The Philosophy Graduate Teaching Seminar is a zero-credit pass/no-pass required course for all first and second year PhD students. It is both a practicum for those preparing to teach philosophy and a workshop for those already teaching their own classes. The two sections will sometimes meet together and sometimes separately; to manage this, dates and times for the two sections will be staggered (a detailed schedule will be provided at the start of the semester).

First year PhD students will learn to construct an effective introductory-level philosophy course, including: conceptualizing a semester’s-worth of reading and assignments; preparing a syllabus; becoming familiar with a variety of effective pedagogical techniques; considering different types of assignments; and learning the basics of assessing and responding to student work. This section will also consider the various ways that diverse forms of student identity (race, class, gender, sexuality, religious belief, etc.) can impact the pedagogical situation.

Second year PhD students will revisit and further develop their techniques for assessing and responding to student work as well as pedagogical issues connected to student and professor identity. This section will also function as a hands-on pedagogy workshop, giving new teachers the opportunity to collectively address real issues they are facing in their own classrooms. It will also address the challenges of balancing teaching responsibilities with research. The workshop sessions for this section are open to all Teaching Fellows, regardless of whether they are currently enrolled in the seminar.

The required course text is John C. Bean, *Engaging Ideas: The Professor’s Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*, 2nd edition (San Francisco: Bjossey-Bass/Wiley, 2011), referred to by a former Duquesne PhD now happy in her tenure-track job as “the Anarchist Cookbook of classroom pedagogy”.

Requirements: regular attendance and participation, preparation of short assigned readings, and a teaching observation report. First year PhD students will also give at least one teaching demonstration, produce and revise a syllabus template, and build a model Blackboard course site.