas into a new form (be a creative thinker).	3.57% (1)	0% (0)	7.14% (2)	17.86% (5)	71.43% (20)	0% (0)	28	0	0.91	4.54
Q8 Consider diverse perspectives (gender, political, ethnic, racial, etc.) during class or in assignments.	3.57% (1)	0% (0)	3.57% (1)	7.14% (2)	85.71% (24)	0% (0)	28	0	0.84	4.71
<i>In this course, the instructor:</i>	1-Hardly Ever	2-Occasionally	3-Sometimes	4-Frequently	5-Almost Always	Not Applicable	N	DNA	SD	M
Q9. Demonstrated respect for diverse students and diverse points of view.	3.57% (1)	0% (0)	0% (0)	3.57% (1)	92.86% (26)	0% (0)	28	0	0.76	4.82
Q10. Challenged me to develop my own knowledge, comprehension, and conceptual understanding.	3.57% (1)	0% (0)	10.71% (3)	10.71% (3)	75% (21)	0% (0)	28	0	0.94	4.54
Q11. Gave projects, tests, or assignments that required original or creative thinking.	3.57% (1)	0% (0)	21.43% (6)	25% (7)	46.43% (13)	3.57% (1)	28	0	1.05	4.21
Q12. Provided opportunities for students to ask questions and initiate discussion.	3.57% (1)	0% (0)	0% (0)	0% (0)	96.43% (27)	0% (0)	28	0	0.74	4.86
Q13. Provided feedback on my work that helped me improve my performance.	7.14% (2)	7.14% (2)	35.71% (10)	10.71% (3)	35.71% (10)	3.57% (1)	28	0	1.31	3.71
Q14. Explained the grading criteria for assignments.	7.14% (2)	0% (0)	7.14% (2)	25% (7)	60.71% (17)	0% (0)	28	0	1.1	4.32
Q15. Was available to answer questions or provide assistance when needed.	3.57% (1)	0% (0)	3.57% (1)	17.86% (5)	71.43% (20)	3.57% (1)	28	0	0.89	4.64
Q16. Effectively used available technology to enhance learning.	3.57% (1)	0% (0)	7.14% (2)	21.43% (6)	67.86% (19)	0% (0)	28	0	0.91	4.5

Qualitative

Q17. Please offer constructive comments to your professor / instructor on the most effective and/or least effective aspects of this course. -

- Very good at listening to opinions and synthesizing their meanings in order to allow participation but also keep the class on track.
- I think he did a good job on explaining every topic and always prompted good discussions. I also think that the tests are always fair and he give us study guides to ensure we are prepared for them.
- This class was very interesting and got me to think about topics in new ways. Scott was helpful and clear with the schedule of the class and how assignments would be graded. I liked the format of the class and the way participation was handled. I liked how the home works only had 2 deadlines, but I think it would've been easier for me to be motivated and have due dates on a more regular basis. Scott was respectful, engaging and encouraging for people to share differing opinions. He kept our class lighthearted, even when we discussed difficult topics, which I appreciated.
- This became my favorite class this semester. It was challenging first but Scott really pushed me to think about other ideas and concepts. He is a great teacher and really helped me relate to the topics presented.
- I liked this course a lot and the way that it was formatted. I can't think of anything I would want to change about it.
- the only recommendation that I have would be to put the recorded lectures on canvas.
- Scott this class was phenomenal, I don't have any criticism!
- Scott was a very nice guy. I could definitely tell that he was trying to figure out the best way to conduct class as the semester progressed, but I think he made changes that were really beneficial to the students. He allowed us to use the chat function for participation which was nice because it was a lot easier to participate that way, especially since there were so many students. I feel like the content of this class was not really what I expected. I felt like we spent a lot of time talking about race and general ethics and took a while to actually get into talking about the relation to medicine, but overall I like the class and Scott.
- Scott is a great professor. He knows how to effectively engage his students and make his lectures very interesting. He is very friendly and made sure that every student felt heard in his class. He challenged our viewpoints in constructive ways and did a great job of teaching.
- Scott is an amazing professor who really loves to engage with all of his students and has meaningful dialogue with all of them. Amazing professor who I loved participating in his class.
- Scott was a great professor who effectively taught course content and formatted the class in a way that was most conducive to an online learning environment. Never thought I'd enjoy a class that lasted until past 5 pm - but I was wrong. Highly recommend taking courses with him.
- I really liked the way he ran his class. It was a good balance between teaching and class discussion and I think that was the most effective part of this class. I really liked the way this class discussion was held and how we were able to work with each other on a regular basis.
- Absolutely loved this course. Great at explaining material thoroughly, and was always responsive to questions. Facilitated discussion and listened to every student's perspective.
- I really liked how Scott Hill made sure that the class was engaged with participation points in a way that made it feel natural and not overbearing, this method made it more enjoyable to participate and discuss while not necessarily forcing people to talk daily
- I really enjoyed this class. Really made me think and engage in discussions. Overall was a great course!
- Overall, I loved this course and Scott was a great instructor! Zoom learning is unfortunate, but Scott made the most of it.
- Organizing the canvas page better like putting the readings into a file would have been easier to navigate
- thank you so much for this class, it inspired my philosophy minor.
- Scott ran a great class full of open discussion. I really enjoyed his class. It was thought provoking and helped me understand different parts of argument. No matter what side of the argument you came from Scott would propose a counter argument that would challenge your ideas.
- This course was the best class I have taken in all my years of education. I thoroughly enjoyed the material covered, and I loved that it was a discussion based class. The professor was also amazing and honestly changed my life and much of the way I think. I appreciated his enthusiasm and passion for ethics, and also his kindness and respect for students. He got to know his students and genuinely cared for their opinions, which is rare in teachers.
- I thoroughly enjoyed this course. One of the most constructive aspects about it was it felt like a space where opposing ideas could be shared openly. It made the class feel more open to discussion and allowed different point of view to be evaluated. I just wished that the class was in a classroom setting and not over zoom, but given the circumstances that can't be changed.
- I have had Scott for multiple classes over the last few years and he is a really chill and understanding professor. I don't have any complaints other than I really wish these classes could be in person
- I regret to inform the professor that I have had a difficult semester trying to stay engaged or to learn the material constructively. I don't blame any professor, it had just been difficult under our current predicament.
- Thank you Scott! I always enjoyed coming to your class because the discussions made me feel more connected

PHIL 1160 (2): Introduction to Medical Ethics

Fall 2020 | Scott Hill

35 | Students Enrolled

22 | Students Responded

62.86% | Response Rate

Quantitative

<i>In this course, I was encouraged to:</i>	1-Hardly Ever	2-Occasionally	3-Sometimes	4-Frequently	5-Almost Always	Not Applicable	<u>N</u>	<u>DNA</u>	<u>SD</u>	<u>M</u>
Q1. Interact with other students in a respectful way.	0% (0)	0% (0)	4.55% (1)	9.09% (2)	86.36% (19)	0% (0)	22	0	0.49	4.82
Q2. Reflect on what I was learning.	0% (0)	0% (0)	4.55% (1)	18.18% (4)	77.27% (17)	0% (0)	22	0	0.54	4.73
Q3. Connect my learning to "real world" issues or life experiences.	0% (0)	0% (0)	0% (0)	13.64% (3)	86.36% (19)	0% (0)	22	0	0.34	4.86
Q4. Work and learn collaboratively with my classmates.	0% (0)	9.09% (2)	4.55% (1)	9.09% (2)	72.73% (16)	4.55% (1)	22	0	0.98	4.59
Q5. Contribute my ideas and thoughts.	0% (0)	4.55% (1)	9.09% (2)	9.09% (2)	77.27% (17)	0% (0)	22	0	0.83	4.59
Q6. Evaluate arguments, evidence, assumptions, and conclusions about key issues (be a critical thinker).	0% (0)	0% (0)	0% (0)	13.64% (3)	86.36% (19)	0% (0)	22	0	0.34	4.86
Q7. Connect, synthesize, and/or transform ideas into a new form (be a creative thinker).	0% (0)	0% (0)	4.55% (1)	13.64% (3)	81.82% (18)	0% (0)	22	0	0.52	4.77
Q8 Consider diverse perspectives (gender, political, ethnic, racial, etc.) during class or in assignments.	0% (0)	0% (0)	0% (0)	9.09% (2)	90.91% (20)	0% (0)	22	0	0.29	4.91
<i>In this course, the instructor:</i>	1-Hardly Ever	2-Occasionally	3-Sometimes	4-Frequently	5-Almost Always	Not Applicable	<u>N</u>	<u>DNA</u>	<u>SD</u>	<u>M</u>
Q9. Demonstrated respect for diverse students and diverse points of view.	0% (0)	0% (0)	0% (0)	4.55% (1)	95.45% (21)	0% (0)	22	0	0.21	4.95
Q10. Challenged me to develop my own knowledge, comprehension, and conceptual understanding.	0% (0)	0% (0)	0% (0)	9.09% (2)	90.91% (20)	0% (0)	22	0	0.29	4.91
Q11. Gave projects, tests, or assignments that required original or creative thinking.	0% (0)	9.09% (2)	13.64% (3)	13.64% (3)	63.64% (14)	0% (0)	22	0	1.02	4.32
Q12. Provided opportunities for students to ask questions and initiate discussion.	0% (0)	0% (0)	0% (0)	4.55% (1)	95.45% (21)	0% (0)	22	0	0.21	4.95
Q13. Provided feedback on my work that helped me improve my performance.	0% (0)	9.09% (2)	13.64% (3)	13.64% (3)	63.64% (14)	0% (0)	22	0	1.02	4.32
Q14. Explained the grading criteria for assignments.	0% (0)	9.09% (2)	9.09% (2)	18.18% (4)	63.64% (14)	0% (0)	22	0	0.98	4.36
Q15. Was available to answer questions or provide assistance when needed.	0% (0)	4.55% (1)	4.55% (1)	22.73% (5)	68.18% (15)	0% (0)	22	0	0.78	4.55
Q16. Effectively used available technology to enhance learning.	0% (0)	0% (0)	18.18% (4)	22.73% (5)	59.09% (13)	0% (0)	22	0	0.78	4.41

Qualitative

Q17. Please offer constructive comments to your professor / instructor on the most effective and/or least effective aspects of this course. -

- I have loved this class. I think the discussions are fascinating. I appreciate that you adapted the course to be a little easier on us during this crazy time.
- good
- I think what would've made this class better is a syllabus or more helpful information on canvas about grading, attendance, etc.
- Scott Hill has been my favorite teacher in my entire life. The way he uses very far fetched examples really helps me understand the philosophy behind it. He makes the best jokes, asks all of us how we are mentally doing and just is a amazing teacher.
- Scott was a great instructor this semester. He created a great atmosphere for learning and sharing thoughts and opinions. During Covid-19 times, its hard to find teachers who relate so well to students, but Scott related very well to us and adjusted his course load when things got difficult. He was very flexible with his homework assignments and tests, especially because he added office hours when students needed.
- Scott is one of my favorite teachers I've had. He creates a comfortable environemnt for us to discuss our opinions and create controversial opinions and was accepting of everyone's thoughts on those as well. I felt comfortable and safe talking about anything we were discussing in class because Scott was able to formulate a sort of bond between our class. He also was understanding of what we, as students and as humans, have been dealing with this year and approached us maturely and respectfully. I loved this class and I hope I can learn from Scott again soon because he is a fabulous teacher and an all around great guy.
- NA
- It was very hard to take notes in this class and have something to study off of for the exams
- Scott is so awesome he makes me want to switch my major to philosophy. This class was the funniest and funnest class this semester, and I genuinely want to switch my major to philosophy after because Scott made the content so intriguing and really engaged the class. Everything in my mind was effective and the way the course is designed actually helps me learn rather than just tests concepts that I'll forget right after.
- I think this class was great at implementing new perspectives and strengthening ideologies through the dicussions and topics presented. Though I did not talk or place much input, I am more of an observer and I learned a great deal about where my beliefs and priorities lie. I think professor Scott was one of the most open and shaping instructors I have ever had.
- One of the most effective aspects of this course was presenting multiple different aspects to an argument & have the students discuss what was strong/weak about this arguments.
- None. This class was great.
- I like the discussion portion i think its effective for this class.
- Prof Hill did a great job of encouraging discussion in lecture about different ethical topics in the medical field. I specifically looked forward to his lectures because it was a great opportunity for me to explore different controversial topics and learn about the different perspectives and respectfully discuss them with my classmates and Prof Hill. He was also very understanding about a personal issue I had this semester and was very helpful. I'm really grateful I had this class with him.
- I think it was incredibly valuable to have asked each student to participate at least a couple of times per week. It went from something people felt obligated to do to genuinely feeling like their input was valued, and made everyone much more open. I loved the class, Scott was an awesome moderator for our debates and frequently exposed us to new ideas.

PHIL 2270 (1): Philosophy and Race (Lecture)

Fall 2020 | Scott Hill

57 | Students Enrolled

23 | Students Responded

40.35% | Response Rate

Quantitative

<i>In this course, I was encouraged to:</i>	1-Hardly Ever	2-Occasionally	3-Sometimes	4-Frequently	5-Almost Always	Not Applicable	<u>N</u>	<u>DNA</u>	<u>SD</u>	<u>M</u>
Q1. Interact with other students in a respectful way.	4.35% (1)	0% (0)	0% (0)	4.35% (1)	91.3% (21)	0% (0)	23	0	0.83	4.78
Q2. Reflect on what I was learning.	4.35% (1)	0% (0)	4.35% (1)	0% (0)	91.3% (21)	0% (0)	23	0	0.9	4.74
Q3. Connect my learning to "real world" issues or life experiences.	4.35% (1)	0% (0)	0% (0)	8.7% (2)	86.96% (20)	0% (0)	23	0	0.85	4.74
Q4. Work and learn collaboratively with my classmates.	4.35% (1)	8.7% (2)	17.39% (4)	21.74% (5)	43.48% (10)	4.35% (1)	23	0	1.23	4.04
Q5. Contribute my ideas and thoughts.	0% (0)	4.35% (1)	4.35% (1)	4.35% (1)	86.96% (20)	0% (0)	23	0	0.74	4.74
Q6. Evaluate arguments, evidence, assumptions, and conclusions about key issues (be a critical thinker).	4.35% (1)	0% (0)	4.35% (1)	4.35% (1)	86.96% (20)	0% (0)	23	0	0.91	4.7
Q7. Connect, synthesize, and/or transform ideas into a new form (be a creative thinker).	4.35% (1)	0% (0)	4.35% (1)	8.7% (2)	82.61% (19)	0% (0)	23	0	0.91	4.65
Q8 Consider diverse perspectives (gender, political, ethnic, racial, etc.) during class or in assignments.	0% (0)	0% (0)	0% (0)	17.39% (4)	82.61% (19)	0% (0)	23	0	0.38	4.83
<i>In this course, the instructor:</i>	1-Hardly Ever	2-Occasionally	3-Sometimes	4-Frequently	5-Almost Always	Not Applicable	<u>N</u>	<u>DNA</u>	<u>SD</u>	<u>M</u>
Q9. Demonstrated respect for diverse students and diverse points of view.	0% (0)	4.35% (1)	0% (0)	4.35% (1)	91.3% (21)	0% (0)	23	0	0.64	4.83
Q10. Challenged me to develop my own knowledge, comprehension, and conceptual understanding.	4.35% (1)	0% (0)	4.35% (1)	4.35% (1)	86.96% (20)	0% (0)	23	0	0.91	4.7
Q11. Gave projects, tests, or assignments that required original or creative thinking.	8.7% (2)	0% (0)	8.7% (2)	30.43% (7)	52.17% (12)	0% (0)	23	0	1.17	4.17
Q12. Provided opportunities for students to ask questions and initiate discussion.	4.35% (1)	0% (0)	0% (0)	8.7% (2)	86.96% (20)	0% (0)	23	0	0.85	4.74
Q13. Provided feedback on my work that helped me improve my performance.	8.7% (2)	8.7% (2)	13.04% (3)	17.39% (4)	47.83% (11)	4.35% (1)	23	0	1.38	4
Q14. Explained the grading criteria for assignments.	4.35% (1)	0% (0)	8.7% (2)	17.39% (4)	65.22% (15)	4.35% (1)	23	0	1.02	4.52
Q15. Was available to answer questions or provide assistance when needed.	0% (0)	4.35% (1)	4.35% (1)	21.74% (5)	69.57% (16)	0% (0)	23	0	0.77	4.57
Q16. Effectively used available technology to enhance learning.	0% (0)	0% (0)	8.7% (2)	17.39% (4)	69.57% (16)	4.35% (1)	23	0	0.69	4.7

Qualitative

Q17. Please offer constructive comments to your professor / instructor on the most effective and/or least effective aspects of this course. -

- Scott was a great professor. he always asked questions that ended up with a great class discussion every time.
- I think that you do a really good job going over all these topics and letting the students reflect on the material. I think that one thing that could be implemented would be a Google form or have students email you questions or thoughts about the discussion during class if they are not comfortable stating it during the class.
- Great professor really connected well with the students and was very understanding of current circumstances for students and was incredibly accommodating really enjoyed this class
- Scott Hill is a great teacher. He keeps the class interesting and really listens to people's opinions when we share. At the beginning of the year I was very confused about assignments and grading but, I figured it out after a few weeks and really enjoyed the class.
- Thanks for providing a thought provoking and genuinely interesting class!
- I really liked the course, however during the lectures and whatnot i felt i completely understood the material, same with studying for the tests. I felt that the tests did not accurately quiz us on what we have taken away from the course.
- Just a great professor. Super nice and understanding. Had interesting ideas.
- The class discussions were basically unchanged while online and that is the main aspect of philosophy classes so that's a good thing.
- Overall amazing class thanks to Professor Hill. The Professor's teaching methods made me truly appreciate Philosophy and its subtopics.
- Always available for students if they had questions of needed clarification on something.
- Good guy, available to answer questions whenever.
- I thought this class was extremely enlightening and opened up my mind to think more critically and look at things from many perspectives. I particularly enjoyed Scott as a Professor and I would love to take classes of his every semester if I could, the content was extremely interesting and taught in a relatively creative manner. Thanks Scott!
- He was a great professor. He would go into a lot of detail into each topic and would interact with his students.
- Nice that you had a lot of office hours to give students opportunities to get help on quizzes and homework. I like how on fridays you wouldnt have class and would give a nice summary of what we went over during the week in a short video. Participation credit was also nice since you could type in chat and weren't required to speak up when a lot of other people did.
- Scott Hill respects the views of his students and is always encouraging students to speak and discuss topics in class. Course material is engaging, and the quality of content and process of teaching is enjoyable. Scott Hill addresses the needs of his students and is always available for help during office hours. Scott Hill allows me to achieve my academic goals and will help in areas where I need improvement. Scott is a wonderful professor.
- Professor Scott Hill was a great professor, and I really enjoyed the class and material that we discussed. Scott was always available to answer my questions through email or in-person (would offer more office hours to help).

PHIL 2270 (100): Philosophy and Race (Lecture)

Fall 2020 | Scott Hill

73 | Students Enrolled

35 | Students Responded

47.95% | Response Rate

Quantitative

<i>In this course, I was encouraged to:</i>	1-Hardly Ever	2-Occasionally	3-Sometimes	4-Frequently	5-Almost Always	Not Applicable	N	DNA	SD	M
Q1. Interact with other students in a respectful way.	0% (0)	0% (0)	2.86% (1)	8.57% (3)	88.57% (31)	0% (0)	35	0	0.42	4.86
Q2. Reflect on what I was learning.	0% (0)	0% (0)	0% (0)	11.43% (4)	88.57% (31)	0% (0)	35	0	0.32	4.89
Q3. Connect my learning to "real world" issues or life experiences.	0% (0)	2.86% (1)	0% (0)	14.29% (5)	82.86% (29)	0% (0)	35	0	0.59	4.77
Q4. Work and learn collaboratively with my classmates.	2.86% (1)	5.71% (2)	2.86% (1)	8.57% (3)	80% (28)	0% (0)	35	0	0.99	4.57
Q5. Contribute my ideas and thoughts.	0% (0)	0% (0)	2.86% (1)	8.57% (3)	88.57% (31)	0% (0)	35	0	0.42	4.86
Q6. Evaluate arguments, evidence, assumptions, and conclusions about key issues (be a critical thinker).	0% (0)	0% (0)	0% (0)	14.29% (5)	85.71% (30)	0% (0)	35	0	0.35	4.86
Q7. Connect, synthesize, and/or transform ideas into a new form (be a creative thinker).	0% (0)	0% (0)	0% (0)	20% (7)	80% (28)	0% (0)	35	0	0.4	4.8
Q8 Consider diverse perspectives (gender, political, ethnic, racial, etc.) during class or in assignments.	0% (0)	0% (0)	0% (0)	5.71% (2)	94.29% (33)	0% (0)	35	0	0.23	4.94
<i>In this course, the instructor:</i>	1-Hardly Ever	2-Occasionally	3-Sometimes	4-Frequently	5-Almost Always	Not Applicable	N	DNA	SD	M
Q9. Demonstrated respect for diverse students and diverse points of view.	0% (0)	0% (0)	0% (0)	2.86% (1)	97.14% (34)	0% (0)	35	0	0.17	4.97
Q10. Challenged me to develop my own knowledge, comprehension, and conceptual understanding.	0% (0)	0% (0)	2.86% (1)	11.43% (4)	85.71% (30)	0% (0)	35	0	0.45	4.83
Q11. Gave projects, tests, or assignments that required original or creative thinking.	2.86% (1)	2.86% (1)	8.57% (3)	11.43% (4)	74.29% (26)	0% (0)	35	0	0.97	4.51
Q12. Provided opportunities for students to ask questions and initiate discussion.	0% (0)	0% (0)	0% (0)	8.57% (3)	91.43% (32)	0% (0)	35	0	0.28	4.91
Q13. Provided feedback on my work that helped me improve my performance.	0% (0)	2.86% (1)	8.57% (3)	14.29% (5)	74.29% (26)	0% (0)	35	0	0.76	4.6
Q14. Explained the grading criteria for assignments.	0% (0)	0% (0)	2.86% (1)	8.57% (3)	88.57% (31)	0% (0)	35	0	0.42	4.86
Q15. Was available to answer questions or provide assistance when needed.	0% (0)	0% (0)	0% (0)	14.29% (5)	85.71% (30)	0% (0)	35	0	0.35	4.86
Q16. Effectively used available technology to enhance learning.	0% (0)	0% (0)	5.71% (2)	8.57% (3)	85.71% (30)	0% (0)	35	0	0.52	4.8

Qualitative

Q17. Please offer constructive comments to your professor / instructor on the most effective and/or least effective aspects of this course. -

- Scott was probably my favorite professor this semester. The class had the best discussion I've ever had in a class and I think that's because everyone felt very comfortable sharing their thoughts in this class because Scott made everyone feel like their opinion was valued. He really cares about his students and their success and our mental health as well. He's a great guy and I'm going to try to take another class with him in the future since I loved this one so much.
- I think that his lectures are very informational. The one thing is that I wish that he would share the notes with us beforehand so that we can follow along while he is talking about it. He also shares and unshares the screen and it doesn't give me enough time to process or write down the notes.
- Rather than trying to digest a ton of information, Scott encourages students to discuss their ideas with the class. I really enjoyed this way of teaching because there weren't a lot of notes, just in depth class discussions. He was a really easy-going, but informative teacher. I definitely recommended this class to others.
- Scott is a great professor who made sure that we all felt welcome. He taught the class very well and made sure we understood what he was talking about.
- A teacher I would recommend to any student. Love his creativity and sense of humor. Super knowledgeable.
- Scott is one of my favorite professors. He teaches all the constructs in ways that make sense and he always takes the time to explain it for the ones that don't understand. His exams get at the point of what we need to know without being too hard and he's always available to help when you need it.
- Great class discussions
- Most effective: Scott is very good at interacting with students in class, offers many different perspectives and allows for fluid discussion. Least effective: The class has a bit of a confusing flow of content. Course content seemed unrelated week to week.
- Scott is a really incredible professor! He encouraged students to share their views, provided office hours and help with homework and papers and ensure that all students had an understanding of the class content
- Scott is one of the best professors I have had at CU. Not only is he able to explain difficult philosophy concepts to a non-philosophy major but he genuinely cares about his students and their well-being. He is always willing to help students without making them feel bad for asking for help and communicates with all students respectfully.
- I think Scott does an amazing job teaching this class to all of us. Zoom isn't easy to get participation from many students, but he makes it work really well by keeping topics light hearted and fun.
- Scott is seriously an awesome instructor. Class was fun, incredibly interesting, and actually applicable to every day life. He did a great job at being flexible and helpful during covid and remote classes. Assignments were straightforward and reasonable. I really enjoyed this class. Give this man a raise!!!
- Scott is my favorite professor I have had here at CU thus far. His class was interesting, engaging, and really a lot of fun. I would and have recommended this class to anyone interested in Philosophy. During covid times it was really nice to have a fun class to attend where I could share my opinions in a safe environment.
- Best teacher I have ever had. Super chill and willing to work with you. What every college student wants in a teacher
- Scott was a super chill professor. He made the class a very open space welcome to new ideas and opinions. Philosophy can sometimes be hard to follow, but he used examples and explanations that made the concepts easier to understand. He also always left time for thoughts or questions after each section of material.
- You were great this semester thanks Scott!
- Scott was an awesome instructor who truly wanted his students to succeed. He was very effective in generating creative ways to think about philosophical concepts and inspiring class discussion, which was a very integral part of the class. I think that incorporating written work wherein students reflect on and apply concepts would've been beneficial but I also think that the multiple choice and short answer assessment style really helped in getting down understanding for concepts (especially for students who don't necessarily have an extensive philosophy background).
- This class was fantastic! I learned so much and I feel like Scott really cared about us learning the material and engaging in the class. I don't have any criticisms, this was one of my favorite courses!
- none
- Scott made this class enjoyable and something to look forward to. This was my first philosophy class so I was a little wary going in. Immediately, Scott created an environment that was very comfortable to share in. This was evident as the class participation was more than I have seen in any of my other classes. Along with creating a great learning environment, it was obvious Scott was passionate about the content he was teaching, which I saw myself unconsciously mimicking. It's really hard for me to find anything to critique, the only thing I could say is maybe making the Canvas website a little more clear. Scott was an amazing professor and makes me want to take more philosophy classes in the future.
- Thoughtful and allowed students to express their thoughts and feelings. Great environment for an online class.
- I enjoyed the class. Might help to supplement teaching with more concrete examples rather than strange hypotheticals. I know it is a philosophy course but that is why I use the word supplement, just add in some more laments terms.
- I really enjoyed exploring different arguments surrounding the philosophy of race and just philosophy in general. Being able to explore and understand multiple perspectives about topics is very important, and the way the class was structured supported this very well. I also liked how laid back the class was. Though it was not too difficult for me, I learned a lot.
- While this was not the hardcore academic philosophy grind that I was expecting when I signed up for this class, I was pleasantly surprised with how engaging this class was. The opportunity to sit down with a group of my predominantly rich white peers and actually have an enriching and complex discussion about the issues surrounding race was something I really cherished and looked forward to every week. I personally might have preferred something a little heavier on the theory side (like seriously can you please teach Fanon in this class), but I'd say that this class succeeded in being exactly what it seemed like it wanted to be.
- The way that we were all able to connect and discuss topics during class was awesome. While this class wasn't the hardest class when it came to specific content the ideas that it brought up and the discussions we had will have a lasting impact. Out of every class I've taken you have been the best professor I've had. The openness and opportunity to discuss these issues in a good environment is something that I think will impact every student. Courses like this should be a requirement to promote diversity at our university the same way that math and science is. Thank you for a great semester! Please pass along to the university that canceling our breaks, time that should be spent with family, and making us go to class during those times is the complete opposite of how "UNDERSTANDING" the university has pretended to be throughout this time. Absolutely ridiculous.

PHIL 2270 (100): Philosophy and Race (Lecture)

Spring 2020 | Scott Hill

70 | Students Enrolled

17 | Students Responded

24.29% | Response Rate

Quantitative

	1-Hardly Ever	2-Occasionally	3-Sometimes	4-Frequently	5-Almost Always	Not applicable	DNA	SD	M N
Interact with other students in a respectful way.	0% (0)	5.88% (1)	0% (0)	0% (0)	94.12% (16)	0% (0)	0	0.71	4.82 17
Reflect on what I was learning.	0% (0)	0% (0)	0% (0)	5.88% (1)	94.12% (16)	0% (0)	0	0.24	4.94 17
Connect my learning to "real world" issues or life experiences.	0% (0)	0% (0)	5.88% (1)	5.88% (1)	88.24% (15)	0% (0)	0	0.51	4.82 17
Work and learn collaboratively with my classmates.	5.88% (1)	11.76% (2)	23.53% (4)	5.88% (1)	52.94% (9)	0% (0)	0	1.32	3.88 17
Contribute my ideas and thoughts.	0% (0)	0% (0)	0% (0)	17.65% (3)	82.35% (14)	0% (0)	0	0.38	4.82 17
Evaluate arguments, evidence, assumptions, and conclusions about key issues (be a critical thinker).	0% (0)	0% (0)	0% (0)	11.76% (2)	88.24% (15)	0% (0)	0	0.32	4.88 17
Connect, synthesize, and/or transform ideas into a new form (be a creative thinker).	0% (0)	0% (0)	17.65% (3)	11.76% (2)	70.59% (12)	0% (0)	0	0.78	4.53 17
Consider diverse perspectives (gender, political, ethnic, racial, etc.) during class or in assignments.	0% (0)	0% (0)	0% (0)	5.88% (1)	94.12% (16)	0% (0)	0	0.24	4.94 17
Demonstrated respect for diverse students and diverse points of view.	0% (0)	0% (0)	0% (0)	0% (0)	100% (17)	0% (0)	0	0	5 17
Challenged me to develop my own knowledge, comprehension, and conceptual understanding.	0% (0)	0% (0)	5.88% (1)	17.65% (3)	76.47% (13)	0% (0)	0	0.57	4.71 17
Gave projects, tests, or assignments that required original or creative thinking.	5.88% (1)	0% (0)	11.76% (2)	41.18% (7)	35.29% (6)	5.88% (1)	0	1.03	4.06 17

	1-Hardly Ever	2-Occasionally	3-Sometimes	4-Frequently	5-Almost Always	Not applicable	DNA	SD	M N
Provided opportunities for students to ask questions and initiate discussion.	0% (0)	0% (0)	0% (0)	11.76% (2)	88.24% (15)	0% (0)	0	0.32	4.88 17
Provided feedback on my work that helped me improve my performance.	5.88% (1)	0% (0)	11.76% (2)	11.76% (2)	70.59% (12)	0% (0)	0	1.09	4.41 17
Explained the grading criteria for assignments.	0% (0)	0% (0)	11.76% (2)	5.88% (1)	82.35% (14)	0% (0)	0	0.67	4.71 17
Was available to answer questions or provide assistance when needed.	0% (0)	0% (0)	0% (0)	0% (0)	100% (17)	0% (0)	0	0	5 17
Effectively used available technology to enhance learning.	0% (0)	0% (0)	11.76% (2)	23.53% (4)	64.71% (11)	0% (0)	0	0.7	4.53 17

Qualitative

Please offer constructive comments to your professor / instructor on the most effective and/or least effective aspects of this course. -

- I enjoyed this class a lot. I really liked all the discussion. I found the evaluation of our learning to be fairly ineffective and would prefer to demonstrate learning through writing since it was a philosophy class. Otherwise it was phenomenal.
- I really loved the way you made it easy to transition. Thank you.
- Lots of good opportunity for discussion. I do think the notecard system was not the most efficient, however, as it took up some time just handing in notecards alone.
- Have a set plan for recitation and be more organized on canvas
- Loved your class, you made it interactive and let us argue with each other which was a great way to fully understand the topics we were covering. So thank you for a fun semester (or at least part of it)
- Least effective aspect was the non-Zoom lectures once class was moved online. I think that if we had an online Zoom class I would have learned more. The class structure was very effective with note cards for participation motivation and questions.
- Scott Hill is a great professor and he has done an amazing and thorough job when we had class in person as well when having to transition the class to online!
- I think the way Scott allows us as students to contribute and treats us all with the same respect we treat him is an amazing way to create an environment to explore our own philosophies without any judgment. Really wish I was able to spend more time in the classroom with him.
- Great class, learned a lot. I recommend this class.
- I loved this class! Scott was a great professor
- This course was great! Scott was great at teaching and good at encouraging everyone to share their thoughts by creating an awesome classroom atmosphere. He turned a class that I didn't care about into one of my favorites and the transition to online learning was handled very well.

PHIL 1160 (1): Introduction to Medical Ethics

Fall 2020 | Scott Hill

59 | Students Enrolled

28 | Students Responded

47.46% | Response Rate

Quantitative

<i>In this course, I was encouraged to:</i>	1-Hardly Ever	2-Occasionally	3-Sometimes	4-Frequently	5-Almost Always	Not Applicable	N	DNA	SD	M
Q1. Interact with other students in a respectful way.	3.57% (1)	0% (0)	3.57% (1)	3.57% (1)	89.29% (25)	0% (0)	28	0	0.83	4.75
Q2. Reflect on what I was learning.	3.57% (1)	0% (0)	3.57% (1)	42.86% (12)	50% (14)	0% (0)	28	0	0.85	4.36
Q3. Connect my learning to "real world" issues or life experiences.	3.57% (1)	0% (0)	0% (0)	10.71% (3)	85.71% (24)	0% (0)	28	0	0.78	4.75
Q4. Work and learn collaboratively with my classmates.	3.57% (1)	3.57% (1)	28.57% (8)	17.86% (5)	42.86% (12)	3.57% (1)	28	0	1.15	4.04
Q5. Contribute my ideas and thoughts.	3.57% (1)	0% (0)	3.57% (1)	17.86% (5)	75% (21)	0% (0)	28	0	0.86	4.61
Q6. Evaluate arguments, evidence, assumptions, and conclusions about key issues (be a critical thinker).	3.57% (1)	0% (0)	0% (0)	14.29% (4)	82.14% (23)	0% (0)	28	0	0.8	4.71
Q7. Connect, synthesize, and/or transform ideas into a new form (be a creative thinker).	3.57% (1)	0% (0)	7.14% (2)	17.86% (5)	71.43% (20)	0% (0)	28	0	0.91	4.54
Q8 Consider diverse perspectives (gender, political, ethnic, racial, etc.) during class or in assignments.	3.57% (1)	0% (0)	3.57% (1)	7.14% (2)	85.71% (24)	0% (0)	28	0	0.84	4.71
<i>In this course, the instructor:</i>	1-Hardly Ever	2-Occasionally	3-Sometimes	4-Frequently	5-Almost Always	Not Applicable	N	DNA	SD	M
Q9. Demonstrated respect for diverse students and diverse points of view.	3.57% (1)	0% (0)	0% (0)	3.57% (1)	92.86% (26)	0% (0)	28	0	0.76	4.82
Q10. Challenged me to develop my own knowledge, comprehension, and conceptual understanding.	3.57% (1)	0% (0)	10.71% (3)	10.71% (3)	75% (21)	0% (0)	28	0	0.94	4.54
Q11. Gave projects, tests, or assignments that required original or creative thinking.	3.57% (1)	0% (0)	21.43% (6)	25% (7)	46.43% (13)	3.57% (1)	28	0	1.05	4.21
Q12. Provided opportunities for students to ask questions and initiate discussion.	3.57% (1)	0% (0)	0% (0)	0% (0)	96.43% (27)	0% (0)	28	0	0.74	4.86
Q13. Provided feedback on my work that helped me improve my performance.	7.14% (2)	7.14% (2)	35.71% (10)	10.71% (3)	35.71% (10)	3.57% (1)	28	0	1.31	3.71
Q14. Explained the grading criteria for assignments.	7.14% (2)	0% (0)	7.14% (2)	25% (7)	60.71% (17)	0% (0)	28	0	1.1	4.32
Q15. Was available to answer questions or provide assistance when needed.	3.57% (1)	0% (0)	3.57% (1)	17.86% (5)	71.43% (20)	3.57% (1)	28	0	0.89	4.64
Q16. Effectively used available technology to enhance learning.	3.57% (1)	0% (0)	7.14% (2)	21.43% (6)	67.86% (19)	0% (0)	28	0	0.91	4.5

Qualitative

Q17. Please offer constructive comments to your professor / instructor on the most effective and/or least effective aspects of this course. -

- Very good at listening to opinions and synthesizing their meanings in order to allow participation but also keep the class on track.
- I think he did a good job on explaining every topic and always prompted good discussions. I also think that the tests are always fair and he give us study guides to ensure we are prepared for them.
- This class was very interesting and got me to think about topics in new ways. Scott was helpful and clear with the schedule of the class and how assignments would be graded. I liked the format of the class and the way participation was handled. I liked how the home works only had 2 deadlines, but I think it would've been easier for me to be motivated and have due dates on a more regular basis. Scott was respectful, engaging and encouraging for people to share differing opinions. He kept our class lighthearted, even when we discussed difficult topics, which I appreciated.
- This became my favorite class this semester. It was challenging first but Scott really pushed me to think about other ideas and concepts. He is a great teacher and really helped me relate to the topics presented.
- I liked this course a lot and the way that it was formatted. I can't think of anything I would want to change about it.
- the only recommendation that I have would be to put the recorded lectures on canvas.
- Scott this class was phenomenal, I don't have any criticism!
- Scott was a very nice guy. I could definitely tell that he was trying to figure out the best way to conduct class as the semester progressed, but I think he made changes that were really beneficial to the students. He allowed us to use the chat function for participation which was nice because it was a lot easier to participate that way, especially since there were so many students. I feel like the content of this class was not really what I expected. I felt like we spent a lot of time talking about race and general ethics and took a while to actually get into talking about the relation to medicine, but overall I like the class and Scott.
- Scott is a great professor. He knows how to effectively engage his students and make his lectures very interesting. He is very friendly and made sure that every student felt heard in his class. He challenged our viewpoints in constructive ways and did a great job of teaching.
- Scott is an amazing professor who really loves to engage with all of his students and has meaningful dialogue with all of them. Amazing professor who I loved participating in his class.
- Scott was a great professor who effectively taught course content and formatted the class in a way that was most conducive to an online learning environment. Never thought I'd enjoy a class that lasted until past 5 pm - but I was wrong. Highly recommend taking courses with him.
- I really liked the way he ran his class. It was a good balance between teaching and class discussion and I think that was the most effective part of this class. I really liked the way this class discussion was held and how we were able to work with each other on a regular basis.
- Absolutely loved this course. Great at explaining material thoroughly, and was always responsive to questions. Facilitated discussion and listened to every student's perspective.
- I really liked how Scott Hill made sure that the class was engaged with participation points in a way that made it feel natural and not overbearing, this method made it more enjoyable to participate and discuss while not necessarily forcing people to talk daily
- I really enjoyed this class. Really made me think and engage in discussions. Overall was a great course!
- Overall, I loved this course and Scott was a great instructor! Zoom learning is unfortunate, but Scott made the most of it.
- Organizing the canvas page better like putting the readings into a file would have been easier to navigate
- thank you so much for this class, it inspired my philosophy minor.
- Scott ran a great class full of open discussion. I really enjoyed his class. It was thought provoking and helped me understand different parts of argument. No matter what side of the argument you came from Scott would propose a counter argument that would challenge your ideas.
- This course was the best class I have taken in all my years of education. I thoroughly enjoyed the material covered, and I loved that it was a discussion based class. The professor was also amazing and honestly changed my life and much of the way I think. I appreciated his enthusiasm and passion for ethics, and also his kindness and respect for students. He got to know his students and genuinely cared for their opinions, which is rare in teachers.
- I thoroughly enjoyed this course. One of the most constructive aspects about it was it felt like a space where opposing ideas could be shared openly. It made the class feel more open to discussion and allowed different point of view to be evaluated. I just wished that the class was in a classroom setting and not over zoom, but given the circumstances that can't be changed.
- I have had Scott for multiple classes over the last few years and he is a really chill and understanding professor. I don't have any complaints other than I really wish these classes could be in person
- I regret to inform the professor that I have had a difficult semester trying to stay engaged or to learn the material constructively. I don't blame any professor, it had just been difficult under our current predicament.
- Thank you Scott! I always enjoyed coming to your class because the discussions made me feel more connected