

**This was on the physical copy of the syllabus handed out to in-person members of the class.**

**THIS SYLLABUS IS SUBJECT TO CHANGE AS ANNOUNCED IN CLASS COMMUNICATION**

*Evaluation* (this will be custom-tailored to student's strengths & interests). The following is tentative: 3 assignments (choice of reading questions or exercises) 35; Short essay 20; Participation 10  
Class presentation or short write up of an example from your field of interest 5+ extra credit.  
Final paper or project 30.

Methodological discussions and advocacy today is directed at being nontechnical or requiring very minimal understanding of technical complexities. However, the discussions are often mired in confusion, and infused with controversial philosophical assumptions. This course will enable you to critically assess these arguments and debates, apply statistical ideas to doing original research in philosophy of science, and across the landscape of fields that involve statistical ideas and controversies.

*Reading.* An active and interesting class will be the result of your engaging in discussion, which in turn depends on having done the bulk of the readings. I have posted short summaries of each Excursion so you can get an overview. There are also "souvenirs" (takeaways). Skip whatever sections seem too technical, but ask about them in class. I will generally send questions for the next class, depending on the activity of the day. I expect some guest presentations in the spring. The syllabus will include some catch-up days.

The text distills many years of working through the materials, so the reading isn't heavy, but there's a lot packed in. A long list of original sources are linked to this syllabus, in a separate Bibliography (others are likely to be added) in the Captain's library. I will pinpoint some these as optional in connection with class themes. Your final paper includes at least 2 of these resources. We have people with very different backgrounds and interests—as we have in the past—and letting participants choose which areas they want to spend the most time on easily accommodates this. I will also adjust topics in the syllabus accordingly.

*Class presentations:* I would like to give everyone the opportunity to present a portion of the seminar, perhaps as a pair or team. This has worked well in the past. Anyone who prefers not to (or if there's insufficient time) can write (and share) an example of a current controversy in your field of interest. Everyone is free to earn extra credit points by sharing examples or contributing to my blog.