*Kant claims that testing a maxim’s consistency under the universal law formulation of the categorical imperative involves both “conceiving” and “rationally willing”; why does Kant make this distinction?*

**♦ Open-ended questions are not “yes or no” questions. These are often fact-gathering questions to gain more knowledge about philosophical content or methodology.**

**♦ Philosophical and academic conventions questions are leading questions to new conclusions or understanding.**

*What does Kant mean by “heteronomy”?*

*Why does Kant claim X?*

*Nozick’s experience machine thought experiment is a criticism against Bentham’s hedonism. But Mill is also a kind of hedonist, so (how) would Nozick’s argument apply to Mill’s hedonism?*

**♦ You can ask clarifying questions from the perspective of the engaged reader, asking to clear up certain elements of her argument/organization.**

*Bentham is committed to the claim that values are sensations. Does this adequately reflect how we understand the world? Imagine a machine that can produce any pleasurable sensation you want, all the time. I don’t think you should enter the machine because what is really valuable is a genuine connection with reality. How could a hedonist respond to this argument?*

**♦ Questions to encourage depth of thought and/or point out faulty logic. This is your primary opportunity to apply philosophical skills. (See learning goals for fuller description.)**

So, just to make sure I understand, the reason that Kant thinks you can’t universalize a maxim about lying promises it that such a maxim would entail that the institution of promise-making would have to both exist and simultaneously not exist. Is that right? So in the case of stealing, would Kant say that the maxim can’t be universalized because the institution of property ownership would have to both exist and simultaneously not exist?

**♦ Follow-up questions allow you to “check in” with to make sure you understand the content and relevant skills. This is also an opportunity to make sure you understand in such a way that you can apply the same content and skills to new contexts.**

**In order to meet the course objectives you must satisfy the following learning goals, fully described below along with the primary traits associated with each learning goal.**  The below material is directly excerpted from: John Rudisill, *“The Transition from Studying Philosophy to Doing Philosophy,” Teaching Philosophy*, Volume 34, Issue 3, September 2011: 241-271 *(*Appendix A). The full text is available online [here](http://www.pdcnet.org/8525737F00588478/file/872C17FB760DD408852578D900477BD4/$FILE/teachphil_2011_0034_0003_0049_0079.pdf).

**Learning Goals**

1. **Interpretation and Analysis**: Students should be able to analyze, interpret, and understand philosophical texts and discourse.
2. **Argumentation**: Students should be able to effectively identify, evaluate, and formulate arguments.
3. **Philosophical Knowledge and Methodology**: Students should be able to demonstrate a high degree of fluency with the major traditions, figures, concepts, and methods of philosophy.
4. **Communication**: Students should be able to develop, organize, and express ideas in a precise, clear, effective, and systematic manner in writing and discussion.

***Notes***