

I am qualified to teach classes at all levels in moral psychology, philosophy of action, epistemology, and philosophy of mind (including philosophy of perception). Since my work in moral psychology and philosophy of action draws heavily on Aristotle's ethics and theory of action, I envision incorporating the latter into my teaching. In addition to courses that fall under my areas of specialisation and competence, I would enjoy teaching undergraduate courses in philosophy of language, upper-level undergraduate classes on the Scottish enlightenment (e.g., Francis Hutcheson, David Hume, and Thomas Reid), and epistemology of religion.

The primary goal of my teaching is to: (1) promote a historically situated understanding of central philosophical questions—such as is relevant to subject area being taught—via a careful, critical reading of classical and contemporary philosophical texts; and (2) providing students with the analytical thinking and writing skills that are necessary for assessing arguments and that will allow students to clearly articulate arguments in defense of their own views. Acquiring these skills will allow students not only to contribute creatively to ongoing philosophical debates, but also to evaluate the effectiveness of arguments across a wide range of disciplines. In order to achieve this goal, I have devised and implemented a number of strategies in my teaching. For example, in order to promote more effective reading, I have students compose “what it says” and “what it does” statements in response to class readings. The former summarises the content of a text, and the latter describes what the text employs that content to accomplish. This promotes not only a deeper understanding of the rhetorical structure of the text, but it also increases students' appreciation of their own writing as a goal-directed activity. For a description of other strategies I have employed to promote analytical reading, thinking, and writing, see the methodology section of my online teaching portfolio, which appears on my personal website at the following address: [http://www.averyarcher.com/Teaching\\_Portfolio\\_\\_Avery\\_Archer\\_.pdf](http://www.averyarcher.com/Teaching_Portfolio__Avery_Archer_.pdf)

I spent the 2011-2012 academic year as a pre-doctoral fellow at Carleton College in Minnesota, where I taught upper-level undergraduate courses in epistemology and logic, advised undergraduate philosophy majors, and oversaw the writing and assessment of senior theses. I was also the faculty sponsor for a pair of undergraduate colloquia and a participant in Carleton's New Faculty Winter Workshop. A brief video of me teaching in this workshop appears on my personal website, at the following address: [http://www.averyarcher.com/Teaching\\_Video.html](http://www.averyarcher.com/Teaching_Video.html).