

Socratic Method

Group Project

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Grading, Due Dates, and Groups

- *Grades and Grade Types:*
 - 2 **Quiz** Grades (found in 'Homework' on Archie; single Dropbox)
 - 1 Socratic Method **Question Slides** AND **Verbal Presentation**
 - 1 Socratic Method **Dialogue Script** AND **Verbal Presentation** AND **Class/Teacher Review**
 - 1 **Classwork** Grade
 - Class Presentation **Journal** (found in 'Homework' on Archie)
- *Group Sizes: 2-3*
- *Group Composition:* You may pick your own groups, but I need to approve them
- *Due Date for the **Question Slides** and **Dialogue Script**:*
 - BEFORE Class on April 8th (UPDATED)
 - ...so, probably Sunday night
- *Verbal Presentation Dates:*
 - Begin on April 8th
 - Each group will Verbally Present both the **Slides** and the **Script** back-to-back; Verbal Defense will take place afterward

Question Selection

- Each group project's topic will be one question
- Your group may select a question on a first come/first serve basis
 - Only one group per question
- If you have your own question you'd like the project to be about, ask me and I might approve it
 - This question must have significant philosophical depth
 - This question CANNOT be one that we have discussed in depth in class before

Question List

- What is art?
- What is music?
- What does it mean to be alive?
- What does it mean to be conscious?
- What kinds of things have rights?
- What is freedom?
- What is justice?
- What is it mean to own something?
- What is moral rightness?
- What is a story?
- What is religion?
- What is science?
- What does it mean to be funny?
- What does it mean to be happy?
- What does it mean to be mature?
- What is a game?
- What is a hole?
- What is a mind?

Question Slides Instructions

Create a PowerPoint with the Following:

- (1) A cover page slide with relevant art/picture, your group members, your question, and a table of contents
- (2-6) (at least) 5 slides with a clear and obvious example of what you're trying to define
 - These slides must contain a picture/art (if this is not possible, let me know)
 - This must be class-appropriate
 - These slides must contain a detailed description of the specific example
- (7-9) (at least) 3 slides with an example that is an unclear case/one you're not sure about
 - These slides must contain a picture/art (if this is not possible, let me know)
 - Again: this must be class-appropriate
 - These slides must contain a detailed description of the specific example
- (10) A page with an "all and only" Venn diagram with:
 - At least three things in the "All but not only" section (the more the better)
 - At least three things in the "Only but not all" section (the more the better)
 - Your definition in the middle: "All and only"
- (11) A page containing a clear statement of your definition (restating what was in the middle of the Venn diagram) and a detailed discussion of its theoretical virtues
 - Accuracy/Testability/Scope/Simplicity
- (12) A page containing (at least) one decent definition that some reasonable person might think BUT YOUR GROUP THINKS IS WRONG
 - A detailed explanation of why you think this definition fails
 - This explanation should include at least one counterexample AND/OR a discussion of its theoretical virtues

Total: At least 12 slides

Convert this PowerPoint into a PDF and upload it to Archie on the due date

Question Verbal Presentation Instructions

- After your group uploads the Question Slides PowerPoint on Archie, you will present it on your designated presentation day
- Each person in the group should be prepared to present part of the presentation
- Practice so that you know who will present each parts and what those parts say
- The presentation will be projected in front of the class; you will not need to memorize any part of it

Dialogue Script Instructions

Create a PowerPoint with the Following:

- (1) A slide giving the name and backstory of (at least) two characters for your Socratic Dialogue

- This backstory should thoughtfully reflect the motivations behind the roles and ideas that the characters will express in the dialogue

- (2) A slide where you explain:

- Who plays what role in the dialogue script you are about to present and...
- How and where the audience can tell where each part (1-5) of the Procedure for Finding Definitions is happening

- This explanation should be CLEARLY reflected in your dialogue script (what everyone's looking at as you're presenting)

The Script should involve enough discussion to take around 5 minutes to perform

Convert this PowerPoint into a PDF and upload it to Archie on the due date

- (variable) Write Script Slides for a Socratic Dialogue containing at least the following parts:

1. Introduction/background (can be narrated)
2. Dunning-Kruger/Overconfidence
3. Socratic Irony
4. Discuss examples
5. Question: what do they have in common?
6. Answer: starter definition (the one your group thinks is decent BUT YOU THINK IS WRONG)
7. Counterexamples/Counterarguments/Critical Questions
8. Revision to the definition your group THINKS IS CORRECT

- You are also encouraged to include parts in your script involving aporia, anger/offense, curiosity/wonder, encouragement, discussion about examples etc.

- The script should have detailed discussion and the conversation should be natural and display philosophical depth

Dialogue Verbal Presentation Instructions

- After your group uploads the Dialogue Script PowerPoint on Archie, you will present it on your designated presentation day (same day as the Question Sides)
- Each person in the group should be prepared to present part of the Script
- Practice so that you know who will play each character in the dialogue and what you will say
- The Dialogue Script will be projected in front of the class; you will not need to memorize any part of it

(Verbal Defense)

- You must be prepared, at the end of your presentation, to answer questions from the class
- You must be prepared, at the end of your presentation, to answer critical questions from me and give good, thoughtful answers in response
- If you are unable to verbally respond to my critical questions with high quality thoughtful answers or discussion, your grade will suffer significantly

Note on Upload Instructions

- You may upload both presentations (the **Question Slides** and the **Dialogue Script**) as a single PDF
- ...Or you may upload each individually (one person in the group uploads the **Question Slides**, and another Person uploads the **Dialogue Script**)
 - If you elect this option, you **MUST** also include a cover page on **BOTH** presentations that includes your question and group names

(Suggested) Process

1. Create your group and select a question
2. Review pages 5-6 (Instructions)
3. Gather examples (the clear ones and the unclear ones)
4. Discuss your examples to see which ones you want to include and why
5. Think of the definition you want to argue for; think of the definition you want to argue against
6. Analyze both definitions in terms of theoretical virtues and possible counterexamples; discuss
7. Create Question Slides (See page 5)
8. Review pages 7-8 (Instructions)
9. Create characters/backstories/motivations
10. Write the Dialogue Script (See Page 7)
11. Make sure the dialogue contains enough good material to last about 5 minutes
12. Check that the dialogue contains each part of the Procedure (1-5) and each specified part of the conversation (1-8)
13. Practice each Verbal Presentation; time yourself! (See pages 6 and 8)
14. Make sure you upload the PowerPoint presentations as PDF(s) to Archie by the specified due date (See Page 2 and 9)

If you have any questions, need help, or want me to check something at any point, please ask

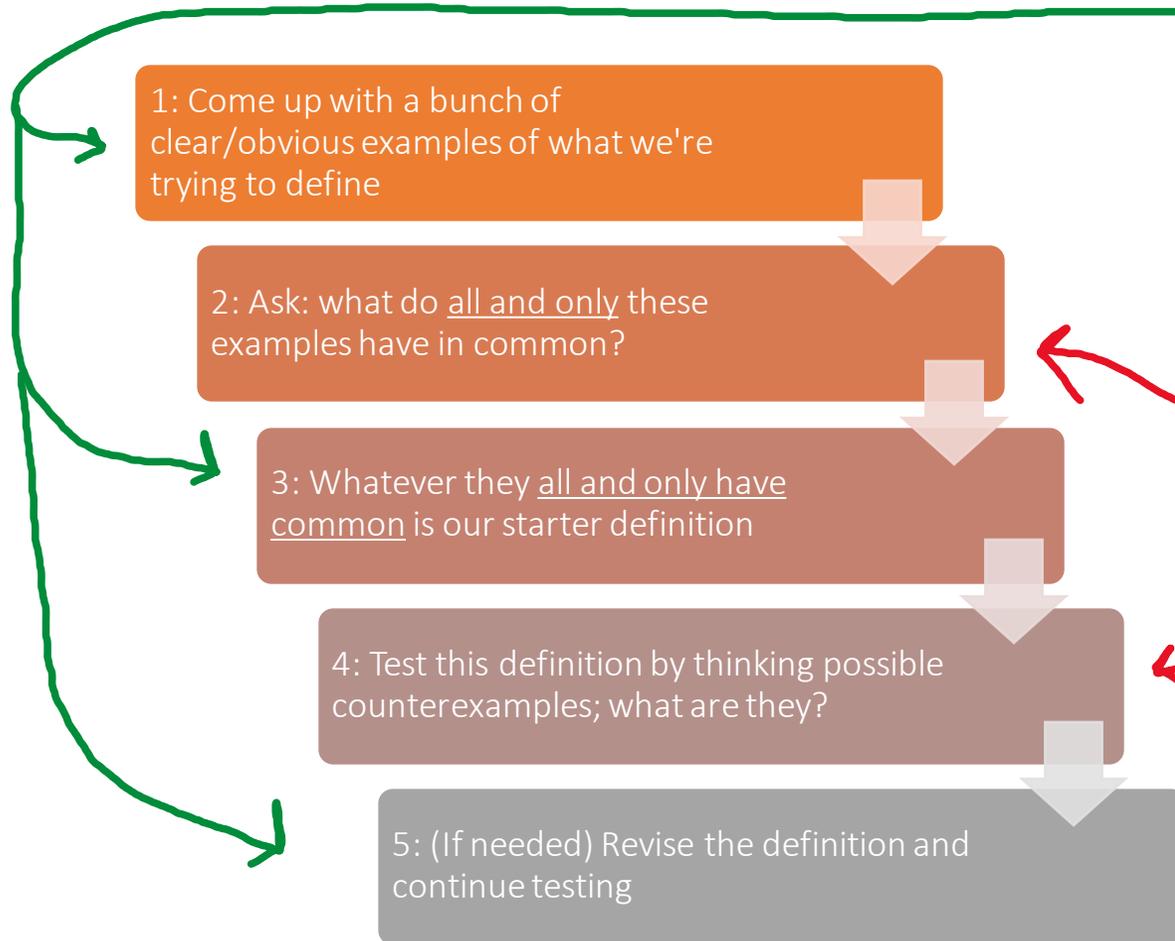
Rubric 1: Question Slides and Verbal Presentation

Criteria	Percentage of Grade
All required slides present with the required content	45
Slides are created artfully, clearly, attractively, and in an organized manner	10
Examples make sense and well explained	5
Venn diagram contains the proper entries and make sense	5
Analysis of definitions (both the one you accept and the one you reject) is thoughtful and contains plausible counterexamples and/or detailed theoretical virtue analysis	5
(Verbal Presentation) Presentation is clearly and evenly presented in a well-practiced manner	20
(Verbal Defense) Presenters can thoughtfully and adeptly respond to critical arguments, questions, and cross-examination from the audience and teacher	10

Rubric 2: Dialogue Script and Verbal Presentation

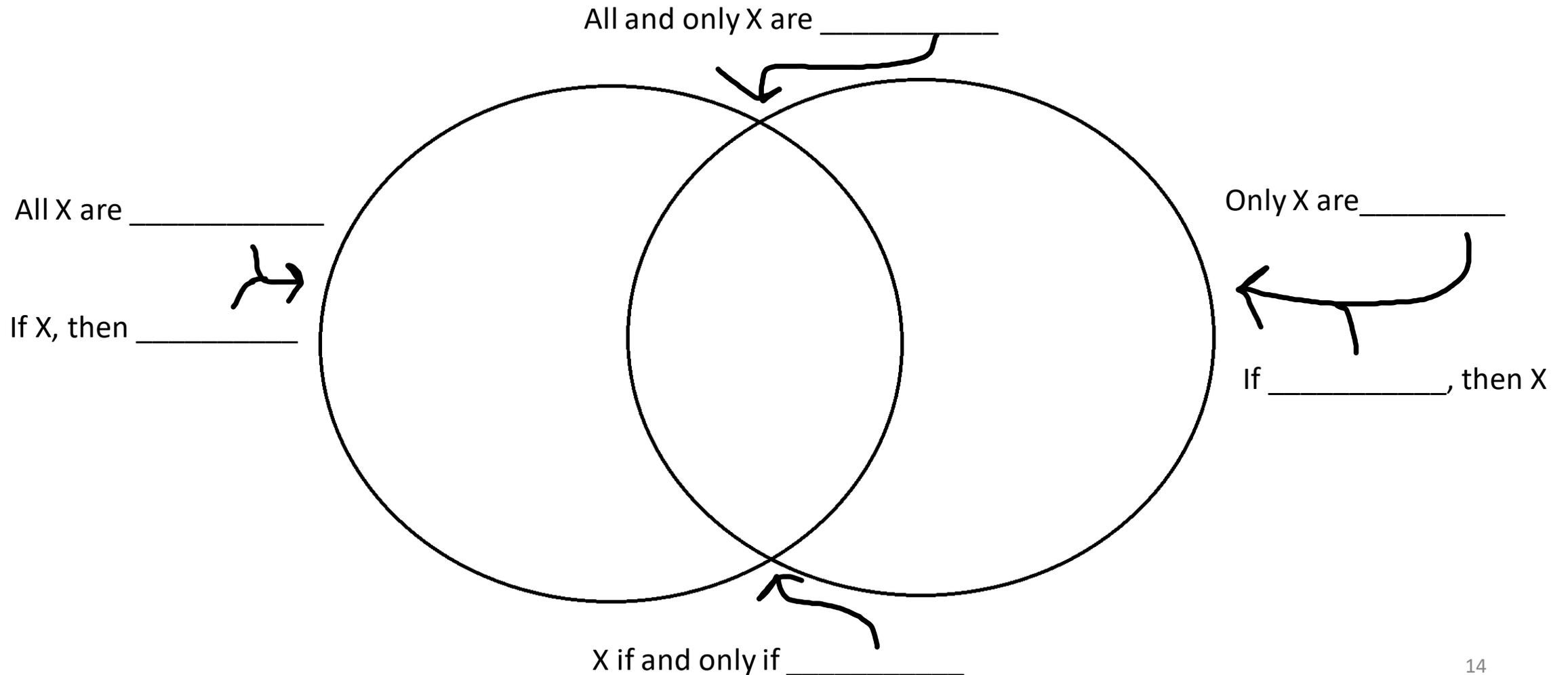
Criteria	Percentage of Grade
Script Slides are created clearly, attractively, and in an organized manner	5
Backstories and motivations of characters are interesting, plausible, correctly align with the role to be played in the dialogue	5
Script clearly indicates who plays what role and how to keep track of the different parts of the Procedure for Finding Definitions	5
Script contains all the required parts	35
Script contains detailed and interesting conversations, and contains significant philosophical/conversational depth	20
(Verbal Presentation) Presentation is clearly and evenly presented in a well-practiced manner; *MUST BE AROUND 5 MINUTES LONG*	20 *If the script/performance is very short, the grade can suffer beyond this percentage*
(Verbal Defense) Presenters can thoughtfully and adeptly respond to critical arguments, questions, and cross-examination from the audience and teacher	10

Resources: Procedure for Finding Definitions



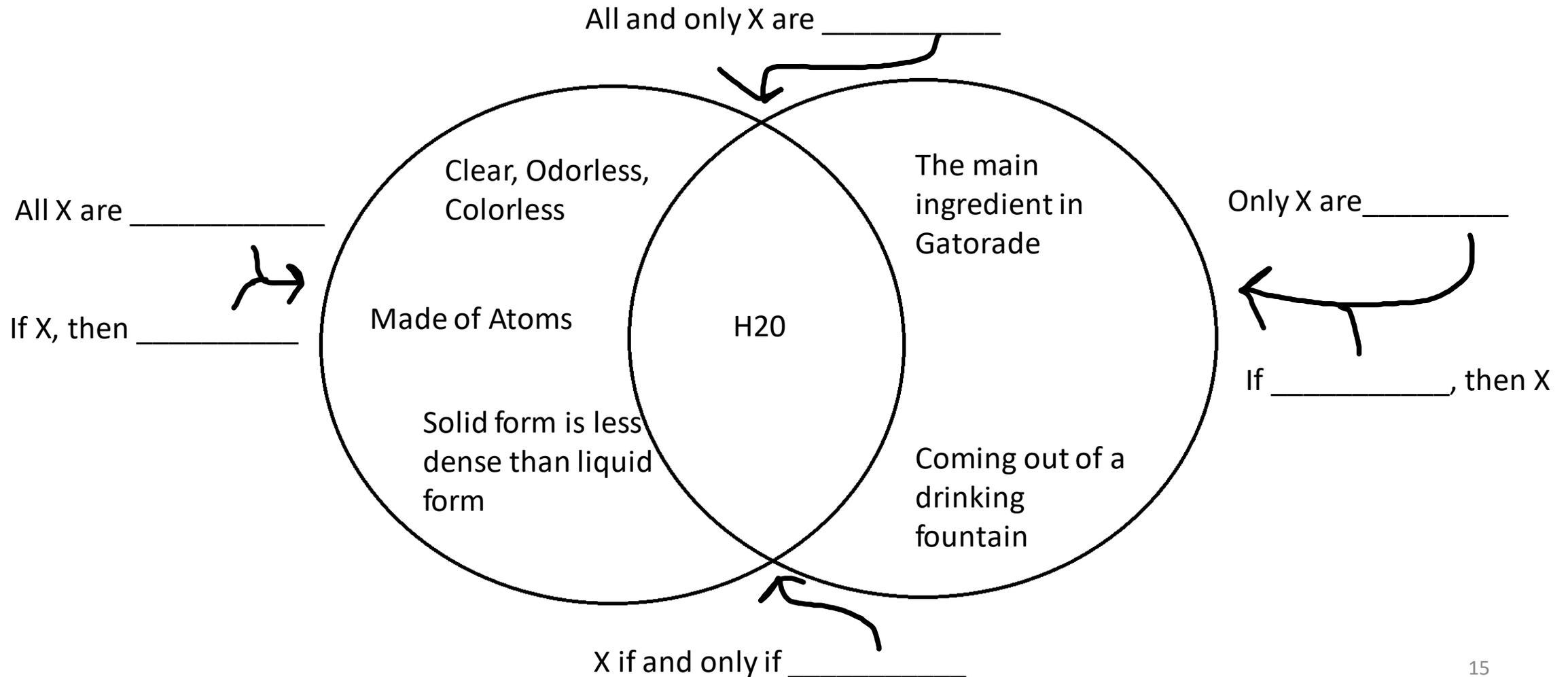
- The person playing the **positive role** needs to come up with a starter definition that is both:
 - What all the examples have in common
 - What is necessary
 - What only those examples have in common
 - What is sufficient
- The person playing the **negative role** can try to challenge the starter definition either by arguing either:
 - It's false that all examples have that in common
 - It's false that only those examples have that in common

Resources: 'X' Is What You're Trying to Define "All and Only"/"If and Only If"

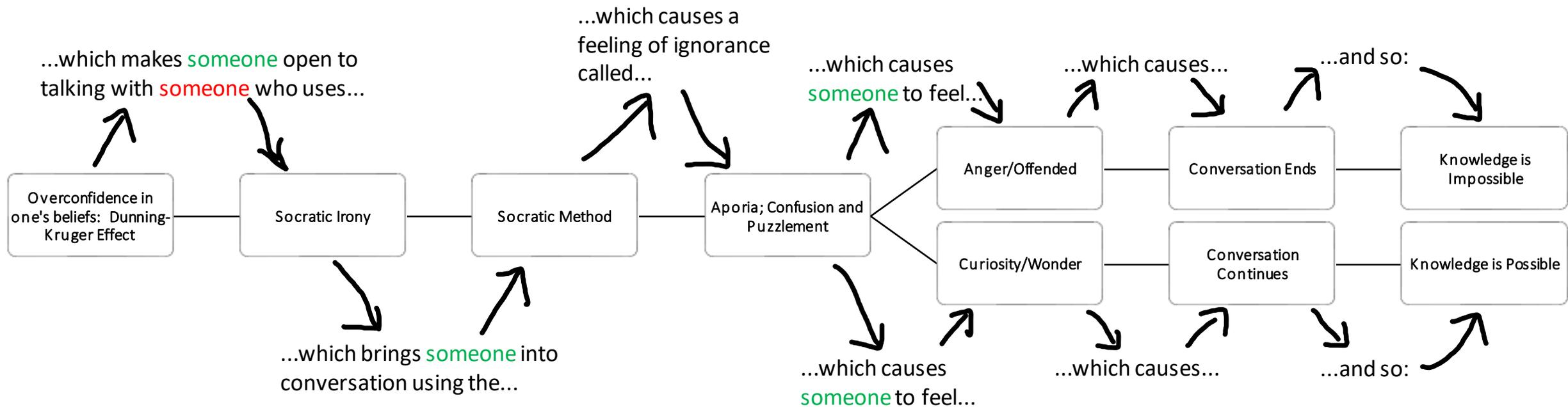


"X" is "Water"

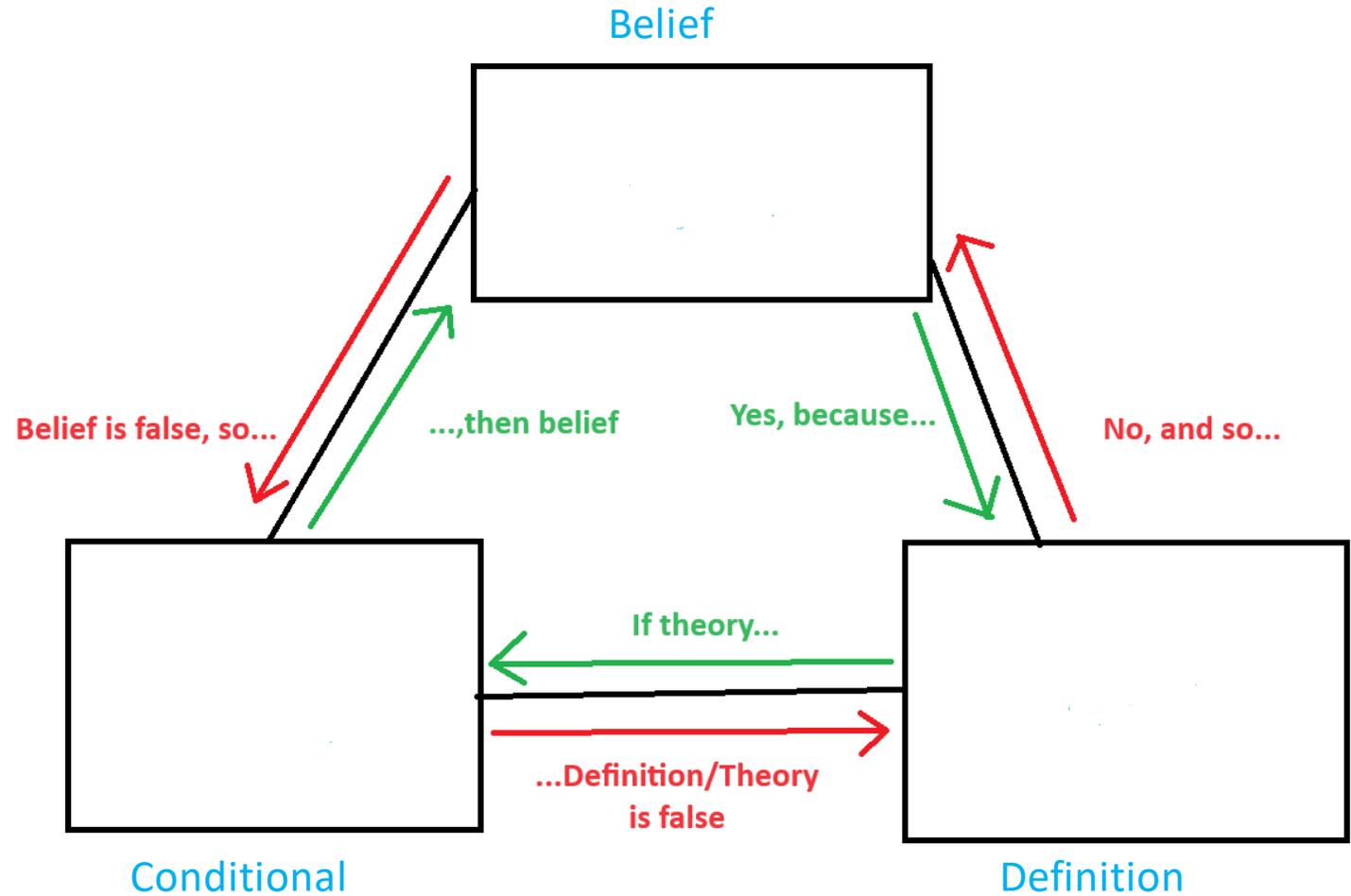
What is the definition of "Water"?



Resources: The Results of Aporia



Resources: Discussion Template



Resources: Make A Dilemma

Version 1

1. If **A**, then **P** and **Q**
2. **Either** not **P**, or not **Q**
3. So, not **A**

4. Either not **R** or not **S**
5. If **P**, then **R**
6. If **Q**, then **S**
7. So, **either** not **P**, or not **Q**

Version 2

1. If **A**, then either **P** or **Q**
2. Not **P** and not **Q**
3. So, not **A**

4. Not **R** and not **S**
5. If **P**, then **R**
6. If **Q**, then **S**
7. So, not **P** and not **Q**

Resources: Accuracy

- A **theory** is **accurate** when it correctly predicts or explains **beliefs**, **observations**, and/or **intuitions** we have
- A **theory** is correct in this way when the **conditional** is true, and the **consequent** is true:
 1. **If theory, then belief**
 - **Conditional**: true
 - **Consequent**: true
 2. **If theory, then observation**
 - **Conditional**: true
 - **Consequent**: true
 3. **If theory, then intuition**
 - **Conditional**: true
 - **Consequent**: true
- A theory fails to be accurate, when it has (many) **counterexamples**:
 1. If theory, then **belief**
 2. **Not belief**

 1. If theory, then **observation**
 2. **Not observation**

 1. If theory, then **intuition**
 2. **Not intuition**

Resources: Testability

- A **theory** is **testable** when it makes many predictions about **beliefs, observations, and/or intuitions** that COULD turn out to be incorrect
 - In other words, we can think of a lot of evidence that, if true, would **counterexample** the **theory**
 - In other words, it's very vulnerable to **counterexample**
- A **theory** is testable in this way when the **conditional** is true, and the consequent is possibly unbelievable/observe the opposite/unthinkable:
 1. **If theory, then belief**
 - **Conditional**: true
 - Consequent: possible to disbelieve
 2. **If theory, then observation**
 - **Conditional**: true
 - Consequent: possible to not observe
 3. **If theory, then intuition**
 - **Conditional**: true
 - Consequent: possible to not think

- This might seem very strange at first; why would it be better for a **theory** to be vulnerable to a lot of potential **counterexamples**?
 - When a theory is vulnerable in this way, we say that the theory is **risky**
- Think about it this way; consider two theories:
 - A. ***Tomorrow, some kind of weather will happen***
 - B. ***Tomorrow, it there will be a hurricane***
- Two questions:
 - 1) Which theory is more vulnerable to counterexample?
 - 2) Which theory is more interesting/informative?

Resources: Scope

- A **theory's scope** is the number of **beliefs, observations, and/or intuitions** that the **theory** tries to predict or explain
 - A **theory** has a **wide scope** if that number is large
 - A **theory** has a **narrow scope** if that number is small
- ❖ The **wider** the scope of the theory, the better it is; we want to accept theories that predict or explain a lot!
- A **theory** has **wide scope** when the **conditional** is true and the **consequent** is a large number of **beliefs, observations, and/or intuitions**:
 1. **If theory, then** **beliefs/observations/intuitions**
 - **Conditional**: true
 - **Consequent**: large amount
- A **theory** has **narrow scope** when the **conditional** is true and the **consequent** is a small number of **beliefs, observations, and/or intuitions**:
 1. **If theory, then** **beliefs/observations/intuitions**
 - **Conditional**: true
 - **Consequent**: small amount

Resources: Simplicity

- When philosophers (and scientists) say a **theory** is **simple**, they might mean a several different things; we'll look at one of the main meanings
 - We'll say that a **theory** is **simple** when it requires us to believe in the fewest number of (new) things/events
 - This idea is often called **parsimony** or **Occam's Razor**
- ❖ Note: **simplicity** in this sense is often used to compare two theories
- ❖ The **simpler theory** is the more acceptable theory