

On Combatting Rationalism

Undergraduate Level

- Introductory Writing Class
 - Require students write on concrete issues, typically topics from the news, which requires them to apply their principles to real life.
- Introductory Philosophy Class
 - Regularly ask students to find examples in action of the ideas they are learning about in class.
 - Required students to identify examples from their own lives and personal experience or from the news headlines.
 - Ask students to explain the best evidence and arguments for the bad views of philosophy as well as for Objectivism.
- UPAR
 - Constant assignment will be to find new examples and illustrations of Objectivist principles from their own lives.
- Require essay each summer on how philosophy helped in the students' daily lives.
- Increase the number of student presentations in class.
- Design exercises for the 3rd year students that focus on their thinking methods.
 - Develop case studies.
 - Hold "practical dilemma" sessions.
 - Hold philosophical detection sessions.
 - Ask students to write a movie or book review.
 - Hold exercises where students are asked to present an Objectivist principle non-rationalistically.
 - Use more OTI lectures.
- Require students to write a thesis on an intellectual topic. The regular feedback they receive should be directed at methodology and spotting any rationalistic tendencies.

Life Experience Outside of the Classroom:

- OAC will stress to students the need to gain life experience and make philosophy their means of living well.
- Encourage individual students to take a summer job or pursue a hobby or join an extra-curricular club or write for a campus newspaper.

Graduate Level

- The graduate program should include some or all of the following, which will play a role in fighting rationalism:
 - Advanced Objectivism, with lots of chewing
 - OTI
 - Leonard's confusion and induction seminars (apart from the emphasis on improper and proper methodology, they often illustrate that thinking is messy)
 - More seminars with Leonard
 - Advanced case studies
 - History courses (knowledge of men's concrete actions and lives)
 - History of Physics (knowledge of the inductive development of a science other than philosophy; should also help illustrate that thinking is difficult, involves missteps, wrong leads, etc.)
 - Teaching seminars
 - Student presentations and media workshops at summer conferences

Existing Students, Lecturers and Teachers

- Create more of an intellectual community among our students and intellectuals so that there are forums where they can discuss ideas and get comments on drafts of speeches and papers and books.
 - Encourage our more senior intellectuals to evaluate our junior intellectuals and students, giving them more extensive comments on their work.
 - More friendly feedback, positive and negative, on each other's work: speeches, articles, conference lecturers and courses.
- At conferences, ARI will do one of the following:
 - Hire 3 or 4 mentors whom sit in on some of a teacher's classes and meet with him afterward individually to give him feedback.

- Invite all lecturers and teachers at the summer conferences to sit in on one another's lectures and courses and then provide written evaluations. ARI could pay an honorarium to each person who submits an evaluation and then forward the written evaluations on to the speaker.
- Ensure that our intellectuals continue to develop and grow once they have graduated.
 - Faculty attendance at Leonard's seminars.