

Teaching Portfolio

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1 Teaching Statement

There are two main skills that I aim to teach my students: (A) to properly understand the claims and arguments of others, and (B) to clearly express and defend their own ideas. Let me briefly explain.

A typical exercise that I give my students in order to improve skill (A) is to do a standard *argument reconstruction*, usually as homework. For this purpose, I assign a short (5–10 page) excerpt from a relevant text in the literature. Then, I ask the students to perform the following steps: (1) *Go through the text and label relevant passages as either assertive or argumentative*. After this step, students should have a rough idea of the structure of the text. (2) *Identify what the premises and the conclusion(s) of the argument are*. In my experience, this step is somewhat difficult, especially for early undergraduates, so in the first few sessions of class, I make sure that students know what signal words to look out for. (3) *Rationally reconstruct the argument by rephrasing its premises and conclusion(s) in your own words and arrange them according to their argumentative structure*. After this step, students ideally have arrived at a classic argument structure for the argument in question.

The typical exercise I use to improve skill (B) in my students is to have them write philosophical essays. In a standard seminar, I have my students write at least one short mid-term essay (max. 5 pages) and one longer end-of-term essay (max. 6 pages BA, 15 pages MA). Students are encouraged to choose their own topics, but the choice has to be approved by me. In an essay, I expect students first to perform an argument reconstruction, now in written form. The more advanced students are, the more emphasis I put on independent, critical thinking in this part of the argument. While with early BA students, a simple plausibility check of the premises may be enough, from advanced BA and MA students I expect an independent and thorough examination of the relevant argument.

I supplement the whole process I just described with auxiliary materials, like an essay guideline, which you can find on my homepage under:

<http://jkorbmacher.org/teaching>.

2 Evaluations

My courses have generally received quite positive student evaluations. In the academic year 2016–17, the following two courses have been evaluated by students:

1. *Introduction to Logic* (2016–17). Overall evaluation: 4.1 out of 5.
2. *Topics in the History and Philosophy of Science: Philosophy of Probability and Statistical Inference* (2016–17). Overall evaluation: 4.0 out of 5.

Note: These scores are in response to the question *Give the course a score between 1 (lowest) and 5 (highest).*

Students have generally made quite positive remarks about my teaching:

“The teacher managed to make a subject which I personally find mildly interesting into an exciting subject. I expected to learn much but thanks to the teacher I looked forward to each lecture, work-group, and opportunity to develop my skills and knowledge of Logic. The teacher was very engaging, excellently organised, knew his subject thoroughly and beyond.”

Student in *Introduction to Logic*

“I especially like the topic ‘Philosophy of Probability and Statistical Inference’ and think the content of this course could be valuable to all (research) master students at UU.”

Student in *Topics*

Below are the unedited evaluations of the two aforementioned courses, including student comments (partially in Dutch) and my response to the students comments.

Evaluatieresultaten: Introduction to Logic

Evaluatiebeschrijving:

Algemene informatie

Uitgenodigd:	154
Aantal reacties:	47
Opkomst:	30.5%
Eigenaren:	<ul style="list-style-type: none">Cohnitz, D. (Daniel)Korbmacher, J. (Johannes)

Cursusinformatie Osiris

Cursuscode:	KI1V13001
Collegejaar:	2016
Periode:	1
Docenten:	<ul style="list-style-type: none">J. Korbmacherprof. dr. D. Cohnitz
Ingeschreven studenten:	151
Meegedaan aan tentamen:	144 (95.4%)
Geslaagd*:	138 (95.8%, 91.4% van het totaal)
* = Eindcijfer minstens een 6 of een C-.	

Behaalde cijfers

10.0	0.7%	(1)	
9.5	2.1%	(3)	
9.0	4.9%	(7)	■
8.5	9%	(13)	■
8.0	17.4%	(25)	■
7.5	17.4%	(25)	■
7.0	10.4%	(15)	■
6.5	18.8%	(27)	■
6.0	15.3%	(22)	■
5.5	0%	(0)	
5.0	0%	(0)	
4.0	2.1%	(3)	
3.0	0.7%	(1)	
2.0	0.7%	(1)	
1.0	0.7%	(1)	
ND	4.9%	(7)	■
Gemm.:	7.15		
Std. dev.:	1.33		

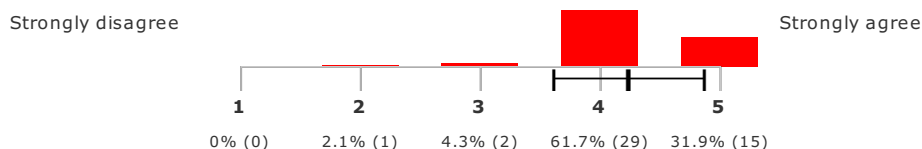
Overzicht van vragen

General

I am following this course...

(33)	■	70.2%	as part of my main degree programme
(0)		0%	as part of TCS
(1)		2.1%	as part of LAS
(5)	■	10.6%	as part of a minor
(6)	■	12.8%	as an optional course outside of my main degree programme
(2)	■	4.3%	as an individual course (contract teaching)

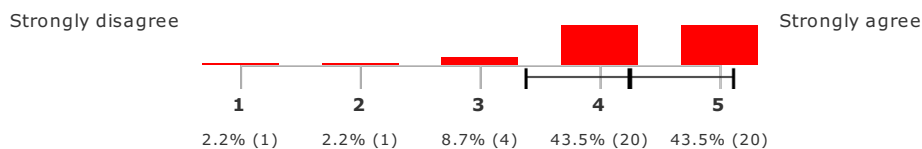
I am satisfied with the quality of the course



N = 47
Avg. = 4.2
Std. dev. = 0.6

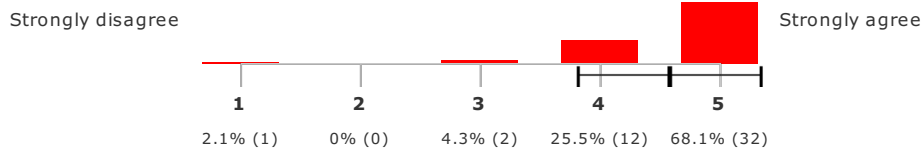
Teacher's quality

I am satisfied with the didactic skills of the teacher(s)



N = 46
Avg. = 4.2
Std. dev. = 0.9

The teacher(s) is/are knowledgeable with respect to the theme of the course



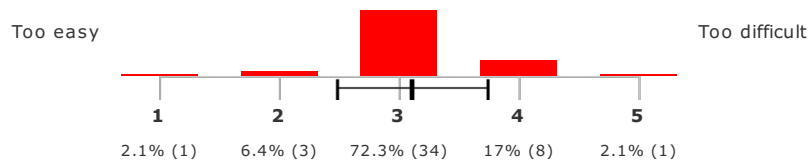
N = 47
Avg. = 4.6
Std. dev. = 0.8

Explain your answer to the previous questions

- Ik ben zeer tevreden over dit vak, heb het vak vorig jaar aan een andere universiteit gevolgd, maar nu snap ik het pas echt. De docent had erg veel kennis en kon die goed overbrengen. Cursus goed opgedeeld in onderdelen en gedurende de hele cursus was ik nooit de draad kwijt. Hij gaf zelfs informatie over advanced topics en dergelijke
- Ten eerste, ik heb deze cursus vorig jaar ook gevolgd bij Albert Visser, dus veel van mijn toelichtingen zullen wat vergelijkend zijn in aard. De docent was niet alleen deskundig in de stof, hij kon dit ook op een goede en ook leuke manier brengen. De aandacht erbij houden was dit keer (goed) mogelijk, in tegenstelling tot het jaar ervoor. De eerstejaars vonden het vak veel beter te doen dan mijn jaar het vond is mijn ervaring. Buiten de colleges was de docent behulpzaam en betrokken. Ik zou het ook erg goed vinden als dhr. Korbmacher dit vak volgend jaar blijft geven. Als laatste wil ik zeggen dat het feit dat de colleges in het Engels waren voor mij geen hinder was
- Ik ben eerstejaars K.I. student Johannes weet waar hij het over heeft, en hij kan het prima uitleggen, alleen heb ik als niet-wiskundige echt het boek nodig om alles op mijn eigen tempo uit te vogelen. De hoorcolleges gingen soms iets te snel.
- vond het een hele goed duidelijk vak, hoewel soms moeilijk vond ik de hoorcollege docent erg goed en duidelijk.
- Zowel hoorcollegedopent als werkcollegedocent waren erg goed.
- Hij is een goede docent, een goed niveau Engels, was betrokken en hield de aandacht erbij.
- The reader could use some improvement.
- Duidelijke, geduldige en grappige docent met veel kennis van het vak.
- Kon leuk lesgeven en enthousiast vertellen
- hartsikken leuke en enthousiaste leraren met veel kennis bij hun vakgebied
- Lecturer is hard to follow. Takes a very long time to say what he has to say or to explain a subject. Definitely room for improvement in that area. Otherwise very kind and patient gentleman. Definitely knows his theory. Two thumbs up for my TA (J. Zoethout). He's a hero. What great didactic skills. Always very well prepared. Definitely knows what's up.
- Docent maakt veel fouten in zijn presentatie slides. Dat zorgt voor veel verwarring.
- Johannes legde alles duidelijk uit aan de hand van voorbeelden en alle vragen werden goed beantwoord. Ook tijdens de werkgroep werd alles nog een keer heel duidelijk uitgelegd en door het maken van de problem sets wordt je gedwongen om met de stof bezig te gaan.
- Er stonden regelmatig foutjes in de hoorcollegeslides waardoor het college soms wat moeilijker te volgen was.
- De opleiding was goed te volgen en de informatie die geleerd is sloot aan op de geteste stof. Mijn enige opmerking is dat sommige (lastige) onderwerpen iets meer aandacht mogen krijgen dan de gemakkelijke onderdelen, in plaats van alle onderwerpen met de zelfde hoeveelheid tijd te behandelen.
- Very enthusiastic teacher. Really tries to put effort in educating his audience. Takes time to answer individual questions and issues. (Sometimes this makes it difficult to keep the schedule for other things, but I'm sure it'll work out next year ;))
- De colleges waren helder van structuur, overzichtelijke indeling van zowel colleges als gehele vak, goede opbouw. Uitleg was volledig, vooral de extra uitleg tijdens de werkgroep begeleider voegde veel toe. Tijdens de colleges was gewoon niet genoeg tijd om alles te behandelen. Soms werd er teveel aandacht besteed aan iets kleins, waardoor de echt moeilijke thema's niet meer behandeld konden worden.
- Dhr. Korbmacher is een hele goede, boeiende verteller. Duidelijk ook. Sympathiek.
- Johannes, I immensely enjoyed your sense of humour. With regards to the mistakes in the sheets, I say: leave 'em in there. It's an effective teaching strategy and rarely (if ever) caused genuine confusion.
- Ik heb bij meerdere werkgroepen ingezet en er was een duidelijk verschil tussen didactische kwaliteiten van sommige student-assistenten (sommigen waren erg goed en anderen hadden meer moeite met bijvoorbeeld de hele groep betrekken of rustig een antwoord uitleggen). J. Korbmacher was een prima collegeleider.
- De cursus zou in het Nederlands gegeven worden, echter door gebrek van de beheersing van de Nederlandse taal werd dit in het Engels gedaan.
- Bovenstaande evaluatie geldt niet voor Johannes, hij geeft goed les en is zeer deskundig. Ik had helaas bij de werkcolleges meer verwacht qua kwaliteit en deskundigheid (werkgroep Naomi Prins). Vaak werd mijn vraag over de leerstof niet goed begrepen of werd er geen volledig antwoord op gegeven. Bovendien zijn een aantal werkgroepen uitgevallen vanwege ziekte, daardoor zijn ook opdrachten niet nagekeken. Ik heb nog steeds een cijfer niet terug gekregen.
- niet veel over te zeggen
- Enthousiaste docent die goed kan uitleggen
- Korbmacher is een goede docent. Hij zorgt ervoor dat het leren van logica leuk is. Zijn colleges zijn to the point, maar toch altijd een beetje luchtig.

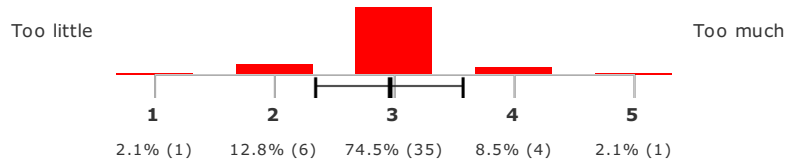
Intensity

Considering its level (1, 2, 3 or M) I found the course:



N = 47
Avg. = 3.1
Std. dev. = 0.6

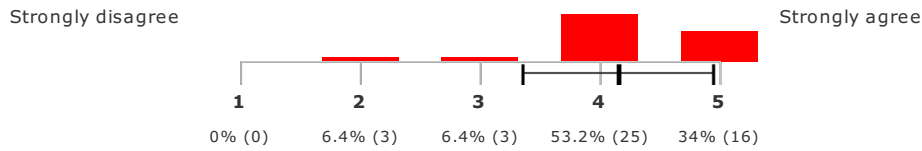
Considering the standard load of the course (1 ECTS equals 2 2/3 hrs per week) the labour-intensity is



N = 47
Avg. = 3.0
Std. dev. = 0.6

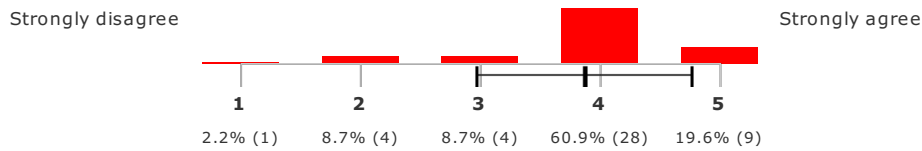
Quality of exams

The exam(s) were congruous with the content of the course



N = 47
Avg. = 4.1
Std. dev. = 0.8

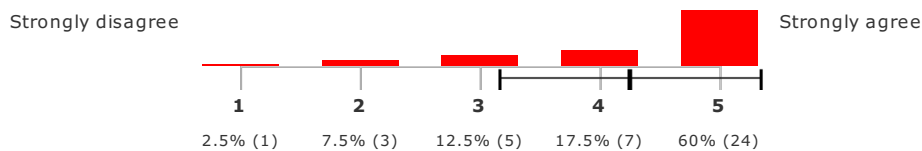
Examination and grading were fair



N = 46
Avg. = 3.9
Std. dev. = 0.9

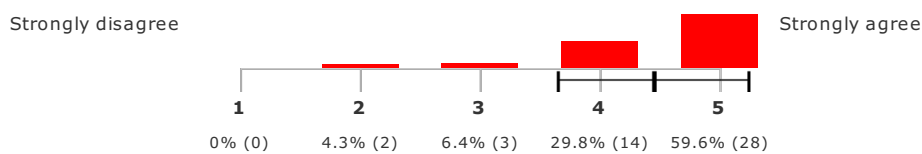
Prior knowledge

I had sufficient prior knowledge to be able to follow the course



N = 40
Avg. = 4.3
Std. dev. = 1.1

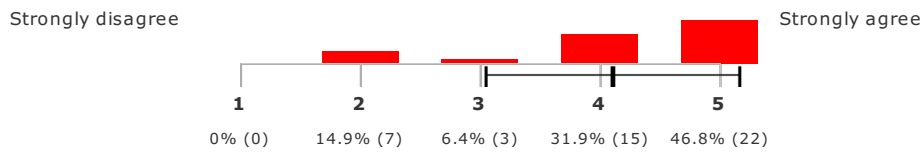
My general academic skills (e.g. writing and presenting skills) were sufficient to be able to follow the course



N = 47
Avg. = 4.4
Std. dev. = 0.8

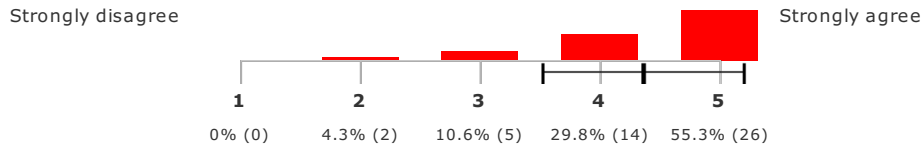
Course formats

The course formats chosen for this course (e.g. seminar, computer session, number of meetings in small and in big groups, etc.) were adequate



N = 47
Avg. = 4.1
Std. dev. = 1.1

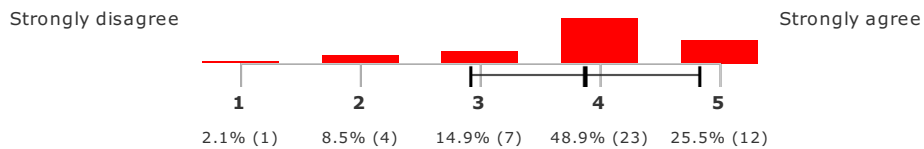
I thought that the assignments were meaningful/useful



N = 47
Avg. = 4.4
Std. dev. = 0.8

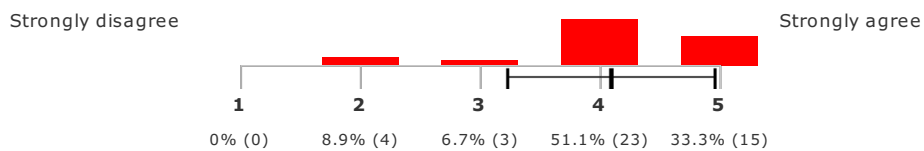
Quality of the location

I am satisfied with the room(s) in which the course was given



N = 47
Avg. = 3.9
Std. dev. = 1.0

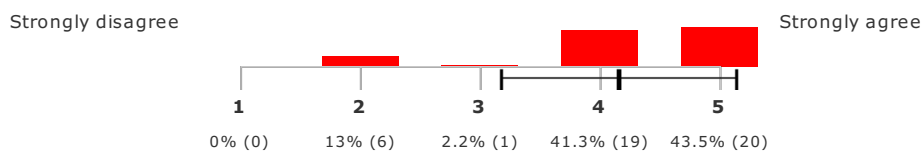
The technical equipment in the lecture rooms functioned well



N = 45
Avg. = 4.1
Std. dev. = 0.9

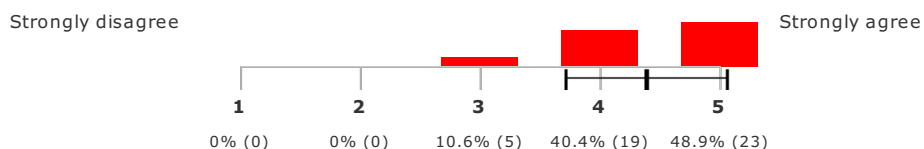
Organisation

The teachers have organised the course well



N = 46
Avg. = 4.2
Std. dev. = 1.0

The coherence of the various topics and assignments of the course was adequate



N = 47
Avg. = 4.4
Std. dev. = 0.7

Open questions

What is good about this course?

- De cursus was goed en duidelijk opgebouwd, alle onderdelen waren zinvol, hielpen met oefenen en de toetsen werden goed afgenomen. Vooraf was duidelijk wat je moest kennen aan het eind van de cursus en de docent gaf die informatie op de juiste manier. In het kort: Duidelijk, goed gestructureerd, passend en goede docent.
- Ten eerste was de docent erg goed (voor als dit nog niet duidelijk was) Verder was de aansluiting van de stof op de rest van het eerste jaar beter dan vorig jaar. De stof was ook beter verdeeld over de cursus.
- Tekstboek, hoorcolleges en opdrachten sluiten naadloos op elkaar aan. De verplichte opdrachten bereiden je goed voor op de tentamens.
- De hoorcollege's en opdrachten
- De werkcolleges zijn heel erg handig, vooral als je een goede stutor hebt.
- The lectures were very good.
- Goede afstemming tussen hoor- en werkcolleges. Jetze Zoethout was een geweldige werkgroepdocent; rustig, geduldig, enthousiast en betrokken. Johannes Korbmacher was erg enthousiast over het vak en gaf goed de theorie weer. In de werkgroepen kregen we dan meer uitleg over de praktijk.
- Goede docent, goede en duidelijke literatuur, locatie op de drift was fijn.
- The course was well given.
- Docent is duidelijk, grappig en geduldig. Hoorcollege's overzichtelijk, slides ook duidelijk. Een vrij lastig onderwerp toch simpel gemaakt door steeds herhalen van de stof.
- Nice introduction; fairly straightforward and simple.
- Ik heb het vak met plezier doorlopen, ik vond zowel de docent(e) in de hoorcolleges als in de werkcolleges erg prettig onderwijzen.
- Enthousiaste docent
- de opbouw van de verschillende onderwerpen
- Very systematic and very transparent. I love that you get direct feedback and you get to practice on the things you learn each week. Problem sets are a great part of this course.
- The teacher managed to make a subject which I personally find mildly interesting into an exciting subject. I expected to learn much but thanks to the teacher I looked forward to each lecture, workgroup, and opportunity to develop my skills and knowledge of Logic. The teacher was very engaging, excellently organised, knew his subject thoroughly and beyond.
- Goed georganiseerd, capabele docenten.
- De wekelijkse opdrachten sloten goed aan op de stof die behandeld werd in de hoorcolleges. De hoorcollege-docent was deskundig
- Tijdens de cursus werd alles goed opgebouwd vanaf het begin. Alle uitleg was duidelijk en ook de werkgroepen waren zeer zinvol.
- De praktische toepassing van geleerde stof in werkcolleges en de mogelijkheid om met mede studenten aan opdrachten te werken waardoor de stof veel beter begrepen wordt. En ook de colleges die zowel leerzaam en soms grappig waren door de goede humor van de docent
- Input of the teacher, enthusiasm. Also AI meetings prior to exam where very useful
- De werkcolleges, de opbouw maakt dat het een goede combinatie is van minicollege en oefengelegenheid voor het maken van de opdrachten. Het enthousiasme van de docenten.
- Organisatie dmv een syllabus was erg overzichtelijk
- De hoorcolleges en opdrachten sluiten goed aan. Duidelijk wat gedaan moest worden en wat er besproken ging worden.
- De hoorcolleges waren goed te volgen, waardoor de opdrachten ook beter te maken waren.
- There was some discrepancy between the reader's notation and Johannes' preferred notation. He communicated this clearly and timely. Although there were a lot of mistakes in the slides, he actually used this as an effective didactic strategy - it kept people alert and engaged with his narrative. Learning curve was generally well-tuned (though the ND material could be better) and the homework assignments (with extra-complicated extra questions) and exam form were excellent. I am of the opinion that my marks generally reflect my efforts (ergo, they would've been proportionally higher/lower, had I put in more/less effort) and that the exams measured my skill level well.
- Het niveau, de opbouw en begeleiding en uitleg waren goed.
- De werkcolleges sluiten goed aan op de hoorcolleges. De hoorcolleges waren goed te volgen voor iemand zonder enige voorkennis van het vak logica.
- Problem sets
- fijne docent. Nuttig vak
- Fijn dat de kennis van de stof wekelijks wordt getoetst Uitstekende docent
- We oefenden goed met de stof
- De opdrachten die elke week moesten worden ingeleverd, waarvoor men een cijfer kreeg, vond ik heel fijn. Dit zorgde ervoor dat je elke week weer wist welke stof je goed beheerste (of welke je juist minder goed beheerst).

What could be improved?

- Werkgroepdocent motiveerde de groep niet goed, kon wel vragen beantwoorden
- Drift 21, 0.32 mag wel eens gerenoveerd worden. Ik zie nog steeds het nut van de presentaties in de werkcolleges niet. Je werd zo geholpen door de docent soms dat je zelfs als je het huiswerk niet had gemaakt je het nog kon doen.
- Het eerste deeltentamen was teleurstellend makkelijk, na de voorbereiding die erin ging zitten. Meer concrete voorbeelden tijdens de hoorcolleges: als er lange tijd in abstracte termen wordt gepraat, wordt het moeilijk te volgen.
- De lestijden waren erg vervelend geplaatst zo had ik op donderdag het eerste uur hoorcollege en het laatste uur werkcollege. wat voor 6,5 uur tussen uur zorgde
- Some of the exercises in the final exam were never given as an exercise during the tutorials. So it was very difficult to do these, since we never practiced them
- Praktische tips en tricks zouden beter kunnen in de hoorcolleges. Tweede toets was veel moeilijker dan de eerste. Hier zou iets meer op voorbereid kunnen worden. Ik verwachtte ongeveer hetzelfde.
- I
- De werkcolleges waren voor ons in de kng, waar niet genoeg computers voor iedereen waren. Ook hadden wij twee aansluitende werkcolleges op andere locaties, wat niet heel fijn was.
- The exams could use some radical improvement.
- Indeling van de werkgroepen was soms wat verwarrend. Met dinsdag een werkgroep in een practicumzaal, wat vreemd was. Donderdag pas om 17:15 een werkgroep, terwijl er 's ochtends om 9 uur hoorcollege was. Daarnaast hadden sommige verplichte opdrachten wel iets meer uitleg vooraf kunnen krijgen.
- Better preparation on Korbmacher's part (it's insane how many typos were in the slides).
- Bij het tweede tentamen vond ik veel vragen(varia) gaan over stof die we inhoudelijk eigenlijk nooit besproken/geoefend hebben. Ik kan me voorstellen dat je dit als klein onderdeel in het tentamen verwerkt, maar in dit geval telde het bijna als een kwart mee in de puntentelling. Vind ik persoonlijk wel (te) hoog.
- Meer voorbeelden over de opgaven
- eerste toets ervaarde ik als te makkelijk
- The lectures. Could be more systematic and with less noise (by this I mean fluency of the speaker).
- presenteren bij logica was overbodig.

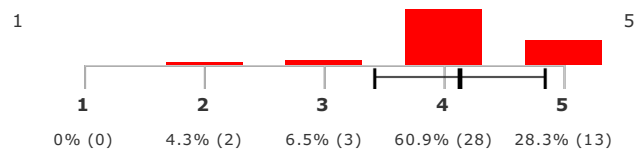
- Er had meer informatie moeten worden gegeven, indien er bijvoorbeeld een student ziek is op de dag van het inleveren van een 'problem set'. Vaak was er het idee dat werkgroepdocenten niet echt in staat zijn om de stof uit te leggen, zodat de opdrachten goed begrepen konden worden. Als je het aan een medestudent vroeg hoe je de opdrachten moest aanpakken (op basis van dat hij/zij de stof goed beheerst), kon diegene het beter uitleggen en daar verbaasde ik me wel over.
- De cursus had nog wel dieper op bepaalde stof in kunnen gaan. Zo werd ervoor al gefocust op de stof die in het tentamen naar voren kwam en werden een aantal interessante (maar moeilijke) onderwerpen heel vluchtig besproken waardoor ik ze minder goed kon volgen. Ook was het niveau in de werkgroep(docent)en verschillend, maar dit is zeer moeilijk om gelijk te houden in verschillende zoveel verschillende werkgroepen dus relatief gezien viel dit nog best wel mee.
- Quality of the workgroups was very variable / sometimes below what was needed to complete the assignments. So this was the biggest problem for the course I feel. Also, the attitude of "if everyone scores high, it must have been too easy" is faulty imo. Check beforehand what you want people to achieve, build your test/problemset around this, and see the score as an indicator for how well you taught. Having said this, I felt the 2nd exam tried to compensate for a perceived lack of difficulty in the first exam. Shame.
- De 2e tentamen was veel moeilijker dan de 1e. Een wat meer gelijkmatige moeilijkheidsgraad zou beter zijn denk ik.
- Het is echt teveel werk voor de gegeven tijd. Vooral onevenredig verdeelde tijd voor verschillende onderdelen. In de laatste week twee weken werd opeens heel veel van de moeilijkste stof behandeld en daar was dus op het laatst haast geen tijd meer voor. Daarbij komt dat het tweede examen onevenredig veel zwaarder was dan het eerste examen, de vragen leken niet eens in de verste verte op elkaar en de hoeveelheid was echt absurd veel meer dan bij de tussentoets. Dit heeft mij heel erg op het verkeerde been gezet, des te meer omdat er niet expliciet vermeld was dat het eerste examen niet eens een beetje te vergelijken was qua hoeveelheid en niveau met de eindtoets. Bovendien duurt het belachelijk lang voordat er eindelijk uitslagen bekend zijn en er een antwoord komt op vragen en als het probleem ligt aan het feit dat degene die docent is, ook cursuscoördinator, direct contactpersoon en administratief hoofd van de cursus is, dan moet dat veranderd worden en moeten die functies verdeeld worden over verschillende personen.
- Het eerste tentamen was veel gemakkelijker dan het tweede, misschien minder tijd aan eerste besteden, en meer aan het tweede
- De werkcolleges. Ervaarde die als meer een handig huiswerkkuurtje. Had meer behoefte aan gezamenlijk diep op de problemen ingaan, of in ieder geval klassikaal met de werkgroepbegeleider.
- In de werkcolleges werd je niet goed geholpen om de opdrachten te begrijpen. Daar stond je er bijna alleen voor. Al kon je wel medestudenten vragen, maar je weet niet of die het wel zeker weten.
- > Seminar Quality > Complicated derivations, with answers provided. > Switch to Fitch-style notation > Seminar Quality The content and quality of the seminars. My seminars were taught by Minke. Minke was current with the material - and quite good when explaining concepts one-on-one - but she lacks the group leadership skills required to enthuse or drive her seminar group. Consequently, she covered too little material in the seminars, often making them feel like an utter waste of time. > Complicated derivations, with answers provided. I'd like more complicated exercises with answers provided, so deductive reasoning becomes a valid learning strategy. (Ah, I see they did this here - why would they do that?... I could use this) I have no significant math, philosophy or logic background and managed to lose my grip on the course twice: Once as we started to cover Natural Deduction in propositional logic, the same when we covered it during predicate logic. (Except, I never caught up there.) In the current form, the examples covered in the reader and slides were very simple (usually only intended to introduce a new operator) and hardly covered any of the edge cases presented in the problems. I couldn't relate the available material to the assignments, preventing me from catching up. If we were to receive a set of answers for the problems that do not have to be handed in students can check the answers ourselves and refer to them while working on the assignments. This effectively allows students to use deductive reasoning as a means to develop more insight in natural deduction. > Switch to Fitch-Style. I have just (yesterday) started deduction in the Logic for AI course, which uses the K system and Fitch-style notation. For some reason, this system clicked immediately - the derivations I still struggle with in the tree system seem obvious in Fitch-style. They're pretty much a graphical representation of a textual proof.
- Het zou prettig zijn om vaker antwoorden op oefeningen beschikbaar te hebben. Extra oefeningen uit het boek doen heeft weinig zin als er geen antwoorden beschikbaar zijn.
- Het verschil tussen de mid- en end term was ontzettend groot qua hoeveelheid opgave die er in dat tentamen zaten en ook de moeilijkheid van de tentamens verschilde enorm! Waarbij de midterm na mijn mening (te) makkelijk was was de end term (te) moeilijk en veel.
- Er kan meer hulp geboden worden bij het beantwoorden van vragen over het huiswerk in de werkcolleges.
- Betere begeleiding: deskundiger en meer zelfvertrouwen
- betere communicatie over het format waarin we geacht werden te antwoorden (vooral in het begin). Soms wat inconsistente informatie in de colleges vergeleken met de reader. reader ZWAAR verouderd en heeft een update nodig om wat fouten te verbeteren en in lijn te brengen met de info van de hoorcolleges
- Het zou fijn zijn als er voor alle opdrachten uit het dictaat ook uitwerkingen zouden zijn, zodat de studenten meer opdrachten kunnen oefenen en kunnen testen of ze de stof echt begrijpen. Deze uitwerkingen heb ik heel erg gemist!
- - Werkcolleges moeten beter voorbereid zijn. Werkgroepdocenten wisten vaak pas bij de tweede werkgroep meer over de inhoud. - Meer oefenmateriaal. Dus meer antwoorden beschikbaar zodat er daadwerkelijk goed geoefend kan worden. Nu was er een beperkt aantal oefenopgaven waarvan er antwoorden waren. Oefenen met andere opgaven kon dus wel, maar je wist nooit of je het goed deed. - In het tentamen kwam een varia gedeelte met opgaven die veel moeilijker waren dan we ooit gedaan hadden. Misschien een idee om hier al mee te oefenen, want nu kwam het even aan het eind van het tentamen en had je kort de tijd om dit snel in te vullen. Omdat ik hier niet gewend was mee te werken, werd ik hier helemaal door overonderd. Ik snap daarom dus niet waarom we niet met dit niveau geoefend hadden eerder.
- Eigenlijk vond ik alles fijn bij deze cursus. Alles was goed geregeld en als ik hulp nodig had kreeg ik die ook van de desbetreffende studentassistent.

Other remarks

- ik had zelf het liefst andere tijden gezien voor werkcolleges gezien, maar daar kan de docent niet veel aan doen.
- Toelichting bij het lage cijfer voor de collegezaal: Doordat de stoelen op dezelfde hoogte staan is het scherm en/of de docent niet altijd te zien doordat er mensen voor zitten, en als er voor het college al een ander college is gegeven is het er zo benauwd dat het moeilijk is om je te concentreren.
- mijn complimenten aan de hoorcollege docent
- Leuke en leerzame cursus. Verrassend!
- The exams (especially the first) were way too easy. In the first exam the derivation were already (almost fully) pre-constructed; hilarious.
- I feel like my TA (J. Zoethout) greatly contributed to my experience with this course. My thanks go to this fine gentleman.
- De locatie van de werkgroepen was heel onhandig, in plaats van op een lokaal te kunnen blijven zitten moesten de werkgroepen met elkaar wisselen wat ervoor zorgde dat veel studenten de tweede werkgroep niet gekomen zijn.
- Coming from psychology, I really enjoyed the course and think I learned a lot & new, interesting things!
- Tijdens de werkgroepen konden werken aan problem sets. Jammer genoeg uitleg vragen aan onze werkgroepdocent, omdat hij dacht dat we hierdoor het cijfer voor problem set omhoog zouden krijgen.
- Today is November 28th. The grades are still not available and Johannes has not taken the initiative in communicating why it's taking so long, or when we can expect the grades. It doesn't detract from the (imo, excellent) didactic quality of the course, but it's bad form: - We've agreed upon 10 working days in the OER/EER. - The exam date has been known since early september. We expect you to plan accordingly - as you expected us to. - Stuff happens, deadlines get broken. Yet it takes only a single email to inform >100 students.
- De organisatie was af en toe rommelig, bijvoorbeeld de uitslag op het tentamen laat inmiddels meer dan twee weken op zich wachten.
- geweldige hoofd docent.

General

Give the course a score between 1 (lowest) and 5 (highest)



N = 46
Avg. = 4.1
Std. dev. = 0.7

Reacties

Korbmacher, J. (Johannes)

Dear Students,

Many thanks for your kind evaluations, I'm very happy to hear that most of you enjoyed the course. I'm taking your comments and criticisms under due consideration. Among the things that I will especially keep in mind for future courses are:

1) Exam difficulty. A common complaint was that the mid-term was too easy and the end-term too hard. Even though this is in part due to the material (predicate logic is more difficult than propositional logic), there is clearly room for improvement here.

2) Proof theory. The most contentious part of the course was the proof theory. Following the book and script, we used what's called Prawitz-style natural deduction. Now Prawitz-style ND is difficult and there are easier proof theories for propositional and predicate logic on the market. However, if you wish to take more advanced courses in proof theory, you need a basic understanding of Prawitz-style ND. Here we'll have to do some weighing of options for the future. In any case, if we keep using Prawitz-style ND, we'll have to think about better ways of getting the ideas across. There is certainly room for improvement here as well.

3) Grading. The most difficult aspect to improve are grading times. The course has drastically changed in size from the past, but this was not sufficiently reflected in the teaching time allotted to the course. I will certainly bring this issue up with the people responsible for the general course planning and teacher assignment. On my side, I will make sure to communicate these issues more clearly to the students in the future.

These are just general points that I take away from the evaluation. Besides this, you raised many important points, which I will certainly take to heart.

Let me thank you again for the constructive feedback and a wonderful course. I wish you all the best for your future studies and hope our paths cross again.

Best,

Johannes

Evaluatieresultaten: Topics in Epistemology and Philosophy of Science: Philosophy of Probability and Statistical Inference

Evaluatiebeschrijving:

Algemene informatie

Uitgenodigd:	15
Aantal reacties:	6
Opkomst:	40%
Eigenaren:	<ul style="list-style-type: none"> Korbmacher, J. (Johannes) Lith, J.H. van (Janneke)

Cursusinformatie Osiris

Cursuscode:	FRRMV16011
Collegejaar:	2016
Periode:	2
Docenten:	<ul style="list-style-type: none"> J. Korbmacher dr. J.H. van Lith
Ingeschreven studenten:	17
Meegedaan aan tentamen	13 (76.5%)
Geslaagd*:	13 (100%, 76.5% van het totaal)

* = Eindcijfer minstens een 6 of een C-.

Behaalde cijfers

10.0	0%	(0)
9.5	15.4%	(2)
9.0	7.7%	(1)
8.5	46.2%	(6)
8.0	15.4%	(2)
7.5	15.4%	(2)
7.0	0%	(0)
6.5	0%	(0)
6.0	0%	(0)
5.5	0%	(0)
5.0	0%	(0)
4.0	0%	(0)
3.0	0%	(0)
2.0	0%	(0)
1.0	0%	(0)
ND	15.4%	(2)
Gemm.:	8.46	
Std. dev.:	0.63	

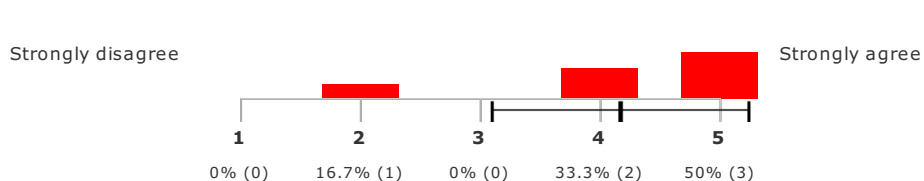
Overzicht van vragen

General

I am following this course...

(4)	66.7%	as part of my main degree programme
(0)	0%	as part of TCS
(0)	0%	as part of LAS
(0)	0%	as part of a minor
(2)	33.3%	as an optional course outside of my main degree programme
(0)	0%	as an individual course (contract teaching)

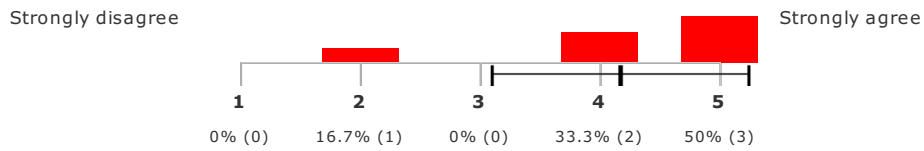
I am satisfied with the quality of the course



N = 6
Avg. = 4.2
Std. dev. = 1.1

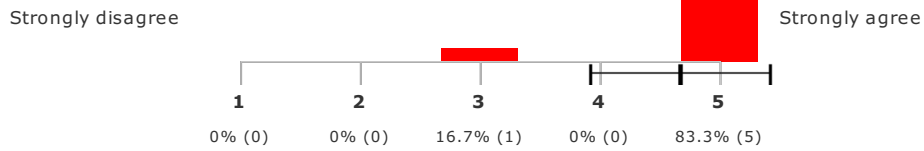
Teacher's quality

I am satisfied with the didactic skills of the teacher(s)



N = 6
Avg. = 4.2
Std. dev. = 1.1

The teacher(s) is/are knowledgeable with respect to the theme of the course



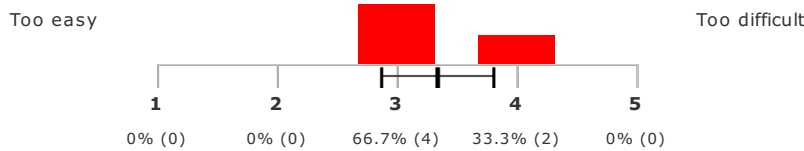
N = 6
Avg. = 4.7
Std. dev. = 0.7

Explain your answer to the previous questions

- good selection of readings, well-explained lectures, Johannes is obv. knowledgeable
- De docent Johannes Korbmacher bezat een aanstekelijk enthousiasme t.a.v. de stof.
- Both of the teachers were very experienced on the topic. I was most impressed by the well-structured buildup of the arguments during the lecture, which provided me with a more thorough understanding of the required readings.
- For a philosophy course, surprisingly little philosophy was discussed in the course. The teacher seemed mostly interested in mathematical notation and not in discussing philosophical ideas and problems.

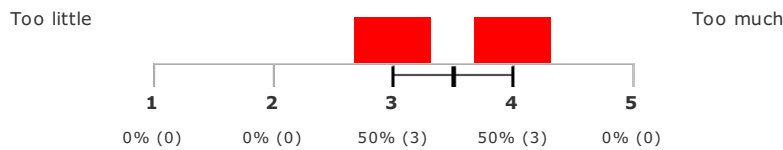
Intensity

Considering its level (1, 2, 3 or M) I found the course:



N = 6
Avg. = 3.3
Std. dev. = 0.5

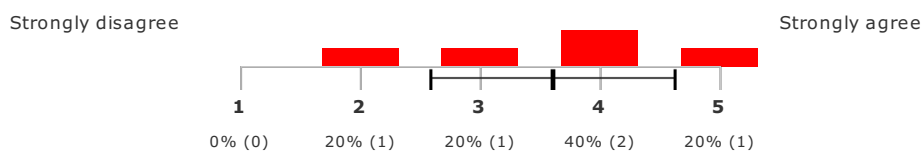
Considering the standard load of the course (1 ECTS equals 2 2/3 hrs per week) the labour-intensity is



N = 6
Avg. = 3.5
Std. dev. = 0.5

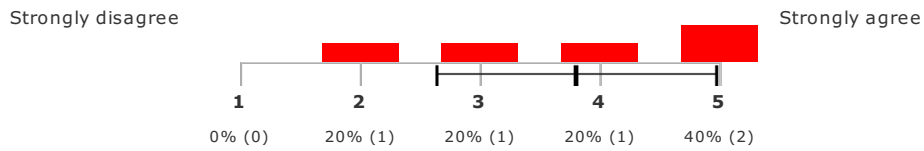
Quality of exams

The exam(s) were congruous with the content of the course



N = 5
Avg. = 3.6
Std. dev. = 1.0

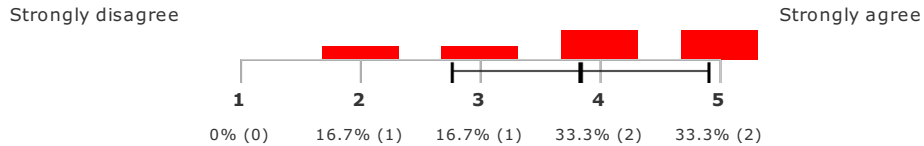
Examination and grading were fair



N = 5
Avg. = 3.8
Std. dev. = 1.2

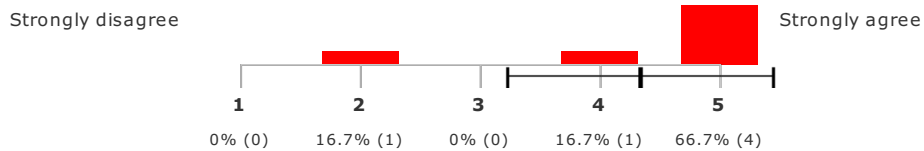
Prior knowledge

I had sufficient prior knowledge to be able to follow the course



N = 6
Avg. = 3.8
Std. dev. = 1.1

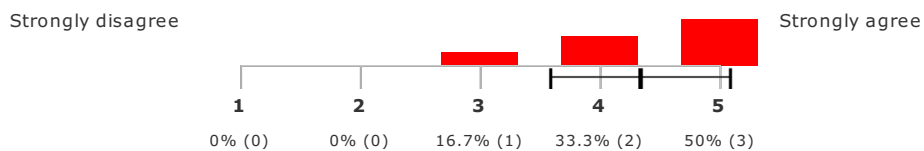
My general academic skills (e.g. writing and presenting skills) were sufficient to be able to follow the course



N = 6
Avg. = 4.3
Std. dev. = 1.1

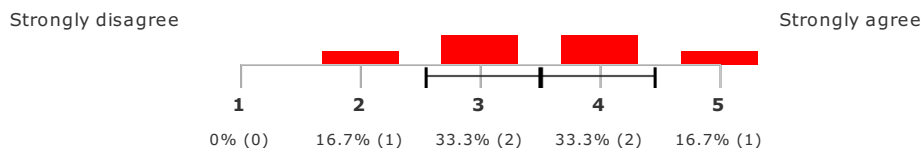
Course formats

The course formats chosen for this course (e.g. seminar, computer session, number of meetings in small and in big groups, etc.) were adequate



N = 6
Avg. = 4.3
Std. dev. = 0.7

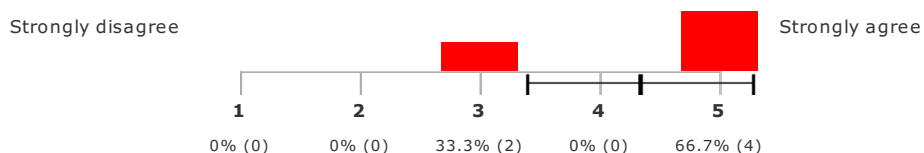
I thought that the assignments were meaningful/useful



N = 6
Avg. = 3.5
Std. dev. = 1.0

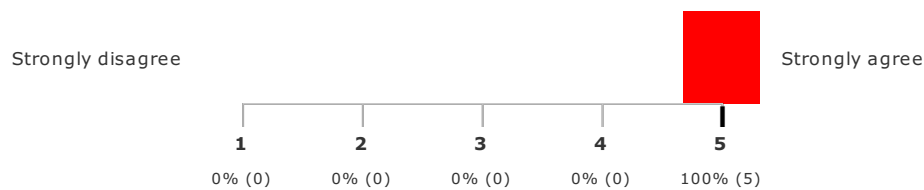
Quality of the location

I am satisfied with the room(s) in which the course was given



N = 6
Avg. = 4.3
Std. dev. = 0.9

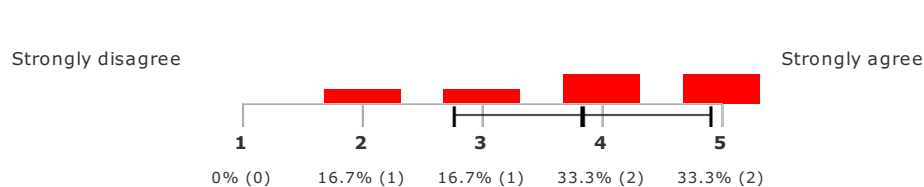
The technical equipment in the lecture rooms functioned well



N = 5
Avg. = 5.0
Std. dev. = 0.0

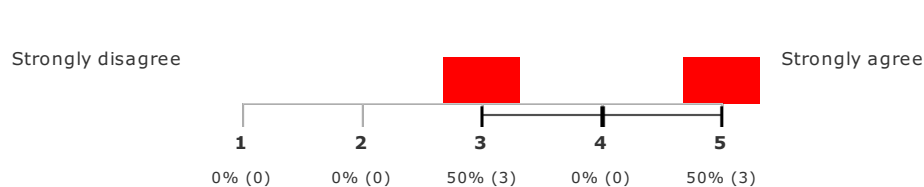
Organisation

The teachers have organised the course well



N = 6
Avg. = 3.8
Std. dev. = 1.1

The coherence of the various topics and assignments of the course was adequate



N = 6
Avg. = 4.0
Std. dev. = 1.0

Open questions

What is good about this course?

- Het onderwerp wordt voldoende geïntroduceerd t.a.v. wat mogelijk is binnen de tijd.
- Het algemene idee is prima. De keuze om ook wiskundige vaardigheden op peil te houden is wijs. De docent was goed.
- The subjects were really very interesting.
- I especially like the topic "Philosophy of Probability and Statistical Inference" and think the content of this course could be valuable to all (research) master students at UU.
- Mixture of students with different backgrounds, teacher's good intention to teach formal methods. The weekly meetings adhered to a structured course plan.

What could be improved?

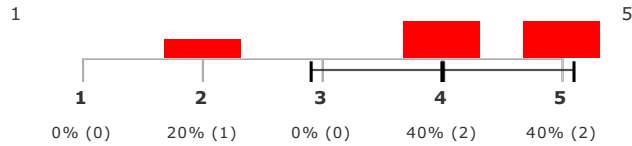
- De basisliteratuur.
- Ik zou wellicht een uur extra les doen en dan twee keer per week twee uur. Dat geeft de ruimte voor iets meer ' hoorcollege-achtige' les. Wellicht kunnen de wekelijkse vragen beter wel beoordeeld worden (met passing/failing oid) want het effect was nu dat dat niet zo was, dat discussie soms stilvielen. Ten slotte had ik een overzichtcollege aan het begin prettig gevonden, Eagle is een prima boek, maar geeft de lezer echt geen idee wat de context is waarin de stof gelezen moet worden. Wellicht kan het schetsen van wat tegengestelde posities aan het begin van de cursus, zodat de studenten weten waar het heen gaat, helpen.
- The assignments were a bit too easy at times. It was very useful to make sure everyone also understood the mathematics we were philosophizing about, but perhaps also a small essay question that comes with the technical exercises could be nice. Something like a question about how the technical stuff relates to the discussed theories that should be answered in maximal 300 words.
- It would have been nice to have a little more supervision/interim feedback on the essay writing.
- The readings were poorly chosen, out of all the interesting papers out there on the philosophy of probability, major areas were omitted (like propensity theories) and other really, dry, boring and unaccessible topics included. Teacher relied almost completely on an anthology in choosing the readings. Including more accessible and relevant papers would have helped a lot.

Other remarks

- Grading seemed very arbitrary. I have doubts about this teacher's ability to evaluate philosophical ideas and argumentation as no substantive feedback was provided for the essay, just a blanket grade (same grade for all dimensions of evaluation without any further comments). Further, marks were subtracted for stupid reasons like "didn't address X in question 2" while question 2 didn't ask you to address X, or for solving a problem with a different (but just as correct) method than the one the teacher preferred (this preference was not stated in the question). The teacher was very pedantic and self-absorbed and spent ages in front of the board trying to work out how to best put something in a certain (unnecessary) mathematical notation, instead of actually discussing the ideas behind the notation with the students, or allowing the students to engage with each other. The assignments relating to the technical aspects of the course were poorly designed and used extremely complex notation (which also wasn't explained - for the non-maths students this was very challenging as the teacher used lots of notation without ever supplying some kind of glossary of what all the symbols meant) to treat very basic ideas. Would've been better to use basic notation to address complex ideas. The formalia is meant to add to and illuminate the philosophy - in the case of this course the philosophy seemed to be an optional add on to the formal notation.

General

Give the course a score between 1 (lowest) and 5 (highest)



N = 5
Avg. = 4.0
Std. dev. = 1.1

Reacties

Korbmacher, J. (Johannes)

Dear Students,

Many thanks for the overall quite positive evaluation. I enjoyed the course very much and I'm happy to hear that most of you did too. But there is certainly room for improvement:

1) I certainly agree that the technical assignments were perhaps a bit on the easy side. I very much like the idea suggested by one student to combine them with a little writing assignment. I will take some time to think about how to implement this in the next installment of the course.

2) As we told you in class, we intentionally left out the discussion of objective chance because of existing reading groups etc. on the topic. A future installment of the course might include this as well. For those who are still interested, I can suggest Lewis' "Subjectivist Guide to Objective Chance," which is reprinted in the Eagle anthology.

3) I am not 100% happy with the Eagle book, it has its ups and downs. In future installments of the course, I might rely less on the topic and begin with a more general overview of the positions to be discussed, as suggested by at least one of the students. The articles reprinted in the anthology are, although a bit dry at times, the state of the art. There may be better articles on some topics and I'll think about how to better supplement the other readings from the literature. But given that this is only a 5 ECTS course, I will have to be careful not to overload the course.

4) With regards to essay supervision: I'm very happy to say that the quality of your essays was really great! But I was surprised that only few of you took the opportunity to discuss their topics with me more extensively in person. That's OK, of course, and pretty much all of you did a good job. But for the future, I can warmly recommend to take the chance to talk to your instructors in person. My office hours are always open for this and also if you now wish some more feedback and have a look at my annotations, please feel free to come to my office (just let me know in advance, so I can make sure to have everything present in my mind).

Thanks again for a great course and all the best for your future studies.

Best wishes,

Johannes



Syllabus

2016-2017 Inleiding Logica KI1V13001

Course Content & Aims

Logic is the systematic study of valid reasoning. As such, logic has many applications in AI. We deal with these applications in what's called "logic-based AI." This is a research program that traces back to John McCarthy, the AI pioneer who gave the discipline its name.

This course is an introduction to the basic concepts, methods, and results of modern logic. We'll cover the two most important classical logics: *propositional logic* (the logic of 'not,' 'and,' 'or,' 'if ..., then ...') and *predicate logic* (the logic of 'for all' and 'for some'). You'll learn about modern logic by studying these two logics as paradigms.

If you successfully complete this course, you will be comfortable working with logical systems and you will be well prepared to enter the (wonderful) world of logic-based AI. More specifically, in the course you'll learn:

- how to precisely define a logical language ('syntax'),
- how to assign meanings to expressions in logical languages ('semantics'),
- how to translate natural language into a logical language ('formalization'),
- how to correctly infer one thing from another ('proof theory').

Along the way, we'll cover some basic math required to do logic in a precise way.

You'll also hear about, but not study in depth:

- some of the most important results *about* logic ('meta-theory'),
- computer applications of logic ('logic programming,' 'theorem provers,' 'proof assistants').

Course Material

You can find all required material on Blackboard:

[PropLog] Veenstra, Oostrom, Visser, and Mulder. *Parvulae Logicales: Propositiologica*.

[PredLog] Veenstra and Huissloven. *Parvulae Logicales: Predikatenlogica*.

[Inductie] Visser, Lemmens, van Oostrom. *Parvulae Logicales: Inductie*.

Slides will be posted on Blackboard before the lectures.

Lecture Schedule

Attendance to the lectures is not mandatory (contrary to OSIRIS). But the required readings *are* mandatory and will be tested in the exam.

Propositional Logic

Week 1. 1. Thursday, 09-08, Syllabus + Course Overview

Optional Reading: hoofdstuk 2, PropLog + Priest, Graham. 2001. *Logic: A Very Short Introduction*. Oxford University Press.

Week 2. 2. Monday, 09-12, Basic Math: Set Theory & Induction

Required Reading: hoofdstuk 1, PropLog

3. Thursday, 09-15, Syntax: The Language of Propositional Logic

Required Reading: hoofdstukken 3, PropLog, hoofdstukken 1–3, Inductie

Optional Reading: hoofdstukken 4–5, Inductie

Week 3. 4. Monday, 09-19, Semantics: Truth-Tables, Valuations, Validity

Required Reading: hoofdstukken 4+6, PropLog

5. Thursday, 09-22, Buffer Class: We might have to complete Semantics, likely we begin with Proof-Theory

Week 4. 6. Monday, 09-26, Proof-Theory: Natural Deduction

Required Reading: hoofdstukken 8–9, PropLog

7. Thursday, 09-29, Advanced Topics: Normal Forms, Resolution, Soundness & Completeness

Required Reading: hoofdstuk 7, PropLog

Optional Reading: hoofdstuk 10, PropLog

Week 5. 8. Monday, 10-03, Rehearsal + Q&A

Mid-Term Exam. Tuesday, 10-04, 11–13, Room β , Auditorium

Predicate Logic

Week 5 (cont'd). 9. Thursday, 10-06, What is Predicate Logic? (+ More Basic Math)

Required Reading: hoofdstukken 2–3, PredLog

Week 6. 10. Monday, 10-10, Syntax: The Language of Predicate Logic

Required Reading: hoofdstukken 4–5, PredLog

11. Thursday, 10-13, Semantics 1: Structures, Interpretations

Required Reading: hoofdstukken 6, PredLog

Week 7. 12. Monday, 10-17, Semantics 2: Truth, Validity

Required Reading: hoofdstukken 7, PredLog

13. Thursday, 10-20, Proof Theory: Natural Deduction 1

Required Reading: hoofdstukken 8, PredLog

Week 8. 14. Monday, 10-24, Proof Theory: Natural Deduction 2

Required Reading: hoofdstukken 8, PredLog

15. Thursday, 10-27, Applications: Formalization, Identity

Required Reading: hoofdstukken 4+9, PredLog

Week 9. 16. Monday, 10-31, Rehearsal + Q&A

End-Term Exam. Thursday, 11-03, 13.30–16.30, Room γ , Auditorium

Note that there is no lecture on Thursday, 11-03!

Problem sets

“The best way to learn logic is to do exercises. A lot of exercises.”

Any logic professor, ever.

Problem sets are posted on Thursdays after the lecture and they are due the following Thursday at the beginning of the lecture. Late submissions will not be accepted. Submissions must be made in written/printed form.

You can work in groups of up to 4 students, but you have to submit individually. If you chose to work in groups, please inform your TA. The TAs will return the problem sets and discuss them with you in the workgroups. Each student has to present a solution to a problem at least once. Your TA will tell you more in the first meeting.

Grading

You're graded on a scale from 1 (worst) – 10 (best). Your preliminary grade will be calculated as follows:

- 40% mid-term exam,
- 40% end-term exam,
- 20% problem sets.

If your preliminary grade is 5,5 or higher, you pass the course and your preliminary grade will be your final grade (no improvements).

If your preliminary grade is 4,0–5,4, you're eligible to take the resit exam. If you chose not to take the resit, you fail the course and your preliminary grade will be your final grade. If you choose to take the resit, it replaces either the mid-term or the end-term exam, which one is up to you. The topic of the resit is the topic of the exam that it's replacing (mid-term=propositional logic, end-term=predicate logic). Your final grade will then be calculated in the same way as your preliminary grade, except that the resit replaces the exam of your choice. If your final grade calculated in this way is 5,5 or higher, you pass the course, if it is 5,4 or lower, you fail (no third chance).

If your preliminary grade is 3,9 or lower, you fail the course and your preliminary grade will be your final grade (no improvements).

Grade will be rounded off according to the rules and procedures (see below).

Policies

Regulations and Procedures. Please take note of the regulations and procedures under:

<http://students.uu.nl/gw/ki/praktische-zaken/regelingen-en-procedures>

Late Policy. In your own interest and in the interest of your fellow students, I ask you not to be late for class and not to leave early. If, however, for reasons that cannot be avoided, you absolutely have to be late/leave early, I ask you to be considerate of your fellow students, enter/exit the classroom silently and take the first available seat.

Open Questions Policy. Please feel free to ask questions during class. You can email us with important questions or post on Blackboard. I hold weekly office hours (see below).

Inclusion Policy. I intend to foster diversity in my classroom. No form of discrimination will be tolerated.

Contact Info

Lecturer + Group 6

Johannes Korbmacher

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Office: Room 1.05, Janskerkhof 13

Office Hours: Tuesdays, 15:00–17:00, by appointment

TAs

Group 1 Minke Brandenburg, Email: [...]

Group 2 Roos Bakker, Email: [...]

Group 3 Jetze Zoethout, Email: [...]

Group 4 Bobby Vos, Email: [...]

Group 5 Naomi Prins, Email: [...]



FRRMV16011 2016–17

Topics in Epistemology and Philosophy of Science: Philosophy of Probability and Statistical Inference

Syllabus

Version 1.4 (21/01)*

Course Content & Aims

It's well known that probabilistic and statistical methods play an important role in the natural and social sciences. It's perhaps less well known (at least among non-specialists) that these methods are also an important part of the philosopher's toolbox: probabilistic and statistical methods have found fruitful applications in logic, epistemology, the philosophy of science, ethics, social philosophy, the philosophy of religion, and elsewhere.

In this course, you'll learn about the philosophical *interpretations* and *applications* of probabilistic and statistical methods. At the end of the course, you'll be familiar with the central topics in the philosophy of probability theory and statistics to the extent that you can find your own way around the contemporary literature.

Course Material

Unless specified otherwise, all the required readings for the course are from:

- Antony Eagle. 2011. *Philosophy of Probability: Contemporary Readings*. London, UK: Routledge.

The following two entries in the *Stanford Encyclopedia of Philosophy* (<http://plato.stanford.edu/>) provide useful background for the course:

- Hajék: "Interpretations of Probability"

<http://plato.stanford.edu/entries/probability-interpret/>

- Romeijn: "Philosophy of Statistics"

<http://plato.stanford.edu/entries/statistics/>

All readings that are not in (Eagle 2011) will be provided via Blackboard. Additional material will be made available on Blackboard as we go.

*Changes in red.

Class Schedule

Week 1 (18/11). Introduction. no class (information day)

Required Readings:

- §0. Probability Primer
- §1. Introduction to Part I

Week 2 (25/11). Credences. Presentation: Johannes Korbmacher

Required Readings:

- §2. Ramsey: “Truth and Probability”
- §3. Joyce: “A Non-Pragmatic Vindication of Probabilism”

Week 3 (02/12). Updating. Presentation: **Mandi, Marcel, Giulia**

Required Readings:

- §5. Introduction to Part II
- §6. Lewis: “Why Conditionalize?”
- §7. Jeffrey: “Probability Kinematics”

Week 4 (09/12): no class (OZSW Groningen)

Deadline Assignment 1 (11/12, 23:59)

Week 5 (16/12). Confirmation. Presentation: **Hugo, Sam, Alexander**

Required Readings:

- §13. Introduction to Part III
- §14. Howson and Urbach: “Bayesian Versus Non-Bayesian Approaches to Confirmation”

Deadline Assignment 2 (21/12, 23:59)

Week 6 (23/12). Evidence. Presentation: **Julia, Otto, Takahiro**

Required Readings:

- §17. Introduction to Part IV
- §18. van Fraassen: “Indifference: The Symmetries of Probability”

Week 7 (30/12): no class (Christmas break)

Week 8 (06/12): no class (Christmas break)

Week 9 (13/01). Frequentism. Presentation: **Sofia, Merlijn, Jetze**

Required Readings:

- §21. Introduction to Part V
- §22. Mises: “The Definition of Probability”

Week 10 (20/01): Classical vs Bayesian Statistics Presentation: **Boy, Kim, Rosa**

Required Readings:

- A1. Romeijn: “Philosophy of Statistics”

Week 11 (27/01). Logic and Probability. Presentation: Johannes Korbmacher

Required Readings:

A2. Demey, Kooi, Sack: “Logic and Probability” (§§1–3)

A3. **Williams**: “Probability and Non-Classical Logic”

Deadline Assignment 3 (29/01), 23:59

Deadline End-Term Paper (29/01), 23:59

Week 12 (03/02). no class (reflection week)

Assignments & Grading

To successfully complete the course, you have to complete the following four assignments:

- *Weeklies* (ungraded): For this assignment, we ask you to formulate one or two questions or objections in short but clear and precise prose (one sentence to one paragraph each). These are always due Wednesday’s before class (23:59) and have to be submitted via the dedicated Blackboard wiki. On Thursday, you receive a brief feedback (one word to one sentence) on each of your questions/objections. Take this as an opportunity to “vet” the questions that you have about each week’s readings.
- *Presentations* (ungraded): In weeks 3–10 of the course, we’d like for you to give presentations in groups of 3–4 people. These presentations will be based on some extra literature not in the syllabus and will provide additional background for our discussion in class. This assignment is ungraded but you will receive feedback as a group by the instructors.
- *Graded Assignments* : For this assignment, we ask you to complete three graded problem sets over the course of the block. These problem sets will cover the technical details of some of the texts. They are supposed to ensure that the technical aspect of the course is not lost on you.
- *End-Term Paper*: For this assignment, you have to write a philosophical essay (**2000–4000** words) on a topic to be discussed with the instructors.

Your final grade will then be calculated on the basis of the graded assignments (30%) and the end-term paper (70%).

Instructors

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4 List of Courses

4.1 Lecture Courses

1. “Inleiding Logica,” (Introduction to Logic), Utrecht University (Block 1, Academic Year 2016–17).

This is a standard introduction to (propositional and first-order) logic for students of the Artificial Intelligence BA-program at Utrecht University. As the sole instructor for the course, my responsibilities include: general course design, lecturing (twice per week for 90 mins, plus tutorials and workgroups), organization of tutorials and workgroups (supervision of TAs, development of problem sets, grading), exam design and administration. The course is typically attended by 150–200 students.

4.2 Seminar Courses

What follows is a list of seminar courses that I have taught on the BA and MA level as main or co-instructor. Responsibilities in these courses included: general course design (choice of topic, choice of textbooks, etc.), teaching (lecturing, classroom discussion, etc.), grading and student supervision.

4.2.1 BA Level

1. “Spiegeltje, Spiegeltje. Over representaties van de werkelijkheid.” (Mirror, Mirror. Representations of Reality.) Seminars for General Studies Course taught by several lecturers. Utrecht University (Block 3, Academic Year 2016–17).
2. “Philosophy of Language.” Seminar for Lecture Course taught by Daniel Cohnitz. Utrecht University (Block 1, Academic Year 2016–17).
3. “Was ist analytische Philosophie?” (What is Analytical Philosophy?), with Thomas Meier Seminar, MCMP, LMU Munich (WS 2012/13).
4. “Möglichkeit und Notwendigkeit in Sprache und Logik,” (Possibility and Necessity in Language and Logic), Seminar, Philosophisches Seminar, WWU Münster (SS 2011).
5. “Philosophie der Linguistik,” (Philosophy of Linguistics), Seminar, Zentrum für Wissenschaftstheorie, WWU Münster (SS 2011).
6. “Paradoxien,” (Paradoxes), Seminar, Zentrum für Wissenschaftstheorie, WWU Münster (SS 2011).
7. “Einführung in die Philosophie der Mathematik,” (Introduction to the Philosophy of Mathematics), Seminar, Zentrum für Wissenschaftstheorie, WWU Münster (WS 2010/11).

4.2.2 MA Level

1. “Topics in Epistemology and Philosophy of Science: Philosophy of Probability and Statistical Inference,” Seminar, Utrecht University (Block 2, Academic Year 2016–17).
2. “Wahrmacher-Semantik,” (Truth-Maker Semantics), Seminar, MCMP, LMU Munich (WS 2015/16).

4.3 Supervisions

As part of my past teaching duties, I have supervised several students both as a teaching assistant and academic mentor. What follows is a list of my past official supervision duties.

1. Tutor (general academic supervisor) for 15 BA students in the BA program philosophy at Utrecht University (Academic Year 2016–17).
2. Second reader for BA theses in Artificial Intelligence at t Utrecht University (Block 4, Academic Year 2016–17).