



**Florida Atlantic University
2018 Academic Program Review
Self-Study Report**

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FAU Philosophy Department Self-Study

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A. Mission and purpose of the program

Mission and Values

The mission of the philosophy department at Florida Atlantic University has many facets, each of which is intimately linked to the department's core values, which include the fostering of critical thinking and sound argumentation, of depth and clarity of thought, of analysis and synthesis of ideas, and of excellence in teaching and research.

While other fields deal with the 'What' and the 'How' of the world, philosophy deals with the 'Why'. Although the sciences also deal with the 'Why' of the world, they attempt to answer questions pertaining to the causal 'Why', that is, questions pertaining to efficient causes. Philosophers, on the other hand, address fundamental questions and problems that cannot be resolved by using the methodologies of the sciences.

Although philosophers must always consider what the sciences tell us about the world, philosophical questions cannot simply be answered by collecting and measuring data and, since our theories are not empirical in nature, they cannot be tested against the facts of the world. Instead, philosophers use reason, analysis, and argumentation to develop solutions to philosophical problems but also to weed out those theories that simply cannot withstand the scrutiny of reason.

The department offers a baccalaureate major in philosophy that prepares students for effective participation in a high-quality graduate program or for careers in law, the ministry, social service, or any of the other professions for which philosophy provides a desirable undergraduate education. Because of the emphases on reason and argumentation, philosophical training is excellent for all those careers that require sharp analytical and argumentative skills.

In spite of its currently small size, the department provides a solid, rigorous, comprehensive and well-rounded program of study and several of our majors have successfully pursued their graduate and/or professional education at some of the world's top academic institutions, such as Oxford University, Yale University, The New School University, SUNY Stony Brook, and SUNY Binghamton, among others.

The department serves all undergraduate students at FAU by offering a lower-division, writing-intensive introductory course that helps students fulfill the 'Foundation of Humanities' component of the University's Intellectual Foundations Program and Writing Across the Curriculum requirements. This course, "Introduction to Philosophy" (PHI 2010), has been taught by all of the professional faculty in the department and is always in high demand. An online version of this course was designed two years ago to help fulfill the University's commitment to distance learning. Additionally, the department offers a lower-division course in "Logic" (PHI 2102), which both serves the core requirements of the major and helps undergraduate students fulfill the 'Foundations of Mathematics and Quantitative Reasoning' component of the Intellectual Foundations requirement.

The faculty of the philosophy department also contribute significantly to the College’s interdisciplinary certificate programs and to the College’s interdisciplinary graduate programs, particularly to the Ph.D. in Comparative Studies. While fulfilling the above roles, the philosophy department also seeks to contribute to the University’s STEM initiative, to encourage undergraduate research and inquiry, to encourage critical thinking both within and outside of the University community, and to contribute to the University’s commitment to diversity, to global perspectives, and to peace, justice, and human rights.

The department of philosophy was recently asked to join the Association for Practical and Professional Ethics and is proud to represent Florida Atlantic on this very important organization, which was established in 1991 and now boasts nearly 700 members. APPE has a strong academic tradition dedicated to advancing scholarly research, education, and practice in practical and professional ethics.

Although it is not common for faculty in strictly undergraduate programs to devote a great deal of time to research and publishing, the philosophy department at Florida Atlantic University seems to be an exception to this. In fact, the quality of the undergraduate philosophy program at Florida Atlantic University is vastly enhanced by an active research faculty that produces numerous professional publications and conference presentations, both at the national and the international level.

Context Within the Mission of the BOG and FAU Strategic Plans

The guiding principles of the 2015-2025 BOG and FAU Strategic Plan are the following Pillars and Platforms:

Pillars and Platforms

These areas of focus will guide institutional goals and strategic actions.

Pillars define institutional programs focused on creating knowledge that benefits society.

Healthy Aging	<ul style="list-style-type: none"> • Health and wellness • Geriatrics and aging in place • Drug discovery • Health policy, health equity, and health economics • Stem cell research and regenerative medicine
Neuroscience	<ul style="list-style-type: none"> • Dementia and Alzheimer’s disease • Psychiatric illnesses and mental health • Spinal cord injuries, eye disease, and cognition • Communication disorders
Ocean Science and Engineering / Environmental Sciences	<ul style="list-style-type: none"> • Health of the Everglades and the Atlantic Ocean, including river basins • Harnessing energy from the environment • Technologies that contribute to national security
Sensing and Smart Systems	<ul style="list-style-type: none"> • Sensor technology that can measure changes in the health of people or environments, and which advance automation

Platforms represent scholarly activities that apply to and support all *Pillars*.

Big Data Analytics	<ul style="list-style-type: none"> • Develop tools to store, sort, and mine large datasets
Community Engagement and Economic Development	<ul style="list-style-type: none"> • Work with communities to develop tools to address challenges and uncover solutions that promote community development and economic prosperity
Diversity	<ul style="list-style-type: none"> • Identify and promote opportunities to diversify our students, faculty, and staff – and build institutional cross-cultural competencies
Global Perspectives and Participation	<ul style="list-style-type: none"> • Identify opportunities to share technology, discoveries and learning with other institutions across the U.S. and the globe
Healthy and Environmentally Sustainable Campus	<ul style="list-style-type: none"> • Identify opportunities to incorporate scholarship into campus operations
Leadership, Innovation and Entrepreneurship	<ul style="list-style-type: none"> • Engage faculty, staff and students in professional development of leadership skills • Identify intellectual property, license IP and promote a culture of startup companies for faculty and students.
Peace, Justice, and Human Rights	<ul style="list-style-type: none"> • Develop programs that share best practices and promote tolerance and understanding of diverse cultures.
South Florida Culture	<ul style="list-style-type: none"> • The region as an international hub for the arts and the humanities
Undergraduate Research and Inquiry	<ul style="list-style-type: none"> • Distinction through discovery and research experiences that promote scholarship and graduation

For the full text of the 2015-2025 BOG and FAU Strategic Plan, please go to the following link: <https://www.fau.edu/provost/academic-affairs/files/approved.plan2015.pdf>

In 2017-18, the philosophy department developed a Strategic Plan (Appendix B) that ties into the BOG and FAU 2015-2015 Strategic Plan in several ways.

First of all, the department of philosophy contributes to the University’s STEM initiatives in various ways. The department has implemented a STEM minor track in philosophy to serve students who are majoring in one of the STEM fields and who have an interest in exploring the ethical, ontological, and epistemological issues within those fields. The courses included in the STEM minor track in philosophy are already part of the philosophy curriculum and include symbolic logic, philosophy of science, biomedical ethics, philosophy of mind, environmental ethics, philosophy of medicine, philosophy of psychiatry, philosophy of aging, and philosophy of technology. Secondly, in Fall 2019, the department of philosophy will begin holding a lecture series on “Ethics and Science” that will bring in some of the leading researchers working on the ethical, ontological, and epistemological issues in the human and social sciences. Lastly, the department encourages faculty research and scholarship in areas that address STEM issues from a philosophical perspective and encourages grant applications to the NIH, NEH, NSF, and other external funding opportunities that offer grants for philosophical scholarship in the philosophy and history of science, biomedical ethics, and environmental ethics, as well as in the philosophy of medicine and of aging.

Another component of the BOG and FAU strategic plans to which the department of philosophy will begin making a significant contribution is in serving the South Florida community by enhancing access to critical thinking education for local high school students and critical thinking pedagogy for local K-12 educators. The department of philosophy will contribute to this goal by launching the FAU Critical Thinking Institute (CTI) in 2019-2020. The CTI will incorporate three different but related components. The first component of the CTI will be the Critical Thinking Summer Camp for local high school students, which will offer courses in critical thinking on the FAU campus. These courses will incorporate a traditional lecture course in which students will learn content with a lab section in which students will use the latest cutting-edge online platforms to work on exercises and to practice, develop, and enhance the critical thinking skills that they have learned in the classroom. The department applied for and was awarded a \$15,000 Tech Fee grant to purchase 10 computers and a network printer for this lab. The Critical Thinking Summer Camp is set to begin running courses in Summer 2020. The second component of the CTI will be the Critical Thinking Lecture series, which will bring to campus the leading authorities on critical thinking and critical thinking pedagogy. The lecture series will be especially interesting to FAU faculty and local K-12 teachers who wish to implement critical thinking pedagogy in their own teaching. The third component of the CTI will be a series of Workshops on Critical Thinking pedagogy, which will bring leading authorities on this subject and will serve to enhance the work of FAU faculty and local K-12 teachers as they strive to incorporate critical thinking pedagogy in the classroom.

The third component of the BOG and FAU strategic plan to which the department of philosophy makes a significant contribution is in encouraging undergraduate research and inquiry. The department does this by making research and inquiry a component of the major in philosophy in three ways. First, a significant component of the department's capstone course, "Senior Seminar in Philosophy", involves research. This variable-topic, writing-intensive course is offered every Fall for those majors who are graduating during the Fall or Spring of that academic year. In this course, students are required to present papers in class on the topic established by the professor and they must also present written responses to other students' papers. At the end of the semester, they must produce a final research paper which constitutes a significant percentage of their grade. This course allows the department both to assess and further develop the philosophical knowledge, critical thinking skills, and good writing ability that are expected of our graduating seniors. Second, the department has created an online undergraduate philosophy journal called *Athene Noctua: Undergraduate Journal of Philosophy* to publish outstanding papers from the capstone "Senior Seminar in Philosophy". At the end of each "Senior Seminar", the professor selects the best papers and works closely with the students to revise these papers for submission to the journal, including paying close attention to citations and references. Once this work is done, the professor submits the papers to the editor-in-chief of the journal who then forwards the papers to the editorial board for review. The editorial board consists of two philosophy faculty members from other universities. The selected papers are then formatted and published in the online journal.

Finally, the department of philosophy contributes to the BOG/FAU Strategic Plan platforms of Diversity, to Global Perspective, and to Peace, Justice, and Human Rights by regularly offering courses that serve the Women, Gender, and Sexuality Studies (WGSS) program, the Ethnic Studies program, and the Peace, Justice, and Human Rights program. In spite of its small size, the department is able to regularly offer these courses because the courses also count towards the major and minor in philosophy, either as core courses or as elective courses. Some of these courses include feminist philosophy, Africana philosophy, ethical theory, social and political philosophy, environmental ethics, and philosophy of law. The fact that these courses are part of the curriculum for the major and minor in philosophy demonstrates the department's commitment to the promotion of diversity, of a global perspective, and of social justice as integral parts of the major and minor in philosophy.

The following is a list of courses that are regularly offered by the department of philosophy that specifically contribute to the Pillars and Platforms of the 2015-2025 BOG/FAU Strategic Plan:

Courses	Pillars	Platforms
Philosophy of Mind	Neuroscience	
Philosophy of Technology	Ocean Science/Environment	
Social and Political Philosophy		Peace, Justice, and Human Rights
Feminist Philosophy		Peace, Justice, and Human Rights
Philosophy of Psychiatry	Neuroscience Healthy Aging	
Africana Philosophy		Diversity Peace, Justice, and Human Rights South Florida Culture
Biomedical Ethics	Healthy Aging	Peace, Justice, and Human Rights
Environmental Ethics	Ocean Science/Environment	

The following is a list of faculty research specializations and the specific Pillars and Platforms (BOG/FAU Strategic Plan) to which some of these areas of research contribute (faculty are listed alphabetically):

Research Areas	Pillars	Platforms
Philosophy of Mind	Neuroscience	
Philosophy of Technology	Ocean Science/Environment	
Social and Political Philosophy		Peace, Justice, and Human Rights
Philosophy of Globalization		Global Perspectives and Participation
Feminist Philosophy		Peace, Justice, and Human Rights
Affect Theory	Healthy Aging	Peace, Justice, and Human Rights
Philosophy of Psychiatry	Neuroscience Healthy Aging	
Critical Race Theory		Diversity Peace, Justice, and Human Rights South Florida Culture

B. Date and Description of Last External Review

Findings and Recommendations

The last philosophy program review was done in 2012, while the department was still in receivership. The Acting Chair at the time was Professor Michael Harris, who is also Chair of the anthropology department.

At the time of the 2012 review, the Program Review Committee reported the following findings:

The philosophy department at FAU has a number of strengths. The core faculty members have achieved regular and impressive progress in their scholarly achievements at the same time as they teach an impressively wide variety of courses with a high level of college and university involvement. The eminent faculty members bring an added strength in terms of national recognition. The department has comfortable and adequate office space.

The principal weaknesses are twofold: Some of the working relationships are minimally functional because of the recent history of conflict, and the cuts in faculty lines are having a deteriorating effect on instruction, student involvement, and faculty morale. Although there is a dire need for a department chair whose appointment is in the philosophy department, the internal department dynamics make that unlikely and, perhaps, even impossible to achieve. The department also lacks space for informal student interactions.

Despite the recent conflicts, there are significant signs that the faculty are ready to move forward to a new stage. We had two faculty meetings and every core member of the faculty attended each meeting as well as one eminent professor, and we had productive discussions about the curriculum and future needs of the department in which there was a surprising amount of agreement.

The 2012 Program Review Committee made the following critical recommendations:

1. Search for outside chair to change personality dynamics of the department, add to the teaching capabilities, and bring outside point of view for the future direction of the department. In order for the department to move forward, the hiring of an outside chair is imperative as it would, among other things, create an important change in the personality dynamics of the department.
2. Hire a tenure track assistant professor and an instructor along with the new senior person hired as chair, since the department is woefully understaffed. Philosophy faculty numbers at FAU's peer institutions are quite a bit higher than the 4 core faculty at FAU. Eight of the fourteen peer institution philosophy programs are undergraduate programs only and are, therefore, more comparable to the philosophy program at FAU. Even being conservative and eliminating all adjuncts and instructors at these institutions, the average faculty size of these eight comparable philosophy programs is just over 10. It is difficult to envision how such a small core group can sustain the program at FAU. Greater analysis needs to be conducted on the philosophy faculty/student ratio at FAU and comparable philosophy programs.
3. The accommodations of the department have been improved. However, there is no space for students to informally interact. With the relatively high number of majors in the department, some kind of lounge would be extremely desirable.
4. Re-examine the role and expectations of the Eminent Scholars to more successfully integrate them with the department. The external reviewer described the Eminent Scholars as being 'too removed from the life of the department' and making a limited contribution to the delivery of the major and of the Intellectual Foundations courses.
5. Encourage dialogue among the philosophy faculty to define who they are, who they want to be and how best to interface with the rest of the university. Philosophy faculty should engage in the creation of a formal strategic plan that outlines agreed upon goals and directions for the future.

Changes Made Since the Last Review

While the department has not been able to address all issues raised in the 2012 Program Review, there are areas in which we have made some significant progress.

- The department came out of receivership in November 2017 and a Chair was appointed. The department did not search for an outside Chair, as was recommended in the 2012 Program Review. Instead, the Chair was appointed from within the core faculty of the department. The Chair was appointed with unanimous support from the department faculty and it is clear that the faculty of the department has successfully moved beyond past conflicts and is ready to work together collegially.
- A tenure track assistant professor was hired in 2013. One full-time visiting assistant professor was hired in 2015 to teach 8 courses per year and to replace the courses that would have been taught by the eminent professor who has passed away.
- An additional full-time visiting assistant professor was hired this year to cover some of the courses that the Chair will not be teaching due to her course reduction and two adjunct instructors will be hired in Spring 2020 to replace the courses that would have been taught by our Assistant Professor, who has been awarded a two course teaching reduction to focus on the preparation of her P&T portfolio.
- The department is conducting a search this year to fill the endowed line that was left vacant by the passing of Professor Lester Embree, who was then one of two Eminent Scholars in the department of philosophy. As per the recommendation of the 2012 Program Review, the William F. Dietrich Professor of Philosophy will have a higher teaching responsibility than the former Eminent Scholar, in order to help the department deliver its major and to build greater connections between the department of philosophy and other College and University programs.
- In 2017/18, the department of philosophy developed a Strategic Plan (Appendix B) that ties the many facets of the department's mission and values to the pillars and platforms of the BOT and FAU Strategic Plan.

C. Instruction

Baccalaureate Program

Student Learning Outcomes

The department of philosophy's baccalaureate program goals and Student Learning Outcome Assessments (SLOA) (Appendix C), formerly known as Academic Learning Compacts, are consistent with the University's assessment criteria. SLOA address the areas of declarative knowledge, critical and analytical thinking, research skills, written and oral communication, and creative skills.

Content/Discipline Knowledge and Research Skills (Declarative Knowledge / Research Skills): Graduating philosophy majors will demonstrate knowledge of the vocabulary, history, theories, and concepts specific to philosophy. They will also show a solid understanding of a range of philosophical issues and theories, an understanding of the nature of conceptual problems, as well as the philosophical positions of historically important philosophers.. Graduating philosophy majors will demonstrate knowledge of the procedures involved in philosophical research, such as idea generation, library research skills, and review of philosophical texts.

Critical Thinking Skills (Analytical Skills): Graduating philosophy majors will demonstrate advanced analytical critical thinking skills by being able to analyze, evaluate, compare, contrast, and judge different logical arguments. They will demonstrate the ability to identify the structure of an argument, distinguish premises from conclusion, and apply proper methods of analysis to determine the validity of an argument. They will be able to apply basic logical principles and principles of logical analysis to the analysis of philosophical issues. Graduating philosophy majors will also demonstrate critical thinking skills by formulating their own arguments, to construct effective counter-arguments, to synthesize philosophical knowledge, and to respond to critical objections against philosophical positions.

Communication Skills (Written and Oral Communication): Graduating philosophy majors will demonstrate the ability to write grammatically correct, well-organized, and properly formatted philosophy papers. They will be able to write in a style and format that conforms to accepted standards for philosophical writing. They will also demonstrate the ability to prepare informative, persuasive, and well-organized oral presentations and to cogently and clearly answer questions about their presentations.

Assessment of learning outcomes

Outcome 1 - Content/Discipline Knowledge and Research Skills

Assessment Method:

The acquisition of declarative knowledge is first assessed in the courses that students take to fulfill the major core and that they must pass with a grade of 'C' or above to receive credit towards the major. These courses are PHI 3100 (Ancient Philosophy), PHH 3240 (Early Modern Philosophy),

and PHH 4440 (Late Modern Philosophy). In these courses, the students' acquisition of declarative knowledge is assessed through a series of examinations, which can be a combination of short answer and essay questions, as well as through one or more research papers.

In order to assess this learning outcome for graduating seniors in a quantitative manner, the department uses the capstone course PHI 4938 (Senior Seminar) as an instrument for assessment. To assess realistically the students' content knowledge, PHI 4938 offers a detailed and highly focused examination of variable areas of philosophy. Students are exposed to various aspects of the historical development of the basic topics and issues related to the area of study in question. This critical exercise provides students with an understanding of the historical dynamics that determine the evolution of ideas and the influences among philosophers. Additionally, students are expected to demonstrate competence in understanding and using basic philosophical concepts.

The acquisition of research skills is also assessed in PHI 4938, since students in this course are required to conduct research, including library research, in order to write a final research paper for the course. The papers must be written in a style and format that conforms to the accepted standards for philosophy research papers, including the appropriate use of citations, references, and bibliography. Students have to present a shorter version of their papers in class and answer questions from both other students and the professor. These papers are then revised, expanded, and turned in for a final grade at the end of the semester.

In PHI 4938, the students' acquisition of declarative knowledge is assessed through a comprehensive research paper or bibliographical essay. Students are required to demonstrate understanding of various philosophical theories, as well as the philosophical positions of historically important philosophers.

At least ten research papers from PHI 4938 (70% sample) are randomly chosen for review annually. The Chair and faculty members review the students' work and evaluate it on the basis of a departmentally-approved scoring rubric to determine satisfactory acquisition of demonstrative knowledge and research skills.

Criterion for success:

At least 70% of the research papers being evaluated must demonstrate satisfactory or better acquisition of declarative knowledge, that is, of the vocabulary, history, theories, and concepts specific to philosophy and of the skills required to conduct successful philosophical and scholarly research.

Outcome 2 – Critical Thinking Skills

Assessment Method:

The acquisition of critical thinking skills is first assessed in PHI 3132 (Logic), in which students learn logical principles through the study of Aristotelian syllogistic logic and beginning propositional logic. The student's acquisition of critical and analytical skills is assessed through a series of examinations in which students have to evaluate arguments for validity, construct valid arguments, translate ordinary language arguments into symbolic notation, and test the validity of argument through the use of truth tables.

In order to assess this learning outcome for graduating seniors in a quantitative manner, the department uses the capstone course PHI 4938 (Senior Seminar) as an instrument for assessment. In this course, students' demonstration of critical and analytical thinking skills are assessed through a series of written essays and one research paper that require students to evaluate philosophical positions by evaluating the soundness of the arguments that support those positions. They are also required to respond to critical objections to those philosophical positions that they defend in their essays.

At least ten research papers from PHI 4938 (70% sample) are randomly chosen for review annually. The Chair and faculty members review the students' work and evaluate it on the basis of a departmentally-approved scoring rubric to determine satisfactory acquisition of critical and analytical thinking skills.

Criterion for success:

At least 70% of the research papers being evaluated must demonstrate satisfactory acquisition of critical and analytical skills, that is, the ability to evaluate arguments for validity and soundness, to construct valid arguments, and to construct logical objections to a philosophical position.

Outcome 3 – Communication Skills

Assessment Method:

The acquisition of oral and written communication skills is assessed in PHI 4938 in which course students are required to present a shorter version of their research papers in class and to answer questions from both other students and the professor. Oral communication skills are assessed in the in-class presentation in terms of how well a student is able to engage comments and questions from his/her peers and from the professor. Written communication skills are evaluated when the research papers are graded for syntax, clarity, spelling, grammar, and content.

At least ten research papers from PHI 4938 (70% sample) are randomly chosen for review annually. The Chair and faculty members review the students' work and evaluate it on the basis of a departmentally-approved scoring rubric to determine acquisition of satisfactory communication skills.

Criterion for success:

At least 80% of the research papers being evaluated must demonstrate satisfactory or better acquisition of satisfactory communication skills.

Description of assessment use for program improvement

For the B.A. in philosophy, information garnered from assessments is reviewed by a committee of faculty members who examine the results and discuss what should be done to improve learning outcomes, if and when it is determined that fewer than 70% of the students have successfully achieved those outcomes. The department has not noted any significant declines in the achievement of learning outcomes among its graduating seniors. The department seeks to reinforce learning outcomes from the earliest stages of the major by incorporating, in addition to content knowledge, written communication, oral communication, critical thinking pedagogy, and/or research skills in all of the philosophy courses that students take to satisfy the requirements for the major.

The department has been actively involved in reinforcing skills in written communication by working with the Director of the Writing Center to conduct writing workshop for philosophy majors. The department has also been in conversation with the Director of the Writing Center in order to develop a writing intensive curriculum for the B.A. in philosophy. Both of these initiatives promise to contribute to even greater success in the achievement of the written communication learning outcome.

Compliance with State-approved prerequisites

Although there are no State-approved prerequisites for admission into the B.A. program in philosophy, students wishing to major in philosophy are encouraged to take PHI 2010 (“Introduction to Philosophy”) prior to declaring the major and prior to taking the courses required for the major.

Admissions criteria

The department of philosophy has no admission requirements for the B.A. degree beyond those of the University. The University’s admissions requirements can be viewed at: <http://www.fau.edu/admissions/freshmen/requirements.php>

Enrollment Information

The following data tables, from the Office for Institutional Effectiveness & Analysis (IEA), document the headcount of philosophy majors for the past five academic years, since the last program review.

Figure 1 shows the academic year headcount from 2012-2013 to 2016-2017. Figure 2 shows the he academic year headcount of philosophy majors for 2017-2018, obtained from the IEA Interactive Dashboard Indicators. This data is provided to show that there has been a modest growth in the number of majors for the past academic year from 63 in 2016-17 to 67 in 2017-18.

Figure 1: Academic Year Headcount of Philosophy Majors

Academic Year ▲	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
Status ▲	n	%	n	%	n	%	n	%	n	%
Full Time	40	61.5%	42	50.6%	45	60.8%	46	56.1%	32	
Part Time	25	38.5%	41	49.4%	29	39.2%	36	43.9%	31	
Total	65	100.0%	83	100.0%	74	100.0%	82	100.0%	63	

Figure 2: 2017-18 Academic Year Headcount of Philosophy Majors

		<u>Department</u>		Total	
		Philosophy			
		<u>Major</u>		<u>Major</u>	
		Philosophy		Total	
		#	#	#	#
<u>Student Level</u>	<u>College</u>				
Undergraduate	Arts & Letters	67	67	67	67
	Total	67	67	67	67
Total	<u>College</u>				
	Arts & Letters	67	67	67	67
	Total	67	67	67	67

Figure 3: State Fundable Credit Hours / FTE Productivity

Course Level	State Fundable SCH						Annualized State Fundable FTE					
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Total	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Total
Lower Div	4,401	4,218	4,335	3,864	3,987	20,805	146.7	140.6	144.5	128.8	132.9	693.5
Upper Div	1,751	1,536	2,058	1,930	2,110	9,385	58.4	51.2	68.6	64.3	70.3	312.8
Grad I	0	0	0	3	0	3	0.0	0.0	0.0	0.1	0.0	0.1
Grad II	0	0	3	0	0	3	0.0	0.0	0.1	0.0	0.0	0.1
Total	6,152	5,754	6,396	5,797	6,097	30,196	205.1	191.8	213.2	193.3	203.2	1,006.6

Figure 4: Baccalaureate Philosophy Degrees Awarded

		Philosophy			College Total	University Total
		2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
	Degrees awarded with a:					
Associates	Single major					269.0
	All					269.0
Bachelors	Degrees awarded with a:					
	Single major	9.0	10.0	13.0	1,042.0	5,553.0
	Double or triple major	0.5	1.0	0.5	30.5	141.0
	All	9.5	11.0	13.5	1,072.5	5,694.0
Masters	Degrees awarded with a:					
	Single major				112.0	1,468.0
	Double or triple major					2.0
	All				112.0	1,470.0
Specialist	Degrees awarded with a:					
	Single major					18.0
	All					18.0
Doctorate	Degrees awarded with a:					
	Single major				6.0	138.0
	All				6.0	138.0
First Professional	Degrees awarded with a:					
	Single major					62.0
	All					62.0
Total	Degrees awarded with a:					
	Single major	9.0	10.0	13.0	1,160.0	7,508.0
	Double or triple major	0.5	1.0	0.5	30.5	143.0
	All	9.5	11.0	13.5	1,190.5	7,651.0

Although the number of philosophy majors at FAU seems relatively low for a philosophy department at a Doctoral University/High Research Activity institution, this low number conforms to a trend that is evident across the Florida State University System, as will be seen from the data provided in Figure 5 below, which represent the annual year headcount of undergraduate philosophy majors at all of Florida’s state universities from 2008 to 2017.

Figure 6 below represent the headcount of graduate students in the three graduate philosophy programs in the Florida SUS. This data is provided to show that the decline in headcount also affects two out of these three graduate programs.

The data in Figure 5 shows that most state universities in Florida, with the exception of Florida International University (FIU) and the University of Florida (UF), have experienced an overall decrease in the number of philosophy students over the last ten years, both at the undergraduate and graduate levels, with only Florida State University (FSU) experiencing some growth in headcount at the graduate level. Because the decline in both undergraduate and graduate philosophy headcounts is clearly a statewide trend, the relatively low undergraduate philosophy headcount at FAU does not indicate any particular failure on the part of the philosophy department to attract students to the major or to serve students in the major.

Please note that Figures 1 and 2 are retrieved from FAU IEA and reflect academic year headcount, while Figures 5 and are retrieved from the State University System of Florida Board of Governors page and reflect annual year headcounts.

F	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
FAMU										
FAU	44	35	52	63	52	67	64	60	59	62
FGCU	22	25	35	32	29	27	40	44	50	38
FIU	95	109	98	104	100	111	103	118	133	121
FPU										
FSU	130	133	164	150	135	120	107	106	110	110
NCF										
UCF	105	116	120	118	102	79	86	92	83	68
UF	155	167	147	121	124	115	118	142	152	157
UNF	77	84	82	84	68	44	32	42	46	47
USF	117	116	124	101	100	90	71	69	75	69
UWF	66	54	62	61	39	29	29	26	20	18
Total	811	839	884	834	749	682	650	699	728	690

Source: State University System of Florida Board of Governors, Interactive University Database at: https://www.flbog.edu/resources/iud/enrollment_search.php

Figure 6: Annual Year Headcount for Florida SUS Philosophy Graduate Programs

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
FAMU										
FAU										
FGCU										
FIU										
FPU										
FSU	39	44	45	44	35	40	41	48	56	59
NCF										
UCF										
UF	29	14	16	16	17	11	13	11	13	11
UNF										
USF	74	70	69	71	68	64	63	62	55	56
UWF										
Total	142	128	130	131	120	115	117	121	124	126

Source: State University System of Florida Board of Governors, Interactive University Database at: https://www.flbog.edu/resources/iud/enrollment_search.php

The philosophy department at Florida Atlantic University is unusually understaffed for a philosophy department at Doctoral University/High Research Activity institution. It should be noted that, with the exception of FIU, the other philosophy programs that offer only the baccalaureate degree have a much lower 2017 headcount than the program at FAU, even though they have more faculty. The department at Florida Gulf Coast University has 6 tenure-line faculty (see: <https://www2.fgcu.edu/CAS/Philosophy/faculty.html>). The program at the University of North Florida has 11 tenure-line faculty, 1 visiting faculty, and 3 emeriti faculty who teach courses regularly (see: <https://www.unf.edu/coas/philosophy/Faculty.aspx>). The department at the University of West Florida has 4 tenure-line faculty, 1 faculty associate, and two adjunct instructors (see: <https://uwf.edu/cassh/departments/philosophy/our-faculty/faculty-profiles/>). Although this is the only department whose teaching staff is as small as ours, Figure 5 shows their 2017 philosophy major headcount as 18 compared to the FAU philosophy 2017 headcount of 62.

It should also be noted from the only other undergraduate-only department whose headcount is comparable to ours actually has several more tenure-line and non-tenure-line faculty members offering courses. The two departments whose headcount for 2017 is comparable to the FAU philosophy department are the departments at the University of Central Florida and the University of South Florida, which have a 2017 headcount of 68 and 69 respectively. However, the size of each of these departments is gargantuan compared to the philosophy department at FAU.

The University of Central Florida philosophy department is a strictly undergraduate program but it boasts a total of 19 tenure-line faculty, 7 full-time lecturers, and 10 adjuncts for a grand total of 36 faculty (see: <https://philosophy.cah.ucf.edu/faculty-staff/>). Although it is acknowledged that the philosophy program at UCF offers a graduate certificate in theoretical and applied ethics and offers courses for the graduate certificate in cognitive sciences and for the M.A. in liberal studies. But one can argue that the participation in graduate teaching cannot account for the fact that the undergraduate philosophy headcount at UCF has dropped from 105 in 2008 to 68 in 2017, particularly since the faculty at FAU also participates in graduate teaching and yet our annual year headcount has actually grown over the past 10 years.

The other philosophy department whose headcount is comparable to ours is the University of South Florida at 69 undergraduate majors in 2017. Yet, the philosophy department at USF has a total of

18 tenure-line faculty, 4 non-tenure line instructors, and 7 emeriti professors who teach courses regularly, for a total of 29 faculty (see: <http://philosophy.usf.edu/faculty/>). Granted that USF also offers an M.A. and Ph.D. in philosophy and an M.A. and Ph.D. in philosophy with a concentration in philosophy and religion. However, as seen in Figure 4, the graduate programs at USF have also seen a decline in headcount from 74 in 2008 to 56 in 2017.

Average class size and faculty/student ratio

Figure 7: Average Class Size and Percent Taught by Tenure-Line Faculty

				Philosophy			College Total	University Total	
				2014-2015	2015-2016	2016-2017	2016-2017	2016-2017	
Course Level	Type								
Undergraduate	Lecture/Seminar	Sections Offered	#	30	33	33	1,895	5,337	
			# Enrolled	1,834	2,044	1,837	56,292	203,020	
			Avg Section Enrollment	61.1	61.9	55.7	29.7	38.0	
		Sections Faculty-Taught	#	28	32	26	1,370	3,624	
			%	93.3	97.0	78.8	72.3	67.9	
		Lab	Sections Offered	#				23	878
				# Enrolled				396	16,292
				Avg Section Enrollment				17.2	18.6
			Sections Faculty-Taught	#				19	441
	%						82.6	50.2	
	Discussion	Sections Offered	#	56	56	55	121	330	
			# Enrolled	1,362	1,381	1,237	2,893	9,256	
			Avg Section Enrollment	24.3	24.7	22.5	23.9	28.0	
		Sections Faculty-Taught	#	40	56	35	101	254	
			%	71.4	100.0	63.6	83.5	77.0	
	Other Course Types	Sections Offered	#	5	11	15	500	1,362	
			# Enrolled	60	69	63	3,488	8,784	
			Avg Section Enrollment	12.0	6.3	4.2	7.0	6.4	
		Sections Faculty-Taught	#	5	11	15	320	1,033	
			%	100.0	100.0	100.0	64.0	75.8	

Figure 8: Student/Faculty Ratio

	Philosophy			College Total	University Total
	2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
Undergraduate	56.0	58.5	55.2	38.3	37.1
Graduate		0.0	0.0	1.6	4.5
Total	56.0	58.5	55.2	39.9	41.7

As Figure 7 shows, the percent of philosophy courses taught by tenure-line faculty is consistently higher than the College and University percentages. The discussion sections on the chart represent the discussion sections that are linked to our large lecture sections of PHI 2010 (“Introduction to Philosophy”). The lecture sections are taught by faculty, but the discussion sections are led by graduate teaching assistants. These discussion sections are not designed to teach philosophical content, since this is done in the large lecture section. Instead, discussion sections focus on the development of students’ writing skills by conducting writing exercises that conform to the standards of the Writing Across the Curriculum criteria.

The student/faculty ratio reflected in Figure 8 is higher than the College and University totals and reflects the fact that each member of the philosophy serves an unusually high number of students, both in the major and in the Intellectual Foundations Program (lower-division, writing intensive course), precisely because the department is so small.

Curriculum

FAU’s baccalaureate philosophy major is a four-year program, with the first two years being devoted to the completion of the University’s requirements in the Intellectual Foundations Program and the last two years being devoted to the completion of the department’s core and elective requirements for the major.

Below is a list of the various major and minor tracks offered by the philosophy department:

- Bachelor of Arts in Philosophy
- Bachelor of Arts in Philosophy, Pre-Law Track
- Honors Program in Philosophy
- Minor in Philosophy
- Minor in Philosophy, STEM Track
- Minor in Philosophy and the Arts
- Minor in Philosophy and the Health Professions

The curriculum of the FAU baccalaureate philosophy major meets and exceeds the standards set by Florida SUS peer institutions in the following ways. The curriculum for the B.A. in philosophy is grounded by strong core requirements of seven courses at the advanced level that provide students with a solid foundation in the history of philosophy, logic, ethical theory, and social and political philosophy. The seventh course is the capstone course which has been discussed in Section C above, that is, PHI 4938 (“Senior Seminar in Philosophy”). The rest of the core requirements give students a list of options to take to fulfill the 20th Century Philosophy requirement and a series of options to fulfill the Value Theory requirement. The options in both categories reflect a broad range of courses that reflect great diversity in philosophical emphasis and approach. The 20th Century Philosophy options range from courses in analytic philosophy to courses in Continental philosophy and American pragmatism. The courses in the Value Theory list of options cover many areas in applied ethics, aesthetics, and feminist philosophy. Additionally, students are required to choose one or more elective courses from a very diversified range of advanced courses that includes courses in Medieval and Renaissance philosophy, symbolic logic, Africana philosophy, critical thinking, and many other courses that serve students with interests in the arts, the humanities, and the social sciences.

Bachelor of Arts in Philosophy

In addition to the University and college requirements for admission and graduation, students majoring in philosophy are required to earn 32 credit hours in philosophy courses as follows:

Required Core Courses

Ancient Philosophy	PHH 3100	3
Early Modern Philosophy	PHH 3420	3
Late Modern Philosophy	PHH 4440	3
Logic	PHI 2102	3
Ethical Theory	PHI 4661	3
Social and Political Philosophy	PHM 3200	3
Senior Seminar	PHI 4932	3

One course in 20th-century thought:

Analytical Philosophy	PHP 4784	3
Phenomenology	PHP 4787	3
Existentialism	PHP 4786	3
Post-Structuralism	PHP 3792	3
Philosophy of Science	PHI 4400	3
Philosophy of Mind	PHI 3200	3
Pragmatism	PHH 3700	3

One course in value theory:

Biomedical Ethics	PHI 4633	4
Environmental Ethics	PHI3640	3
Aesthetics and Art Theory	PHI 4800	4
Asian Aesthetics and Art Theories	PHI 3870	3
Feminist Philosophy	PHM 3123	3

4-6 credit hours of elective courses:

Medieval and Renaissance Philosophy	PHH 3280	3
Critical Thinking	PHI 2100	3
Philosophy of Law	PHI 3400	3
Philosophy of Psychiatry	PHI 3453	3
Philosophy of Medicine	PHI 3456	3
Philosophy of Sexuality	PHI 3637	3
Moral Problems	PHI 3638	3
Philosophy of Literature	PHI 3882	3
Philosophy of the Performing Arts	PHI 3885	3
Symbolic Logic	PHI 4134	3
Philosophy of Technology	PHI 4223	3
Philosophy of the Human and Social Sciences	PHI 4420	3
Philosophy of Religion	PHI 4761	3
Africana Philosophy	PHP 3781	3
Special Topics	PHI 4930	1-4
Directed Independent Study	PHI 4905	1-4

The curriculum for the Pre-Law track of the B.A. in philosophy has a stricter core of required courses than the traditional B.A. in philosophy, since the department wants to ensure that students take the appropriate courses that will prepare them for the LSAT and for the study of law.

Bachelor of Arts in Philosophy

Pre-Law Track

In addition to the University and college requirements for admission and graduation, students majoring in philosophy are required to earn 32 credit hours in philosophy courses as follows:

Major Philosophy Core (9 courses)

Ancient Philosophy	PHH 3100	3
Early Modern Philosophy	PHH 3420	3
Late Modern Philosophy	PHH 4440	3
Logic	PHI 2102	3
Ethical Theory	PHI 4661	3
Social and Political Philosophy	PHM 3200	3
Philosophy of Law	PHI 3400	3
Pragmatism	PHH 3700	3
Senior Seminar	PHI 4932	3

One course from the list of electives below:

Existentialism	PHP 4786	3
Environmental Ethics	PHI3640	3
Philosophy of Literature	PHI 3882	3
Philosophy of Technology	PHM 4223	3
Biomedical Ethics	PHI 4633	4
Africana Philosophy	PHP 3781	3
Feminist Philosophy	PHM 3123	3
Special Topics	PHI 4930	1-4
Directed Independent Study	PHI 4905	1-4
Philosophy of the Performing Arts	PHI 3885	3
Symbolic Logic	PHI 4134	3
Philosophy of Technology	PHI 4223	3
Philosophy of the Human and Social Sciences	PHI 4420	3
Philosophy of Religion	PHI 4761	3

The department also offers an Honors in Philosophy program that allows our most outstanding students to conduct an in-depth study of a philosopher or philosophical issue, which reinforces their research skills, and to write an Honors thesis that they must defend before a faculty committee. The theses are published on the department's website at <http://www.fau.edu/artsandletters/philosophy/honors/honors-theses/>. Honors theses are also archived and available for viewing on the FAU Wimberly Library's digital library website at <https://fau.digital.flvc.org/islandora/search/?type=edismax&collection=fau%3ACurrentETDs>

Honors Program in Philosophy

Honors Capstone Requirement

Students seeking an Honors in Philosophy designation must meet the requirements for eligibility and are required to complete a writing project informed by the intent of the student to draw together his/her entire honors experience. The final requirement that a student must satisfy in order to receive honors in philosophy is as follows:

1. Take PHI 4972 (Honors Thesis in Philosophy);
2. Produce a senior thesis of significant originality and scholarship that focuses on a subject area of philosophy or a particular philosopher;
3. Appoint a thesis committee of at least two faculty members, including the thesis mentor;

The thesis committee will review the thesis prior to the oral defense. Students must defend the thesis in front of the thesis committee, a month prior to the graduation date. If revisions are required, these must be completed and turned in to the committee prior to the graduation date.

For a full description of the eligibility requirements and other requirements for the Honors in Philosophy, please see: <http://www.fau.edu/artsandletters/philosophy/honors/>

Pedagogy/Pedagogical Innovations

The department of philosophy at FAU welcomes pedagogical innovations that will improve the learning outcomes of students in the categories identified by the Student Learning Outcome Assessments (SLOA), those learning outcomes being the acquisition of content or declarative knowledge, research skills, critical thinking skills, and oral and written communication skills. The use of PowerPoint to facilitate the learning process in large lecture sections of the lower-division introductory course, the availability of distance-learning courses for those students who are unable to attend classes in person, and the use of technology when appropriate to enhance students' learning experience are all welcome innovations that have been successfully implemented by the philosophy department when deemed appropriate. This is illustrated by the fact that the department offers three large distance learning sections of its introductory Intellectual Foundations course (two during the academic year and one during the summer term) and at least two upper-division distance learning classes (one during the academic year and one during the summer term).

That being said, the department of philosophy at FAU is also weary of trying to reinvent the wheel, so to speak. Since its early beginning in the ancient civilizations of the Mediterranean, the Western philosophical tradition has always been dialectical in nature. The Socratic method itself requires interactive dialogue between teacher and student in order to incite the student to question and to critically analyze ideas. To be done and taught properly, philosophy does not require technology or fancy equipment. In fact, the use of the latest cutting-edge technology can often distract from the very real and hard work of critically engaging with ideas. The very task of philosophy is to always be inquisitive and critical and to maintain a healthy dose of skepticism with regard to the world and to its latest trends.

Therefore, although the department of philosophy welcomes any pedagogical innovation that has been tested and proven to increase learning outcomes, the department also continues to resist any fad or trend in pedagogy and in education that might distract us from providing students with the solid and rigorous philosophical training, declarative knowledge, critical thinking skills, research skills, and oral and written communication skills that are so crucially important for success in the very complex world of the 21st century.

Scope of Institutional Contributions

The department of philosophy is an active participant in the Intellectual Foundations Program (IFP) by offering the writing-intensive ‘Introduction to Philosophy’ (PHI 2010), which helps student fulfill both the ‘Foundations of Humanities’ requirement of the IFP and the Writing Across the Curriculum requirement, and by offering ‘Logic’ (PHI 2102), which fulfills the ‘Foundations of Mathematics and Quantitative Reasoning’ requirement of the IFP.

Each semester, the department offers at least three large sections of PHI 2010, capped at 150 students, one of which is a Distance Learning course. The department has also begun offering small sections of PHI 2010, capped at 25 students. All of these courses are taught by the core faculty, with the assistance of graduate assistants. The professor leads the lecture section of the course and the graduate assistants lead discussion sections that focus on developing of critical thinking and writing skills and who also help the professor in the grading of essays and/or research papers. Because the department of philosophy does not have a graduate program, the graduate assistants who works in PHI 2010 come from other departments, such as anthropology, history, linguistics, and Women, Gender, and Sexuality Studies.

Besides offering a variety of courses that directly contribute to the Pillars and Platforms of the 2015-2025 BOG/FAU Strategic Plan (Section A), the department is also actively involved in offering courses for the major that also contribute to various interdisciplinary programs within and outside the College of Arts and Letters. For example, ‘Feminist Philosophy’ (PHM 3123) is a very popular course for students who are completing the certificate in Women, Gender, and Sexuality Studies, ‘Africana Philosophy’ contributes to the fulfillment of the Ethnic Studies certificate, “Ancient Philosophy” contributes to the Classical Studies certificate, ‘Social and Political Philosophy’ contributes to the Ethics, Law, and Society certificate, while ‘Social and Political Philosophy and ‘Ethics’ contribute to the certificate in Peace Studies and in Ethics, Law, and Society.

Below is a list of the interdisciplinary undergraduate, graduate, and certificate programs to which the courses that we offer make an integral contribution:

- Ethics, Law, and Society Certificate Program
- Women, Gender, and Sexuality Studies Certificate Program
- Classical Studies Certificate Program
- Ethnic Studies Certificate Program
- Peace, Justice, and Human Rights Certificate Program
- Environmental Studies Certificate Program
- Interdisciplinary Studies B.A.
- Ph.D. Program in Comparative Studies

Student profile

Figure 9: Philosophy Majors/Demographics and Diversity Information

		Philosophy			College Total	University Total	
		2014-2015	2015-2016	2016-2017	2016-2017	2016-2017	
Undergraduate	American Indian/Alaskan Native	Female	1	1	27	119	
		Male			9	100	
		Total	1	1	36	219	
	Asian or Pacific Islander	Female		2	1	125	905
		Male	3	2	2	53	706
		Total	3	4	3	178	1,611
	Black (Not of Hispanic Origin)	Female	3	3	3	542	3,937
		Male	8	9	9	343	2,405
		Total	11	12	12	885	6,342
	Hispanic	Female	9	14	9	787	4,489
		Male	14	9	7	468	3,180
		Total	23	23	16	1,255	7,669
	White (Not of Hispanic Origin)	Female	15	14	10	1,184	6,348
		Male	20	27	21	839	5,575
		Total	35	41	31	2,023	11,923
	Non-Resident Alien	Female	0		1	49	395
		Male				32	486
		Total	0		1	81	881
	Not Reported	Female				21	97
		Male	1	1		13	88
		Total	1	1		34	185
Total	Female	28	34	24	2,735	16,290	
	Male	46	48	39	1,757	12,540	
	Total	74	82	63	4,492	28,830	

As Figure 9 demonstrates, the gender and ethnic diversity of the students who major in philosophy at FAU is higher than is usually the case at other institutions. Out of 63 majors in 2016-2017, 38% were female, 61% were male, 25% were Hispanic, 19% were Black, and 49% were White. Although the higher number of white male students is reflective of the general state of philosophy as a discipline, the FAU philosophy department makes an active effort to recruit a greater diversity of students through targeted advising and through course offerings that will appeal to a wide diversity of students. By offering courses that also service the Ethnic Studies program and the Women, Gender, and Sexuality Studies program, the department hopes to further increase the diversity of the students who major in philosophy.

The percentages below are calculated from the data in Figure 9:

- Black students – 14% in 2014-2015, 14% in 2015-2016, 19% in 2016-2017
- Hispanic students – 31% in 2014-2015, 28% in 2015-2016, 25% in 2016-2017
- Female students – 37% in 2014-2015, 41% in 2015-2016, 38% in 2016-2017

As per Figure 9, the percentages for 2016-2017 of Black, Hispanic, and female students at the College and University levels are as follows:

- Black students – 19% College, 22% University
- Hispanic students – 28% College, 27% University
- Female students – 60% College, 57 % University

As the percentages above show, our efforts to increase diversity have been particularly successful at increasing the number of Black students in the major. The percentage of Hispanic students has gone down slightly, though it remains higher than the percentage at the College and University levels, and the percentage of female students has remained relatively steady, though it remains lower than the percentage at the College and University levels.

These percentages indicate that, although our efforts at recruiting more Black and Hispanic students have been relatively successful, the department needs to devote greater energy to recruiting more female students to the major.

Student Scholarly Activity:

The philosophy majors at Florida Atlantic University have many opportunities for engaging in undergraduate research and scholarly activity.

One of these opportunities is publication the department's undergraduate philosophy journal, *Athene Noctua*, which is published every Spring semester and features the best research papers from the previous semester's 'Senior Seminar in Philosophy'. Each 'Senior Seminar' features a new topic, chosen by the professor who is teaching it that year, and affords students the opportunity to conduct in-depth study that allows them to perfect their research, critical thinking, writing, and oral communication skills. The opportunity to publish their work in *Athene Noctua* provides students with a further incentive for the pursuit of excellence in research and scholarship.

*Athene Noctua*UNDERGRADUATE
PHILOSOPHY JOURNAL***Athene Noctua:***

Undergraduate Philosophy Journal
Issue No. 5 (Spring 2018)

Timothy Deaver

"The Political Philosophy of the
Enlightenment: Collapse and
Transformation"

Austin Mann

"The Secular Foundations of Morality of the
Radical Enlightenment"

Alexa Menashe

"The Theoretical Framework of the
Enlightenment and Its Application to the
Problem of the 'Other'"

James Read

"Rousseau, Robespierre, and the French
Revolution"

Christopher Shepler

"The Open Work of Liberalism: The
Signification of the Individual in the
Radical Enlightenment and the French
Revolution"

Mykyta Storozhenko

"Materialism, Instrumental Reason, and
Hostile Enlightenment: The Marquis de
Sade as the Antithesis of the
Enlightenment"

Editor-in-chief:

Marina P. Banchetti, Florida Atlantic University

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A second opportunity for research and scholarly activity is through the philosophy department's Honors program, which provides the opportunity for qualified philosophy majors to undertake advanced research and to write a thesis on a specific philosopher or area of philosophy in which they have an interest. The Honors program provides excellent training in advanced research both for students wishing to attend graduate school and for students wishing to attend either law school or other post-graduate professional program. Honors theses are published on the department's webpage at <http://www.fau.edu/artsandletters/philosophy/honors/> and they are also published in Florida Atlantic University's 'Honors in the Major Capstone Projects' digital library at <https://fau.digital.flvc.org/islandora/search/?type=edismax&collection=fau%3Ahim>.

The Honors Theses that were successfully defended in 2017-18 were:

- Kjirsten Durand
 - *A Spiritual Framework of Organic Oneness: The Eco-Theological Shift Towards a Collective Ecological Consciousness*
 - Thesis Advisor: Marina Banchetti

- Benjamin Magee
 - *Aquatic Apathy: Philosophical Reflections Regarding the Affective Possibilities for Expansion of the Moral Community*
 - Thesis Advisor: Lauren Guilmette

- Christopher Shepler
 - *The Moral Semiosphere: Locke's Philosophy of Liberal Semiotic Communities*
 - Thesis Advisor: Marina Banchetti

- Mykyta Storozhenko
 - *A Critique of Robert Nozick's Entitlement Theory*
 - Thesis Advisor: Clevis Headley

Several of our philosophy majors will either participate or have already participated in important conferences:

- Shuman Calway (B.A. '19), "Faith Reconsidered: Creating Myth as Revolutionary Strategy", Radical Philosophy Association Nov 8-10, 2018.
- Christopher Shepler (B.A., '18), "Proprietary Grammars: Semiotics of Liberal Capitalism", Conference on 'Legacies of the Enlightenment', Oct. 5-7, 2018.

Student Scholarship Awards:

The department of philosophy is fortunate to be able to reward some of its most meritorious students with scholarship funds made possible by very generous donors. The FAU Foundation is home to two endowed scholarships for philosophy majors: The Simone de Beauvoir in Memoriam Scholarship, which has a spending allocation of \$500 per year, and the Donald McGreevy Philosophy Scholars, which has a spending allocation of \$400 per year.

Eligibility for the Simone de Beauvoir in Memoriam Scholarship includes being an outstanding senior in philosophy who has also taken courses in women's studies. Eligibility for the Donald McGreevy Philosophy Scholars includes being a senior philosophy student with an outstanding record of academic achievement.

Although not involving monetary award, outstanding philosophy majors also have the opportunity for induction into the Florida Beta Chapter of Phi Sigma Tau: International Philosophy Honors Society. Induction is by invitation of the chapter's faculty advisor and is determined on the basis of Phi Sigma Tau's established criteria for eligibility.

Advising procedures

During the regular academic year, advising in the major is done by the philosophy department's undergraduate advisor. During the summer term, all advising in the major is done by the department Chair.

After having consulted with a College advisor to discuss the University's requirements for the bachelor's degree, philosophy majors are required to make an appointment with the department's undergraduate advisor or with the Chair to discuss the departmental requirements for the major.

Students are also advised on which courses to take, depending on what they plan to do after graduation (e.g., graduate school, law school, theological seminary, etc.). Students also receive advice on how to best succeed as philosophy majors, including advice on how many philosophy courses to take each semester so as not to overload their schedule and on how to balance philosophy courses with other courses required by the University.

Once a philosophy major has applied for graduation, the undergraduate advisor or the department Chair certifies completion of the departmental requirements for the major in philosophy and the certificate of completion is attached to the application for degree, to be approved and signed by the Dean's office.

Retention rates (2nd year retention – FL SUS Metric #5)

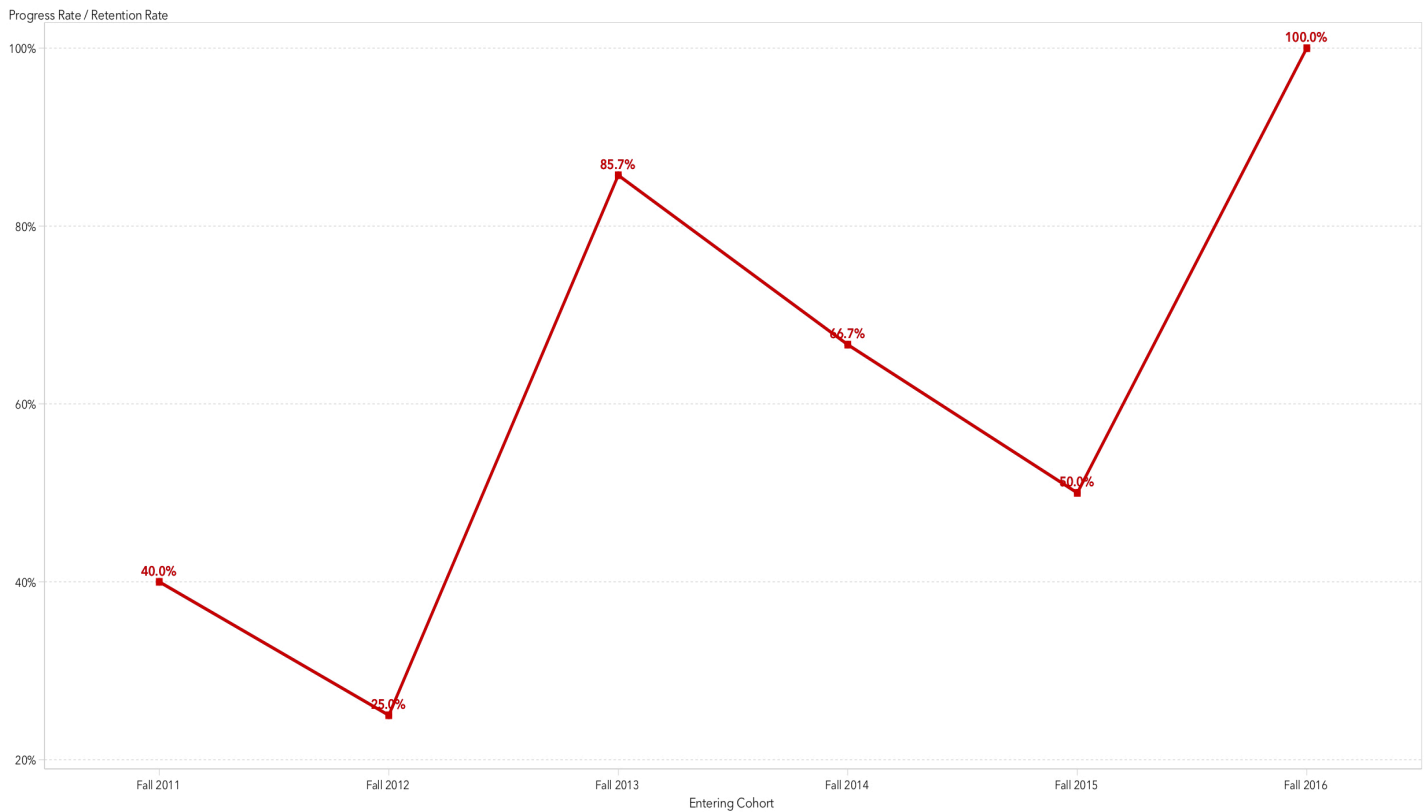
The following progress and retention rates apply to the FTIC entering cohorts of philosophy majors with a GPA above 2.0 from Fall 2011 to Fall 2016. The cohort that is in its second year in 2018 is the Fall 2016 cohort.

As can be seen in Figure 10, in the past six years, the department of philosophy has made significant progress in this metric, going from a 2nd year progress and retention rate of 40% for the entering cohort of Fall 2011 to a progress and retention rate of 100% for the entering cohort of Fall 2016. Figure 11 gives a graphic representation of the tremendous progress that has been made by the department of philosophy with regards to FL SUS Metric #5.

Figure 10: 2nd Year Retention Rates for FTIC with GPA above 2.0 (FL SUS Metric #5)

Entering Cohort ▲	Fall 2011			Fall 2012			Fall 2013			Fall 2014			Fall 2015			Fall 2016		
1st Year Program ▲	n	Progress Rate	Retention Rate	n	Progress Rate	Retention Rate	n	Progress Rate	Retention Rate	n	Progress Rate	Retention Rate	n	Progress Rate	Retention Rate	n	Progress Rate	Retention Rate
BA Philosophy	10	40.0%	40.0%	4	25.0%	25.0%	7	85.7%	85.7%	3	66.7%	66.7%	4	50.0%	50.0%	5	100.0%	100.0%
Total	10	40.0%	40.0%	4	25.0%	25.0%	7	85.7%	85.7%	3	66.7%	66.7%	4	50.0%	50.0%	5	100.0%	100.0%

Figure 11: 2nd Year Retention Rates for FTIC with GPA above 2.0 (Graph)



Graduation rates (6th year graduation rates – FL SUS Metric #4)
(4th year graduation rates – FL SUS Metric #4 as of 2018)

Figure 12: 6th Year Graduation Rates for Full-Time and Part-Time FTIC (FL SUS Metric #4)

Entering Cohort ▲	Fall 2010		Fall 2011		Fall 2012		Fall 2013	
Final Department ▲	<i>n</i>	<i>Grad Rate</i>	<i>n</i>	<i>Grad Rate</i>	<i>n</i>	<i>Grad Rate</i>	<i>n</i>	<i>Grad Rate</i>
Philosophy	7	28.57%	10	30.00%	6	16.67%	5	40.00%
Total	7	28.57%	10	30.00%	6	16.67%	5	40.00%

Figure 13: 4th Year Graduation Rates for Full-Time and Part-Time FTIC (FL SUS Metric #4 as of 2018)

Entering Cohort ▲	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
Final Department ▲	<i>n</i>	<i>Grad Rate</i>	<i>n</i>	<i>Grad Rate</i>	<i>n</i>	<i>Grad Rate</i>	<i>n</i>	<i>Grad Rate</i>	<i>n</i>	<i>Grad Rate</i>	<i>n</i>	<i>Grad Rate</i>
Philosophy	7	28.57%	9	22.22%	6	0.00%	4	50.00%	7	42.86%	5	20.00%
Total	7	28.57%	9	22.22%	6	0.00%	4	50.00%	7	42.86%	5	20.00%

Prior to 2018, the FL SUS metric on graduation rates focused on 6th year graduation rates. As of Fall 2018, the new FL SUS metric focuses on 4th year graduation rates. Both sets of metrics are included in this report.

Figure 12 provides data on the 4th year graduation rates of the FTIC entering cohorts of philosophy majors from Fall 2010 to Fall 2015. For the entering cohort of Fall 2015, the 4th year graduation rate is 20%, while the 6th year graduation rate for the entering cohort of Fall 2013 is 40%.

Placement rates/employment profile

Although the philosophy department at FAU does not have a graduate program, it can proudly boast that many of its majors have gone on to successfully pursue graduate degrees and law degrees at some of the country’s most selective Universities. Below is information regarding the placement in graduate and professional schools for some of our most outstanding graduates with whom we have maintained a record of placement and/or employment:

Kayla Andresino	B.A. '16	M.A. Program	Philosophy	Katholieke Universiteit Leuven
Bryan Conklin	B.A., '12	Ph.D. Program	Complex Systems and Brain Science	Florida Atlantic University
Joel Costa	B.A., '13	Ph.D. Program	Philosophy	Yale University
Lori Dilican	B.A., '14	J.D. Program		University of Miami School of Law
Jordan Dopkins	B.A., '10	Ph.D. Program	Philosophy	University of California, Santa Cruz
Harrison Fluss	B.A., '09	Ph.D. Program	Philosophy	SUNY Stony Brook
		Adjunct Assistant Professor	Philosophy	St. John's University
Maurizio Garcia	B.A., '18	M.A. Program	Linguistics	Florida Atlantic University
David Landon Frim	B.A., '09	Ph.D. Program	Philosophy	SUNY Stony Brook
		Associate Professor	Philosophy	St. Joseph's College
Jonathan Jackson	B.A., '18	M.A. Program	Women, Gender, and Sexuality Studies	Florida Atlantic University
Kenley Joseph	B.A. '14	J.D. Program		Howard University School of Law
Alexa Menashe	B.A., '17	J.D. Program		University of Florida School of Law
Shazia Nagamia	B.A., 1999	J.D. Program		SUNY Buffalo School of Law
			Partner	Sparkman & Sparkman, P.A.
David O'Brien	B.A., '12	Ph.D. Program	Philosophy	University of Wisconsin, Madison
Emily O'Connell	B.A., '18	M.A. Program	Women, Gender, and Sexuality Studies	Florida Atlantic University
Javiera Perez	B.A., '12	Ph.D. Program	Philosophy	University of Maryland
Jessica Persaud	B.A., '12	J.D. Program		Albany School of Law
Deborah Puac	B.A., '13	M.A. Program	Theological Studies	Candler School of Theology, Emory University
Lydia Ramirez	B.A., '14	Ph.D. Program	Philosophy	University of Washington
Daniel Restrepo	B.A., '05	Ph.D. Program	Philosophy	New School University
		Assistant Professor	Philosophy	St. John's University
Valeri Saint Amand	B.A., '00	Ph.D. Program	Philosophy	SUNY Binghamton
Max Schuver	B.A., '09	Ph.D. Program	Philosophy	University of California, Berkeley
Christopher Shepler	B.A., '18	M.A. Program	Linguistics	Florida Atlantic University
Anna Stelle	B.A., '09	J.D. Program		Oxford University
Moris Stern	B.A., 1998	Ph.D. Program	Philosophy	The New School University
Mykyta Storozhenko	B.A., '18	Ph.D. Program	Philosophy	Kent State University
Dieuseul (Fritz) Vixama	B.A., '11	M.A. Program	Philosophy	Claremont Graduate University
Michael Wallace	B.A., '13	Ph.D. Program	Philosophy	The New School University

Student recruitment

In an effort to recruit more students to the philosophy major and minor, the department offers several tracks of study to attract a variety of students with diverse interests. These are the B.A. in philosophy traditional track and the B.A. in philosophy Pre-Law track. In the minor, the department offers the traditional philosophy minor, in addition to a minor track for the health professions, a minor track in philosophy and the arts, and a minor track in science and technology (STEM minor track).

As of Fall 2018, the department has begun offering small sections of its “Introduction to Philosophy” course, capped at 25 students. These smaller sections of our Intellectual Foundations and Writing Across the Curriculum course have a much smaller student/faculty ratio than our other courses and provide lower-division philosophy students with a more ‘honors-like’ experience, though these courses do not have an official honors designation. The department hopes to use these small sections of PHI 2010 to recruit more majors to our program.

As well, in offering a variety of courses that service the College’s interdisciplinary certificate programs, such as the Classical Studies program, the Ethnic Studies program, and the Women, Gender, and Sexuality Studies program, the department engages in outreach to attract more students to the major.

Faculty

Administrative structure of the Department

The department of philosophy is led by the Chair, who is appointed by and reports to the Dean. The Chair handles all administrative activities, including scheduling of courses, program coordination, curricular changes and revisions, and budget management. During the academic year, the Undergraduate Advisor coordinates undergraduate student advising and departmental graduation audits. During the summer term, the Chair coordinates undergraduate student advising and departmental graduation audits.

The Chair is assisted by the office staff, which consists of a secretary to the Chair, who manages the department’s main office and handles all clerical matters, including the purchase of supplies and the processing of all forms and reimbursements.

Faculty profile

As of 2016-17, the department of philosophy has 5 faculty members, two of whom hold the rank of full Professor, two of whom hold rank of Associate Professor, and one of whom holds the rank of Assistant Professor. The department holds an endowed Chair in philosophy, the William F. Dietrich Professor of Philosophy, which became vacant two years ago due to the passing of Professor Lester Embree. The department is currently conducting a search to fill this endowed position, effective August 2019, in the area of bioethics, medical ethics, or environmental ethics.

The department currently also employs two Visiting Assistant Professors, who help us fill the teaching gap resulting from the passing of the William F. Dietrich Professor of Philosophy and also the teaching gap resulting from the Chair’s significant reduction in teaching. In Spring 2019, the department will also employ two adjunct instructors to help cover courses in lieu of our Assistant Professor, who has received a teaching reduction in order to focus on research and on the preparation of her Promotion & Tenure portfolio.

Figure 14 provides data on the faculty profile for the FAU philosophy department by gender and ethnicity and shows that, although the department only consists of five tenure-line faculty, it is a diverse department in spite of its small size. However, out of the five tenure-line faculty in the philosophy department at FAU, one is a Black male and three are female.

Figure 14: Faculty Profile by Gender and Ethnicity

Instructional Faculty (Tenured, tenure-earning, & non-tenure-earning)		Philosophy			College Total	University Total
		2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
American Indian/Alaskan Native	Female					
	Male					1
	Total					1
Asian or Pacific Islander	Female				2	42
	Male				3	97
	Total				5	139
Black (Not of Hispanic Origin)	Female				9	39
	Male	1	1	1	5	24
	Total	1	1	1	14	63
Hispanic	Female				18	41
	Male				4	30
	Total				22	71
White (Not of Hispanic Origin)	Female	3	3	3	93	318
	Male	2	2	1	97	396
	Total	5	5	4	190	714
Total	Female	3	3	3	122	440
	Male	3	3	2	109	548
	Total	6	6	5	231	988

Department needs

Over the past 10 years, the department has lost a total of three full-time tenure-track faculty. These were one Assistant Professor, one Associate Professor, and the William F. Dietrich Professor of Philosophy. The Associate Professor line was taken away from the department. The Assistant Professor line was filled when Professor Lauren Guilmette was hired, and we are currently searching to fill the W. F. Dietrich Professor line. The teaching gap is also due to the fact that, in spite of the recommendations of the 2012 Program Review to hire an outside Chair, the current Chair was appointed from the existing faculty.

The department is woefully understaffed. Even with the filling of the endowed Chair, the department will continue to suffer from a deficit in full-time instructional staff due to the Chair's teaching reduction and to the loss of the Associate Professor line previously occupied by Professor Robin Fiore. We would need two new tenure-track lines simply to restore the department to the number of faculty that it had in 2010.

Faculty teaching load and methods of calculation

In the department of philosophy, the standard faculty teaching load of 5 courses per academic year is divided either into a 2/3 or a 3/2 load. The Chair has a teaching load of 2 courses per academic year, which is divided into a 1/1 load.

Since there are four faculty members with a 5 course/year load, 2 of them are assigned a 2/3 load and 2 of them are assigned a 3/2 load in order to ensure a balance in the Fall and Spring course schedules.

The teaching load of the visiting assistant professors is 4/4. One of our visiting assistant professors teaches 4/4. However, the other visiting assistant professor is assigned to 4 courses in our department and 4 courses at the Honors College so her teaching load in our department is 2/2. We have not needed to hire adjunct instructors in the last three years, but we will be hiring 2 adjunct instructors in Spring 2019 for two courses each to cover our lower-division and some of our elective courses.

Summary of faculty scholarship and research productivity

Faculty research productivity is discussed in Section D below.

Strategic planning for hires

The guiding principle is to hire faculty who will add to the research profile of our department, as well as serve the needs of our major curriculum. This year, we hope to hire a senior faculty member with a strong research profile who will cover the area of applied ethics, more specifically, bioethics, medical ethics, and/or environmental ethics. Given the Chair's teaching reduction, the department also has a strong need for a faculty member who will cover the areas of philosophy of science, philosophy of mind, and phenomenology.

Given the small size of the department, whoever is hired to fill a tenure-track line will have to demonstrate teaching competence in a broad variety of areas, particularly in the history of philosophy, regardless of the area of specialization in order to ensure that the major core is properly covered in case of faculty sabbaticals or other leave.

Abbreviated vita for each full-time faculty member

Full faculty CV's are included in Appendix A.

D. Research

Review of Part II of Departmental Dashboard Indicators

Of the information in Part II of the Departmental Dashboard Indicators (DDIs), the most informative data is shown in Figure 15 below, which summarizes research productivity in terms of a variety of indicators that include books, other peer-reviewed publications, and presentations at professional conferences.

As can be noted in Figure 15, the research production of the department has remained consistently high throughout the academic years from 2014-2015 to 2016-2017, though the last year shows a small decline that is due to the passing of the W. F. Dietrich Professor of Philosophy who was very productive in research. Although no grant proposals were submitted for the years under consideration in Figure 15, two NEH grant proposals were submitted in Spring 2018.

Figure 15: Research and Scholarly Productivity

		Philosophy			College Total	University Total
		2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
1. Books (including monographs & compositions)	#	1	1	1	19	115
2. Other peer-reviewed publications	#	17	16	13	141	1,485
3. All other publications	#	7	6	4	199	714
4. Presentations at professional meetings or conferences	#	18	20	14	264	1,862
5. Productions/Performances/Exhibitions	#	0	0	0	249	285

Figure 16 below summarizes the amount of FTE devoted to research per faculty member.

Figure 16: Faculty FTE Devoted to Research

				Philosophy			College Total	University Total	
				2014-2015	2015-2016	2016-2017	2016-2017	2016-2017	
Departmental Research	.	--	Person-Years					1.8	
			FTE						2.4
	Tenured & tenure-earning faculty	Professor, Assoc Professor, Asst Professor	Person-Years	1.1	1.3	1.1	37.5	146.8	
			FTE	1.5	1.7	1.4	50.0	195.8	
	Non-tenure-earning faculty	Instructors, Lecturers, Visiting Faculty	Person-Years					3.9	
			FTE					5.2	
	Other personnel paid on faculty pay plan	--	Person-Years					4.7	
			FTE					6.2	
	Total			Person-Years	1.1	1.3	1.1	37.5	157.2
	Total			FTE	1.5	1.7	1.4	50.0	209.6
Sponsored Research	.	--	Person-Years				0.0	48.5	
			FTE				0.0	64.7	
	Tenured & tenure-earning faculty	Professor, Assoc Professor, Asst Professor	Person-Years		0.0	0.0	0.9	17.2	
			FTE		0.0	0.0	1.1	23.0	
	Non-tenure-earning faculty	Instructors, Lecturers, Visiting Faculty	Person-Years				0.0	3.0	
			FTE				0.0	4.0	
	Other personnel paid on faculty pay plan	--	Person-Years					30.9	
			FTE					41.2	
	Total			Person-Years		0.0	0.0	0.9	99.6

Interdisciplinary efforts

There are many strong interdisciplinary efforts both in the area of teaching and in research. Much of the philosophy faculty's scholarship involves interdisciplinary research in various other disciplines such as chemistry, environmental studies, the social sciences, medicine, cultural studies, and other fields.

Community engagement is covered in various ways, from the presentation of public lectures to participation on ethics boards. For example, one faculty member served as Vice-Chair of the Palm Beach County Commission on Ethics, which has as one of its many responsibilities the appointment of the Palm Beach County Inspector General. Philosophy faculty have also served, in the past, on medical ethics advisory boards.

The Chair of the department has been appointed by the Florida Department of Education as the discipline coordinator for the State University Course Numbering System. Among other things, she is responsible for assigning course numbers to and approving all new philosophy courses and all courses changes proposed by all universities in the State University System and participating private colleges.

Establishment of goals for research

The research goals for the department of philosophy are standard for an undergraduate philosophy department at a Doctoral University/High Research Activity institution. These goals are described in detail in the department's Annual Evaluation Criteria (Appendix D) and Promotion and Tenure Criteria (Appendix E).

Assessment of how goals are being met

The assessment of research goals is fairly straightforward because the faculty members know what the expectations are and appreciate the standards towards which they are working. The assessment of research productivity occurs in the Spring term of each academic year and is conducted by the Chair, with the guidance of the department Annual Evaluation criteria. The tenure system at Florida Atlantic University has clearly tightened in the last decade and the rules are clear.

Our junior faculty has been mentored to understand the research expectations for Promotion and Tenure and has been given both time and resources to meet these expectations. As per the hiring agreement, our junior faculty received a course reduction during the Fall of her first year of appointment and another course reduction during the Fall of the fifth year of her appointment, in order to prepare for the Promotion and Tenure review that will occur during the sixth year of appointment. Funding has been provided for conference attendance and other research travel. Her successful application for a two-course buyout during the Spring term of the fifth year was also strongly supported by the department.

E. Service

Review of Part III of Departmental Dashboard Indicators

As can be noted in Figure 17 below, the tenure-line faculty of the department of philosophy is extremely involved in serving the department, the College, the University, and the profession. For the academic year 2016-2017, the faculty of the department served on 16 department, College, or University committees, which amounts to an average of three committees per faculty member.

The faculty also served on a total of 7 community or professional committees, with one Associate Professor serving as the Vice-Chair of the Palm Beach County Commission on Ethics, which is responsible among other things for appointing the county's Inspector General.

In addition to this, the tenure-line faculty of the philosophy department served as editors or referees for a total of 4 professional publications.

Figure 17: Service Productivity

		Philosophy			College Total	University Total
		2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
1. Faculty memberships on department, college or university committees	#	16	16	16	538	3,237
2. Faculty memberships on community or professional committees	#	12	5	7	221	1,313
3. Faculty serving as editors or referees for professional publications	#	4	6	4	90	695

The following is a list of the various service activities performed by the faculty of the department of philosophy. This list is not exhaustive but simply highlights some of the more recent service contributions:

- Development of Writing Enriched Curriculum Initiative (with the Director of the Writing Center)
- Advising, Florida Beta Chapter, Phi Sigma Tau: International Honor Society in Philosophy
- Membership on the Palm Beach County Commission on Ethics
- Organizing and hosting the 11th Annual Conference of philoSOPHIA: Society for Continental Feminism (2017)
- Organizing and hosting the 20th Annual Symposium of the International Society for the Philosophy of Chemistry (2016)

Establishment of goals for service

The service goals for the department of philosophy are standard for an undergraduate philosophy department at a Doctoral University/High Research Activity institution. These goals are described in detail in the department's Annual Evaluation Criteria (Appendix D) and Promotion and Tenure Criteria (Appendix E).

As Figure 17 shows, however, the faculty of the department of philosophy as a whole exceeds the department, College, University, and professional service goals and expectations set by the department's Annual Evaluation and Promotion and Tenure criteria.

Assessment of how goals are being met

The assessment of service goals is straightforward because the faculty know what the expectations are as set by the department's Annual Evaluation and Promotion and Tenure criteria. The assessment occurs in the Spring term of each academic year and is conducted by the Chair on the basis of the department's criteria for service.

F. Strengths and Opportunities

The philosophy department's greatest strength is the dedication and commitment to excellence in research, teaching, and service of its core faculty members. The core faculty have accomplished an impressive amount of high-quality and internationally-recognized research and scholarship. They continue to teach a wide variety of courses, many of which are in areas outside of their own specialization. They are committed to mentoring students and guiding them as they progress through the major and as they begin to think about graduate school, professional school, or other career paths. The faculty continue to contribute widely to the College's undergraduate and graduate interdisciplinary programs and initiatives, and they also continue to perform a great deal of service for the College, the University, and the profession.

Due to the high quality of research and teaching in the philosophy department at FAU, there is opportunity for growing the major and for restoring the program's reputation as one of the best undergraduate philosophy programs in the Florida State University System.

There are also opportunities for developing connections and building bridges between the philosophy program and other programs across the University such as, for example, the Environmental Studies Program, the College of Medicine, the College of Nursing, and the Center for the Study of Complex Systems.

G. Weaknesses and Threats

The greatest weakness and threat to the health of the philosophy program at FAU is the fact that it continues to be woefully understaffed, as has been argued extensively in this self-study. The core faculty's energies are already overstressed. The model for approving lines requires that there be a growth in the number of majors and other students served before one can justify the request for additional faculty lines.

This puts the philosophy department in an uncomfortable place between a proverbial Scylla and Charybdis. If we grow the number of students whom we serve to a sufficiently high level, we will inevitably sacrifice the quality of teaching, research, and service. If, on the other hand, we choose to maintain the integrity and quality of our teaching, research, and service, we will not be able to grow the headcount to a sufficiently high level.

This points to a problem with the model for approving additional lines because it does not accommodate the fact that the philosophy department's resources are already over-stressed and cannot continue to accommodate the number of students that we are already serving without sacrificing quality in teaching, research, and service.

H. Resource Analysis

As was concluded in the 2012 Program Review, "the philosophy faculty numbers at FAU's peer institutions are quite a bit higher than the [then] 4 core faculty at FAU. Eight of the fourteen peer institution philosophy programs are undergraduate programs only and are, therefore, more comparable to the philosophy program at FAU. Even being conservative and eliminating all adjuncts and instructors at these institutions, the average faculty size of these eight comparable philosophy programs is just over 10. It is difficult to envision how such a small core group can sustain the program at FAU."

If we examine the situation as of 2017, we see that there has not been a great improvement in terms of resources since the last Program Review. Although one additional core faculty member was hired in 2013, the department's total number of core faculty is still lower than it was in 2008. In 2008, the department had seven tenure-line faculty members, one full-time instructor, and four adjunct instructors for a total of twelve faculty. With five tenure-line faculty and one visiting assistant professor, there were a total of six teaching faculty in 2017. Yet, as Figure 5 shows, the number of majors per annual year has steadily increased, as have the number of degrees awarded (Figure 4) and the overall State Fundable Credit Hours / FTE Productivity (Figure 3).

While the FAU philosophy department's faculty staffing has declined for the past ten years, one notes that faculty staffing at many of our peer institution philosophy programs has increased, although two of these programs (UCF and USF) have shown a steady decrease in the number of majors served and now serve the same number of majors as the program at FAU.

The department of philosophy is clearly doing more with less. It is doing more than it was doing 10 years ago with fewer faculty, and it is doing at least as much as some of our peer institution programs with a tenth of their resources. It is, therefore, obvious that this degree and level of productivity cannot be sustained for long and certainly not without sacrificing the quality of the program at FAU in terms of teaching, research, and service.

Although it is expected that the lower-division courses will often be taught by adjunct instructors and other non-permanent teaching staff, the department has also been relying heavily on non-tenure track faculty to teach the upper division courses as well. This is clearly not an ideal situation for students who need to be taught by faculty who are actively conducting research and contributing to the growth of knowledge in the field.

Since the department is searching to fill the W.F. Dietrich Professor of Philosophy line, this will add one more tenure-line faculty to the department for a total of six. So, we would need one additional tenure-line to restore the core faculty to its 2008 numbers. The department would also need to hire two full-time instructors to cover the increasing demand for our lower-division IFP / WAC courses.

Unfortunately, there are not too many available philosophy adjunct instructors in the Boca Raton area, and the nearest university from which adjuncts could be recruited is the University of Miami, whose graduate students are very well-trained and are often in need of teaching opportunities while they finish their dissertations. However, due to the low pay that adjuncts earn per course at FAU, it is not worthwhile for adjunct instructors to drive to Boca Raton to teach courses for the FAU philosophy department. Hiring two full-time instructors, who would receive better pay, benefits, and opportunities for promotion, is therefore a preferable solution for our lower-division staffing needs.

I. Future Directions

Anticipated Changes and Long-Term Goals

One of the anticipated changes that will be made, beginning in 2019-2020, is the implementation of the Critical Thinking Institute, with its three components being the Critical Thinking Summer Camp, the Critical Thinking Lecture Series, and the Workshops on Critical Thinking Pedagogy. Another anticipated change is the addition of one faculty member as the new William F. Dietrich Professor of Philosophy. The search is being conducted this year for a specialist in the areas of bioethics, medical ethics, and/or environmental ethics, who will help grow the department's commitment to the STEM initiatives, who will contribute both to our undergraduate program and to programs across the College and University, possibly teaching courses for the Environmental Studies Program, the College of Science, or the College of Medicine, and who will bring in grants and other sources of external funding.

The department's long-term goals include growing the department's reputation for offering a rigorous and well-rounded foundation in philosophy that will help students excel in their future academic and professional pursuits. Two decades ago, the B.A. program in philosophy at FAU was considered one of the strongest undergraduate philosophy programs in the Florida State University System, providing solid foundational training in philosophy as preparation for advanced graduate work, law school, theological seminary, and other careers.

Although the B.A. in philosophy is still a strong program, the department's loss of resources over the last ten years has made it difficult to sustain our commitment both to serving the lower-division Intellectual Foundations Program and to providing our majors with a strong and solid foundation in philosophy. One of our long-term goals is for the B.A. program in philosophy to regain and maintain its former stature as one of the best undergraduate philosophy programs in the Florida State University System, but this goal can only be achieved with greater resources and larger number of tenure-line faculty. Although the appointment of a new William F. Dietrich Professor of Philosophy will certainly help in this direction, it will not suffice to meet all of the department's teaching needs, particularly if the number of majors continues to grow.

In order to restore and, perhaps, even exceed the program's stellar reputation, it will not suffice to increase the number of faculty who teach in our program. The department must also continue to focus our efforts towards providing undergraduate philosophy majors with a solid foundation in the traditional areas of philosophy, so as to better prepare them for advanced work in the field as well as for other careers. Thus, another long-term goal is to ensure that the department continue to resist 'fads' or 'trends' in education that might distract us from providing students with solid foundations. For example, although we are contributing to the University's commitment to distance learning by offering a few sections of our lower- and upper-division courses online, we also must reaffirm our commitment to the value of in-person education since this is the best format for the kind of pedagogy that is best suited to philosophy. We must continue to affirm our commitment to teaching analytical writing, critical thinking, logic, the history of philosophy, ethical theory, social and political philosophy, and the canonical issues and texts in the various subdisciplines in our field.

A long-term aspirational goal is to develop a Master's program in philosophy with a distinctive identity and focus that will prepare students for further graduate work towards the Ph.D. or for other careers that benefit from advanced skills in logic, critical thinking, analytical writing, and argumentative ability. This goal is indeed aspirational and is indeed unrealistic at this time, given that the department is woefully understaffed, as has been amply demonstrated in this self-study. However, the development of a Master's program will be something to explore if and when the department's faculty has grown to sufficiently high numbers so that the development of a Master's program does not have to occur at the expense of our B.A. in philosophy. This would entail, of course, growing the department at least to the same numbers as our peer institution programs in the State of Florida, many of which employ at least five times the number of faculty members although they only offer the baccalaureate degree in philosophy.

Questions for the review team regarding department's aspirations:

1. Marina Banchetti:

What can the department do in order to further develop productive and fruitful connections and collaborations between philosophy and other disciplines both inside and outside of our own College?

2. Simon Glynn:

What can the department do to improve the performance of those students in our introductory level, writing intensive courses who are being exposed to a highly conceptual subject for the first time in their academic career?

3. Carol Gould:

What are the chief lacunae that the reviewers see in the department as we start thinking about future hires?

4. Lauren Guilmette:

What obstacles stand in the way of our developing an MA program in philosophy at FAU?

5. Clevis Headley:

What can the philosophy department do that it is not currently doing in order to attract more students to the philosophy major?

J. Student Statements About the Philosophy Program at FAU

Below are statements regarding the philosophy program at FAU from current philosophy majors and from alumni.

The department contacted all of our current majors and all of the alumni on our mailing list to ask whether they would be willing to write a candid and honest statement about their experiences with the philosophy program at FAU.

Some of the statements received were contained within the body of an e-mail and other statements were sent as attachments to an e-mail.

All of the statements that were received are attached below, in alphabetical order by the last name of the students.

Personal Statement – Cam Black

I will start by saying that I am proud to be a student of the Philosophy department at FAU. As a pre-med student who was only focused on getting into medical school for the first two years of college and doing what I needed to in order to reach this goal, I never expected to pursue a double major, especially in philosophy. I have heard many horror stories about philosophy classes that my peers in the biology department have taken at other schools and how they left a lasting impression that was enough to turn them away from the subject all together, however, I can say that I am fortunate that this was not my experience. After taking an Intro to Philosophy course with Dr. Headley in which we covered traditional western philosophy as well as W.E.B. du Bois and feminist philosophy, two topics that are significant to my identity, I wanted to learn more. I wanted to be in a setting that allows for conversation about the problems faced by people in all walks of life and I wanted the ability and opportunity to practice thinking for myself and not just memorize words and concepts for a standardized test. This department has given me this opportunity which I am grateful for. Through the logic and critical thinking courses, I have been presented with the tools needed to examine and argument and make an argument. Logic, especially, has helped me in my writing with regard to formation of my arguments and how I support them. Through the ethics course I have been provided with the tools needed to make ethical decisions and examine the reasoning process behind decisions and through the biomedical ethics course offered, I have been provided a new perspective on medicine that I was not given in my biology courses. There has not been one course that I've taken which simply relied on my memory of the material. This major has provided me a new challenge with every course and instructor that I have had the pleasure of learning under and has made my experience more enjoyable. My professors are always available to provide insight to ideas that I may have and provide help if I am stuck on course material. I also find that they are approachable and engaging. Through this knowledge that the professors in this department have imparted on me I honestly think that I have been given a broader perspective that I will one day be able to apply to my everyday practice of medicine. Especially with regard to hard cases and decision making.

To Whom it may concern,

The Philosophy Department of FAU is full of wonderfully professional and caring professionals, from the professors, to the office manager Sheryl Hulett, everyone involved is full of compassion for the students and is conscientious that we are human individuals who have our own lives and struggles. I speak personally when I address the compassion of these individuals as they have allowed me to continue my studies. To continue this personal aside, last year I was at risk of losing my Bright Futures Scholarship due to an illness in the family, Dr. Banchetti, and Dr. Headley were a great help during this time in my life. Their willingness to help a stranger, who was not a major at the time, and to write letters of recommendation in order to allow me to continue my studies speaks worlds of their character. They without batting an eye enabled me to continue my studies and encouraged me to do so when I was ready to give up.

The Philosophy program needs more instructors like them and the other wonderful instructors we have. However, to obtain instructors of this quality we need funding. I know I speak for the entire program when I write that our program is of exceptional quality. There are a great number of philosophical subjects that the students are interested in (notably Philosophy of Religion, African Philosophy, Eastern Philosophy, etc.) that we simply do not have the manpower to offer enough, or even at all. There is a great deal of demand for these subjects and I know for a fact that these subjects would draw more students to become Philosophy majors. Many Philosophy majors go into the legal field and/or politics. Enabling students to go into these worlds with understandings that enable them to maintain the path and not become corrupted is one of the most important things a philosophy major can offer. I also believe that ethics is a class that should be offered much more within the University, and I believe that ethics should be mandatory for all students. Ethics is an important class as it allows students to explore the numerous ways to act within an ethical manner, thus allowing them the information to become a better person. While their ethical choices are up to the individual making the information available should be imperative to the university.

It is also a fact that Philosophy majors have a higher income when entering the workforce in comparison to the other humanities. One study done using payscale.com has shown that "According to the 2011 numbers, the median starting salary for philosophy BAs is \$39,800 and the median mid-career salary is \$75,600. This puts it at #2 among the humanities majors (behind American studies), only slightly behind accounting majors, and ahead of several science majors (including biology and psychology) and professional majors (including business, advertising, public administration, and hotel management)." This allows us to create students that not only are aware of the value of their education but also encourages them through their studies to become the best person they can be, and thus are likely to reward the school for the benefits that they were given through donations to the school later in their career once they are more established.

The Philosophy Program at Florida Atlantic University is a wonderful program that benefits everyone involved. It allows students to learn and grow in an environment that nurtures them and cultivates them as ethical and reasonable people. These character traits are important in the workforce and those that hire are aware that Philosophy students come in aware of these things, they are critical thinkers that often do their best to work for a greater good. In this modern economy that is putting more and more focus on the ethical implications of business students that have studied philosophy will continue to be assets to the global economy.

Sincerely,
Kevin Campbell

From: Andrew Diamond <adiamond2014@fau.edu>

Sent: Wednesday, October 17, 2018 9:51:59 AM

Subject: Student Feedback

Hello:

My experience with the Philosophy Department at FAU changed my path in life. When I enrolled at FAU, I was coming back from a seven year break from school and I was unsure of exactly what I wanted to do with my education. I signed up to take Ethics with Professor Headley and Philosophy of Literature with Professor Guilmette. I became particularly interested in Ethics and what our normative ideals ought to be and how we can live those ideals in our daily lives to improve the quality of life for ourselves and the people around us.

My experience with those two classes prompted me to switch my major from English to Philosophy and to pursue law school. My training in philosophy prepared me to do well on the LSAT and to get accepted to Wayne State University Law School on a full academic scholarship. I am hoping that I will be able to do some good in the legal world with my philosophical background. I am planning on working next semester at the WSU Law School Immigration & Asylum Clinic where I will be working on many types of cases, including petitions for unaccompanied minors from central america.

I do not believe I would be on this path if it was not for what I learned from the wonderful professors in the Philosophy Department.

Sincerely,

Andrew Diamond

Wayne State University Law School
Juris Doctor Candidate, 2020

October 18th, 2018

To Whom It May Concern:

I've chosen to write this letter on behalf of Florida Atlantic University's Philosophy department. As a recent alumnus of this institution with dual degrees in both the arts and humanities and the sciences, I feel that I can offer a more comprehensive overview of what this department has to offer both to its students and to the institution as a whole. Given my multi-disciplinary background, I've had the unique opportunity of completing a number of different courses that would upon superficial cross-examination, appear mutually exclusive and/or entirely dissimilar. I want to be as emphatic as possible in my categorical repudiation of any tendency toward differentiating between the arts and humanities and the sciences on the basis of prestige or practical relevance. As surprising as this may sound, my background in philosophy has made me a better scientist. It continues to govern my approach towards research and the way in which I grapple with the more abstract and foundational concerns in chemistry. It has afforded me the opportunity to solve increasingly complex problems against the backdrop of readily accessible practical knowledge within the discipline. I would be remiss if I didn't call attention to the essential and universally applicable skills I've learned during my time as a philosophy major. Indeed, I consider myself fortunate for having completed a degree in which certain invaluable skills such as critical thinking, technical writing skills, and reading comprehension were not only emphasized, but also cultivated and/or refined. None of which, would have been possible without the truly exceptional faculty members in this department.

Philosophy, as a foundational discipline is often a game of subtle distinctions, which requires a great deal of commitment and patience. The faculty members in this department are keenly aware of this and are undoubtedly committed to helping students maximize their true potential. In the five years that I spent interacting with the members of this department, what I found most striking is just how personally invested these faculty members are in the success of their students. The faculty in this department take their roles as educators very seriously and in so doing, they've continued to inspire new generations of future scholars. While no institution, department, or individual faculty member is beyond reproach, this philosophy department truly stands out as one in which the principles of accommodation, compassion, enthusiasm, integrity, and accountability make them truly remarkable. My time in this department was as trying as it was rewarding. The fifteen philosophy courses I completed were the most rigorous classes I've taken at the undergraduate level, and I do not say this lightly considering my concentration in chemistry was the applications of theoretical chemistry in novel drug design and structural analysis. The challenging and intellectually stimulating nature of these courses was, in part, what kept me so motivated throughout my undergraduate career. Choosing to embark on this philosophical journey was by far the most fulfilling part of my educational experience. And while I hesitate to take an incredibly profound quote from a well-known philosopher out of context, the summation of my experience and the completion of my degree in this department truly echoes Spinoza's sentiment: "All things excellent are as difficult as they are rare."

Sincerely,

Jessica Frank

B.A. Chemistry, Florida Atlantic University, (2017)
Magna Cum Laude

B.A. Philosophy, Florida Atlantic University, (2017)
Magna Cum Laude

10/17/18

To Whom It May Concern:

My name is Jonathan Jackson, and my life has been so profoundly changed due to the great minds at work in Florida Atlantic University's department of philosophy. Every individual professor in the department has in some way impacted my intellectual progress which has resulted in a life full of passionate, service, and critical engagement with the world in which I find myself. Before I began studies in philosophy, I was involved with media studies, and it wasn't until I was exposed to great public intellectuals such as Dr. Cornel West and Angela Davis that I knew just how an education grounded in philosophy could give me myself; which is to say, this department has given birth to aspects of my identity that were taken from me, through the everyday socialization that the majority of folks are subjected to. Having taken courses in logic and existentialism, to name a few, has produced a critical mind that is indebted to living a life of authenticity and passion.

Since my work in undergrad, I have begun graduate school pursuing a Masters in women, and gender studies. In addition to this post graduate work, I am a full time grassroots advocate, in which I partner with local black lives matter groups, planned parenthood and other local and national organizations in order to aid in developing a more inclusive world. I owe all the great work I do now and in the future to the great foundation that was laid for me at Florida Atlantic University's department of philosophy.

Sincerely,

Jonathan Jackson

The experiences I have had throughout my time as an undergraduate Philosophy student at Florida Atlantic University have been meaningful. I feel as though my decision to participate in the philosophy program has been both enriching and stimulating. As a student I have developed life-long skills (such as reasoning, logic, and ethics) that will continue to propel me on my path as an intellectual. I have been taught to reflect and grasp concepts of the human condition and the reality in which one finds oneself. I have made lifelong connections with my peers and have been privileged to work under professors of great prestige.

I believe the philosophy department has succeeded in providing an abundance of resources and information for each student to succeed within their degree and their personal pursuits. Each professor I have had the pleasure of learning from has left an impact on my life as an intellectual. I have also been privileged to have a more genuine and one on one experience within this degree (Although, I do hope for an expansion within the major). I am proud of the Philosophy department and will continue to speak fondly of my decision to participate for many years to come.

Julianne Kelly
B.A. Philosophy

From: Robert Kemper <rkemper2017@fau.edu>

Sent: Wednesday, October 17, 2018

Subject: Re: Student Feedback

To Whom it May Concern

My experience as a Philosophy major at Florida Atlantic University has been truly rewarding and intellectually stimulating. I have had the pleasure of engaging with my Philosophy professors for three semesters and have found that each brings a unique and productive style of teaching to the discipline. In writing intensive courses I have been given the tools necessary to develop my writing skills as well as the ability to convey my thoughts in a clear and coherent manner and have found all of my instructors to be nothing short of extremely helpful and willing to engage with students during every step of the writing process. I have seen improvement in my own writing as well as the writing of my fellow students in my Senior Seminar course this semester (Fall 2018). Class discussions in all of my Philosophy courses have been nothing short of meaningful and productive and have challenged me to think critically about the important issues of our day.

I attribute my academic success to the kindness and helpfulness of my instructors who have all proved to be willing to go out of their way to be of assistance, insuring that myself and fellow students alike understand sometimes dense and complicated material of study. I am grateful that the department contains extremely approachable faculty who honestly care about their student's success. I look forward to graduation following the culmination of the academic year and am confident that my work with the philosophy department has enabled me as well as my fellow students with the skills and abilities to transition to the next phase in our lives. I have had the pleasure of watching fellow students graduate, move on to graduate programs, law school, etc. I look forward to the next step in my own academic career and owe all of my success to my persistent and thoughtful professors who have encouraged me to take on challenges like writing an honors thesis while instilling in me the confidence that I can succeed in such endeavors.

Sincerely,
Robert Kemper

To whom it may concern,

When I was asked to provide feedback on my time as a philosophy student, I cordially assented. I confess that I don't think there are really any words that could convey how much I greatly appreciated my time as a student.

When I reflect on my time as a philosophy student, I think there were some of the best two years of my life. In general, I found the subject of philosophy to be the most rigorous and challenging discipline I have ever experienced. Yet, it was also the most satisfying. No other discipline has so fundamentally revised my thinking, conduct, and engagement with the world.

But even more so satisfying than taking my first logic or ethics class was the privilege of being taught these courses by some of the most brilliant and compassionate professors that I have ever met. Though the department is small, its strength lies in the dedicated professors whose passion and accessibility for their craft helped guide my passion for philosophy and justice.

To Lauren Guilmette: I greatly admire her passion and energy that she brought into the classroom and her compassion for her students. I can honestly say that she is probably one of the most caring person that I have ever encountered, and I am so grateful to have been her student. I thank her so much for teaching me how to expand my sphere of moral concern.

To Marina Banchetti: I had the distinct pleasure of taking five courses with her and I cherished every single one of them. Professor Banchetti is by far the most challenging, demanding, and genuine professor I have ever met, and I am extraordinarily grateful to have the privilege to learn from her. No other professor has pushed me to be better as a student and I am indebted to her for instilling the work ethic to always strive for improvement.

To Clevis Headley: Of all the professors I have ever had, Professor Headley was the one I had the developed the most kinship with. Academically, Professor Headley's passion for racial justice helped shaped my interest in pursuing law. Personally, he is the closest thing that I have ever had to a father and I thank him for instilling in me the wisdom and discipline that I carry with me to this day.

In summary, I don't think I possess the linguistic repertoire to fully express my love for my professors. I thank them for their support, guidance, and encouragement that continues to be a beacon in both my personal and academic life.

From the bottom of my heart, I thank them for allowing me the privilege of being their student.

Respectfully yours,

Gatien Lauro

October, 17th 2018

To Whom It May Concern,

I would like to take this opportunity to express some of my thoughts, experiences, and feelings about the Philosophy Program at Florida Atlantic University. I want to begin by speaking about the level of compassion, care, and concern that the faculty exhibit towards their students. During my time as a student at FAU, members of the faculty took genuine interest intellectual endeavours of students. An unfortunate result of the small number of staff in the Department, is the difficulty in ensuring that all of the over 20+ course listings for the department are offered within a students 'normal' tenure of two years. The faculty has taken it upon themselves, to make up for this logistical pitfall, by making themselves available highly available to students for independent study. They don't take on these additional responsibilities because of financial reward, as they are not monetarily compensated for their time and effort with independent study; the faculty members do it because they genuinely care for their students and ensuring that they receive the highest quality education available to them. The faculties commitment to their students goes above and beyond anything that I've seen in my academic career, which spans nearly 10 years, five institutions, and a graduate program.

To speak more personally to how much the faculty cares about the success of their students, I'd like to share a personal story on the subject. In the Spring of 2017, Professor Lauren Guilmette was set to put on an international feminist philosophy conference, *philoSOPHIA*, at the Boca Raton campus of FAU. Dr. Guilmette has this knack for always pushing her students to succeed, and challenging them to achieve more than they ever thought was possible. I eventually expressed interest in helping Dr. Guilmette with the conference, and I had thought that she would just put me in charge of something like registering guests, or giving directions. To my surprise, what Dr. Guilmette offered me, was the opportunity to moderate a panel at the conference. It was more than I could've ever asked for, even in my wildest dreams. Professor Guilmette went above and beyond, and put her trust in me to be part of this conference - and that is just the kind of person that she is - always willing to go the extra mile for her students to maximize their potential. This characteristic isn't just unique to Professor Guilmette, every other member of the faculty that I had the pleasure of taking classes with, is the same way. They are willing to give you the shirt off of their back, and in return all they ask is that you put in as much effort as them.

The faculty in the Philosophy Department at Florida Atlantic University are a unique set of people, one which I believe are deserving of the highest honors and praise. I know that the current and future philosophers at FAU are in good, capable hands. They have fundamentally shaped who I am today with their countless acts of care and selflessness, and I'm sure they will continue to do the same with other students as well.

Should you have any further questions, please do not hesitate to contact me at either bmagee1@emich.edu, or by phone at (561) 676-0280

Sincerely,

Benjamin Magee

Subject: Philosophy Department Feedback

Date: Tuesday, October 16, 2018

From: Alexa Menashe

My experience with the Philosophy Department at FAU was beyond exceptional. I feel absolutely blessed to have had such brilliant professors such as Dr. Banchetti, Dr. Guilmette, and Dr. Headley and to have found my educational niche in college. I started taking philosophy classes in the spring of 2016 and automatically developed a passion for philosophy because of its complexity. Throughout my four semesters as a philosophy major, I felt that the department did a great job at offering a wide variety of classes that piqued their students' interests. The professors asked us what we would be interested in taking and somewhat tailored their agenda to meet our intellectual curiosities. Every philosophy class that I took was extremely challenging, dealt with highly-complex material, and welcomed meaningful class discussions.

I believe that the professors who make up the Philosophy Department set a high bar for academic excellence and worked endlessly to challenge their students on an individual level. Their care for each student and willingness to always help with any confusions we may have had was priceless. I feel that the different involvements that the department has, including the Philosophy Club, Phi Sigma Tau: The International Philosophy Honor Society, and *Athene Noctua*: Undergraduate Philosophy Journal, are great ways for students to become more involved.

After graduating in December of 2017, I started law school at the University of Florida the following August. Being in my first semester, I am required to read very dense and lengthy materials; however, I am confident that I will be successful because of the skills I developed in my philosophy classes. I have become a better critical thinker, a quicker reader, and an all-around better person. I feel that philosophy has a lot of moral underpinnings to it that have made me more mindful of myself and of others. Furthermore, although every course I took was extremely interesting, the "Critical Thinking" course was most helpful to me in preparing me for the LSAT. I learned many of the logical fallacies that were then tested in the Logical Reasoning section of the exam. Due to the importance of knowing good reasoning from faulty reasoning, I feel that all pre-law students should take this course.

Overall, I am extremely grateful that I came across the Philosophy Department and pursued a philosophy degree at FAU. The department has done a phenomenal job at helping students grow and prosper on both an educational and personal level, and I am sure it will continue to do so.

Best regards,
Alexa Menashe

Emily O'Connell

Undergraduate: 2014-2018

My experience at the Philosophy department at FAU has enriched my perspective of my life and renewed my love of learning in a way that no other academic discipline has. Philosophy offers a critical method of navigating through life, not only as a skill within the academy but applied within the real world. I discovered the major when I began looking for a more nuanced way of approaching law and politics, explaining the depth of reality rather than merely scratching the surface. Courses such as Feminist Philosophy with Dr. Lauren Guilmette, Logic with Dr. Marina Banchetti, and Phenomenology with Dr. Robert Leib, to name a few, provided the knowledge I was longing to find in the university system.

Of importance in my academic development was my ability to get involved in having the International philoSOPHIA 2016 conference. Dr. Guilmette and Dr. Leib had provided opportunities to volunteer with providing resources across campus, organizing the event, coordinating the social events, and interacting with the various scholars and public intellectuals in attendance. Having this exposure as a Junior inspired me to submit my abstract for the next year. In March of 2017, I presented my paper "Affect Labor and the Service Economy: Energy Draining and Docile Bodies" as the first undergraduate to be accepted to present at this conference.

From my experience, the Philosophy department has a more dedicated, hands-on team of educators that are incredibly invested in their students' growth and success. The collaboration between mentors and peers between those within the department and at the student level fosters a sense of intellectual community, building one another up and helping provide one another with opportunity. Out of the whole program, the only weakness I could identify is the lack of funding. This program has the potential to do so much more, if they had the resources available to them. Enthusiastic students, excited about a wide variety of theory and aspirations, exist within this space. Finding the Philosophy made my undergraduate years truly memorable.

Subject: Student Feedback

Date: Wednesday, October 17, 2018

From: Christopher Shepler

When I entered the Philosophy program at FAU, I was not expecting to discover a calling. I was planning on going on to law school and thought that having a background in philosophy would help me there. What I ended up learning was that I had a enduring interest in philosophical questions about not only the law but also society, politics, life, and the languages we speak. This would not have been possible without the intervention of the professors in the Department of Philosophy at FAU, who informed and guided my philosophical investigations. I think there is an excellent diversity of viewpoints and interpretations represented in the department, despite its small size. Their focus on teaching the history of philosophy along with its theories is also valuable, as it is an often-overlooked aspect of the discipline. They encourage their students to learn about a wide variety of philosophers and do not encourage rigid or doctrinal attitudes.

Although pursuing a career as a professional philosopher is not a desire or a possibility for most people, not only professional philosophers should know philosophy. Studying philosophy is an excellent way of understanding the underlying concepts and intellectual trends within the humanities and social sciences. Taking a minor in philosophy can be useful even for someone who intends to go into a scientific or business-related field, if for no other reason than the fact that it encourages them to develop a critical attitude towards the world around them.

Sincerely,

Christopher Shepler

From: Ashley Spring <ashleyspring357@aol.com>

Sent: Tuesday, October 16, 2018

Subject: Re: Student Feedback

To whom it may concern,

Below is a review of the Florida Atlantic University's Philosophy Department/Program.

The FAU Philosophy department has impacted my life in multiple ways. Beyond providing me with a degree in philosophy, this department (particularly the classes of ethics and bioethics) has ultimately changed my perspectives on life and has encouraged me to pursue a career in the medical field in hopes of one day becoming a nurse practitioner for Doctors Without Borders. The department has prepared me for success outside of university by providing me with a broad perspective in philosophical thought, logical problem solving and the importance of looking at multiple perspectives of a given topic. Despite its small size, the department educated me in a variety of traditions of philosophical thought. Additionally, I feel that FAU's philosophy program focuses on the history of philosophy in a way that is particularly beneficial in order to understand the nuances and influences of later philosophical thought. Dr. Headley, Dr. Banchetti and Dr. Guilmette encourage rigorous dedication to students' studies as well as community and collaborative thought among students. These professors actively encourage a community among students. I think this encourages fellowship among students, teamwork in problem solving and overall, I think it increases student performance. As an individual who did not intend to become a Philosophy major as well as an Anthropology major, I think it speaks volumes to the program and the professors that I chose to also major in Philosophy (even though it meant graduating later than I could have as just an anthropology major.) As a former student, I feel that I received an excellent education at FAU and I will forever be grateful for my Philosophical education at FAU. Of my 4 favorite professors in both undergrad and nursing school, 3 are FAU Philosophy professors.

Thank you for your time,

Ashley Spring

In a few weeks, I will be graduating from FAU with a BS in Neuroscience. And if I could change one thing from my undergraduate years is that I wish I would've also majored or minored in philosophy. When I took my first philosophy course, as a free elective, it was too late to declare a minor in my education. The reasoning and critical thinking I learned in philosophy, were skills that were applicable to all my other courses. And these skills were highly beneficial in my preparation for the MCAT exam. The MCAT exam is a comprehensive exam that draws from chemistry, physics, biology, sociology, and psychology. All science material I learned in my lower division science courses were sufficient for the science knowledge required for the exam. However, the courses by themselves were not sufficient to do well on the exam because the MCAT is a thinking test and all sections require critical analysis and reasoning, which is exactly what I learned from my humanity courses. I've always been an avid reader and I enjoy reading philosophy in my free time, but when I enrolled in a philosophy course I was challenged to think differently. I learned how to analyze and critique arguments, to see the forest for the trees amidst lengthy research papers and MCAT passages. The skills I learned in the humanities were skills that were applicable and valuable in all my other classes. If I could do it over again, I would've broadened the rigor of my education with the study of philosophy.

Patricia Vega
FAU Class of 2018

Subject: Re: Student Feedback
Date: Tuesday, October 16, 2018
From: Timothy Woody

I graduated from FAU in May of 2018. I received a B.A. in Philosophy. My philosophy degree program began in 2016 and on the heels of a 20-year military career. Without hesitation, I can honestly say that my 2.5 years immersed in academics at FAU were some of those most rewarding and memorable years of my adult life.

More narrowly, my philosophy professors at FAU had a tremendous and positive impact on my life. I am a better human being because of their willingness to challenge me academically, their willingness to always listen and encourage, and their willingness to attack every lecture with enthusiasm and passion.

In the military, I witnessed and was influenced by remarkable leadership, from Master Chiefs to Admirals. I witnessed and was influenced by equivalent leadership within the Philosophy Department at FAU.

Lastly, I cannot overemphasize how dedicated my philosophy professors were/are to both the craft of teaching and the discipline of Philosophy. They were/are not only great teachers but also great role models. As I continue my academic career in grad school, I am forever indebted to the efforts they poured into myself and my classmates. Those efforts are why I now see the pursuit of knowledge as an end itself. A philosopher at any level knows the worth of that.

R/ Tim Woody

FAU Philosophy Department Self-Study

**Full Faculty Curriculum Vitae
(Alphabetical Order)**

MARINA PAOLA BANCHETTI

CURRICULUM VITAE

(Updated: 11/1/18)

Department of Philosophy
SO 283 – P.O. Box 3091
Florida Atlantic University
777 Glades road
Boca Raton, Florida 33431-0991
banchett@fau.edu

EDUCATION

Ph.D. Philosophy (1991)
University of Miami

Dissertation: “Edmund Husserl: Intentionality and Meaning”

Master of Arts Philosophy (1990)
University of Miami

Bachelor of Arts English, Philosophy (1985)
Minors: History, Chemistry
University of Miami

MAJOR FIELDS

- Phenomenology
- Philosophy of Science
- Philosophy of Language
- Philosophy of Mind

- **Philosophical Orientation:** Analytico-Phenomenological

LANGUAGES

- Italian (Native/bilingual speaking, reading, and writing proficiency)
- French (Native/bilingual speaking, reading, and writing proficiency)
- Spanish (Native/bilingual speaking, reading, and writing proficiency)
- Portuguese (Full reading proficiency)

PROFESSIONAL EXPERIENCE

2001- Present	Associate Professor Department of Philosophy Florida Atlantic University
1995- 2001	Assistant Professor Department of Philosophy Florida Atlantic University
1993- 1995	Visiting Assistant Professor Department of Philosophy Florida Atlantic University
Summer 1993	Adjunct Professor of Humanities Miami-Dade Community College
1992- 1993	Adjunct Professor of Philosophy Florida A&M University
1990- 1991	Instructor, Dept. of Philosophy University of Miami
1986- 1989	Teaching Assistant, Dept. of Philosophy University of Miami

ADMINISTRATIVE EXPERIENCE

2017- Present	Chair Department of Philosophy, Florida Atlantic University
2008- 2011	Associate Dean D. F. Schmidt College of Arts and Letters, Florida Atlantic University
2003- 2008	Chair Department of Philosophy, Florida Atlantic University

RESEARCH AND SCHOLARSHIP

COMPETITIVE RESEARCH GRANTS AND FELLOWSHIPS

1995

National Science Foundation: \$900 travel grant to present paper titled “Phenomenology of Science and the Problem of Induction” at the 10th International Congress of Logic, Methodology and Philosophy of Science, sponsored by the International Union of History and Philosophy of Science (Florence, Italy), August 19-25, 1995. [This competitive NSF grant was awarded through the Philosophy of Science Association based on a two-page abstract of the paper.]

REFEREED PUBLICATIONS

Edited Books

2006

Shifting the Geography of Reason: Science, Gender, and Religion, edited and with an introduction by Marina Paola Banchetti-Robino and Clevis R. Headley (London: Cambridge Scholars Press); 2nd edition – paperback (London: Cambridge Scholars Press, 2008).

1999

Philosophies of the Environment and Technology, edited by Marina Paola Banchetti-Robino, Lester Embree and Don Marietta, with an introduction by Marina Paola Banchetti-Robino, in the series *Research in Philosophy and Technology*, Carl Mitcham (General editor), Vol. 18 (Stamford, CT: JAI Press, Inc.).

Edited Journals

2017

Guest editor, *Foundations of Chemistry*, Special issue for the 20th annual symposium of the International Society for the Philosophy of Chemistry (Part II), Vol. 19, No. 3.

Guest editor, *Foundations of Chemistry*, Special issue for the 20th annual symposium of the International Society for the Philosophy of Chemistry (Part I), Vol. 19, No. 1.

Chapters, Articles, and Reviews

2018

- “Il minimo, l’unità, e l’universo infinito nella cosmologia vitalistica di Giordano Bruno”, in *Platone nel pensiero moderno e contemporaneo*, Volume XV, edited by Andrea Muni (Milano: Limina Mentis) – In Press.
- “The Function of Microstructure in Boyle’s Chemical Philosophy: ‘Chymical Atoms’ and Structural Explanation”, *Foundations of Chemistry* – In Press.
- “La chimie de Robert Boyle et la philosophie contemporaine de la chimie: Rencontre et perspectives”, in *La chimie, cette inconnue?*, edited by Jean-Pierre Llored (Paris: Hermann) – In Press.
- “The Inapplicability of Husserlian Mereology for the Regional Ontology of Quantum Chemical Wholes”, in *Thomas Seebohm on the Foundations of the Sciences: An Analysis and Critical Appraisal*, edited by Thomas Neenon, Series: Contributions to Phenomenology (Dordrecht: Springer) – In Press.
- “The Changing Relation Between Atomicity and Elementarity From Lavoisier to Dalton”, in *The Concept of the Element*, edited by Elena Ghibaudi and Eric Scerri (Oxford: Oxford University Press) – Forthcoming.
- “Hermeneutic Technics and the Engineering of Nanomaterials”, in *Ethics and Chemistry: A Multidisciplinary Investigation*, edited by Jean-Pierre Llored (London: World Scientific Publishers) – Forthcoming.
- “The Explanatory Significance of Negative-Empirical Concepts in Daniel Sennert’s Experimental Chymistry”, in *Proceedings of the 21st Conference of the International Society for the Philosophy of Chemistry*, edited by Jean-Pierre Llored, Synthese Library (Dordrecht: Springer, 2018) – Forthcoming.

2017

- Guest editorial introduction, *Foundations of Chemistry*, Special issue for the 20th annual symposium of the International Society for the Philosophy of Chemistry (Part II), Vol. 19, No. 3.
- Guest editorial introduction, *Foundations of Chemistry*, Vol. 19, No. 1, Special issue for the 20th annual symposium of the International Society for the Philosophy of Chemistry (Part I), Vol. 19, No. 1, pp. 3-4.
- “Il neoplatonismo nell’ontologia chimica di Jan Baptista van Helmont”, in *Platone nel pensiero moderno e contemporaneo*, Volume X, edited by Andrea Muni (Milano: Limina Mentis).

2016

“Reality Without Reification: Philosophy of Chemistry’s Contribution to Philosophy of Mind”, with Jean-Pierre Noël Llored, in *Essays in the Philosophy of Chemistry*, edited by Grant Fisher and Eric Scerri (Oxford: Oxford University Press), pp. 83-110.

“Schutz’s Contribution to a Philosophical Dialogue at the Royaumont Conference in 1957” (Transcription of recorded lecture by Schutz in French and translation of transcription into English), *Schutzian Research* 8, pp. 13-15. (Transcription and translation solicited by editor)

2015

“Van Helmont’s Hybrid Ontology and Its Influence on the Chemical Interpretation of Spirit and Ferment”, *Foundations of Chemistry*, Vol. 18, 103-112.

2014

“From Corpuscles to Elements: Chemical Ontologies from Van Helmont to Lavoisier”, in *Philosophy of Chemistry: Growth of a New Discipline*, edited by Lee McIntyre and Eric Scerri, *Boston Studies in the Philosophy and History of Science*, Vol. 306 (Dordrecht: Springer), pp. 141-154.

2013

“The Relevance of Boyle’s Chemical Philosophy for Contemporary Philosophy of Chemistry”, in *Philosophy of Chemistry: Foundations, Methods, and Practices*, edited by Jean-Pierre Llored, with prefaces by Roald Hoffmann and Rom Harré and with an introduction by Jean-Pierre Llored (London: Cambridge Scholars Press, 2013), pp. 240-265.

2012

“The Ontological Function of First-order and Second-order Corpuscles in the Chemical Philosophy of Robert Boyle: The Redintegration of Potassium Nitrate”, *Foundations of Chemistry*, Vol. 14, No. 3 (2012), pp. 221-234.

2011

“Ontological Tensions in Sixteenth and Seventeenth Century Chemistry: Between Mechanism and Vitalism”, *Foundations of Chemistry*, Vol. 13, No. 3 (2011), pp. 173-186.

“*Black Orpheus* and Aesthetic Historicism: On Vico and Negritude”, *The Journal of French and Francophone Philosophy*, Vol. XIX, No. 2 (2011), pp. 121-135.

2010

“The Body in the Phenomenologies of Kojima and Aurobindo”, *The C.L.R. James Journal: A Review of Caribbean Ideas*, Vol 6, No. 1 (Fall 2010), pp. 5-16.

2009

“*Lebenswelt* and *Lebensform*: Husserl and Wittgenstein on the Possibility of Intercultural Communication”, *Arche*, Vol. XI, no. 11, pp. 57-71.

2008

“Hiroshi Kojima’s Phenomenological Ontology”, *Philosophy East and West*, Volume 58, No. 2, pp. 163-189.

Review of David Woodruff Smith, *Husserl* (New York, Routledge, 2007), *The Review Metaphysics*, Vol. 61, No. 4, pp. 865-866

2006

“Introduction”, with Clevis R. Headley, to *Shifting the Geography of Reason: Science, Gender, and Religion* (London: Cambridge Scholars Press, pp. 45-56.

“Some Suggestions for the Development of a Phenomenological Africana Philosophy of Science”, in *Shifting the Geography of Reason: Science, Gender, and Religion* (London: Cambridge Scholars Press, pp. 45-56.

“The Microcosm/Macrocosm Analogy in Ibn Sîna and Husserl”, in *Islamic Philosophy and Occidental Phenomenology on the Perennial Issue of Microcosm and Macrocosm*, edited by Anna-Teresa Tymieniecka, *Islamic Philosophy and Occidental Phenomenology in Dialogue*, Volume 2 (Dordrecht, The Netherlands: Springer), pp. 25-39.

2005

“Frantz Fanon: Política y poética del sujeto poscolonial de Alejandro de Oto: Un Comentario”, *Caribbean Studies/Estudios del Caribe/Études de la Caraïbe*, Vol. 33, No. 2, pp. 227-232.

2004

“Ibn Sîna and Husserl on Intention and Intentionality,” *Philosophy East and West*, Vol. 54, No. 1, pp. 71-82.

2003

Review of Alan H. Goldman, *Practical Rules: When We Need Them and When We Don't*, (Cambridge University Press, 2001), *The Review of Metaphysics*, Vol. LVI, No. 4, Issue No. 224, pp. 879-880.

2002

“El análisis fenomenológico de la *Vox Significativa* y su relación al la intencionalidad constitutiva de los animales no humanos”, *Proceedings of the XXXII Husserl Circle Meeting* (Lima, Perú), July 11-14.

Review article on Hiroshi Kojima, *Monad and Thou: Phenomenological Ontology of Human Being*, (Athens: Ohio University Press, 2000), *Continental Philosophy Review* 35 (2002), pp. 455-460.

2000

“F.J.J. Buytendijk on Woman: A Phenomenological Critique,” in *Feminist Phenomenology*, edited by Linda Fisher and Lester Embree (The Hague: Kluwer Academic Publishers, 2000), pp. 83-101.

1999

“Introduction”, to *Philosophies of the Environment and Technology* (Stamford, CO: JAI Press, Inc., 1999), pp. 85-94.

“Hermeneutic Technics: The Case of Nuclear Reactors,” in *The Philosophies of Environment and Technology*, (Stamford, CO: JAI Press, Inc., 1999), pp. 85-94.

1997

“Husserl’s Theory of Language as Calculus Ratiocinator,” *Synthese* 112, pp. 303-321.

“A Wittgensteinian Approach to Scientific Instrumentalism,” in *The Role of Pragmatics in Contemporary Philosophy: Contributions to the Austrian Ludwig Wittgenstein Society*, Vol. 5, edited by Paul Weingartner, Gerhard Schurz, and Georg Dorn (Kirchberg am Wechsel: Austrian Ludwig Wittgenstein Society), pp. 28-32.

Review article on Eugene Schlossberger, *The Ethical Engineer*, (Philadelphia: Temple University Press, 1993), *APA Newsletter on Teaching Philosophy*, a publication of the American Philosophical Association, Vol. 96, No. 2, pp. 119-120.

1996

“On the Use of Fictional Works in Engineering Ethics Courses,” *APA Newsletter on Teaching Philosophy*, a publication of the American Philosophical Association, Vol. 96, No. 1, pp. 105-107.

1995

“Phenomenology of Science and the Problem of Induction,” abstract of paper presented at the 10th International Congress of Logic, Methodology and Philosophy of Science, August 19-25, 1995, Florence, Italy, sponsored by the International Union of History and Philosophy of Science, in *Volume of Abstracts*, (Comune di Cesena, Italy: Centro di Epistemologia “F.Enriques”), p. 273.

1993

“Føllesdal on the Notion of the Noema: A Critique,” *Husserl Studies* **10**, pp. 81-95.

1992

“My Station and Its Duties,” *Idealistic Studies*, Vol. XXII, no. 1, pp. 11-27.

PRE-PRINTS

2009

“Ontological Tensions in 16th and 17th Century Chemistry: Between Mechanism and Vitalism”, preprint in the University of Pittsburgh Center for Philosophy of Science’s PhilSci Archive at <http://philsci-archival.pitt.edu/4877/>)

TRANSLATIONS OF REFEREED WORKS

2010

Moreno, César, “Fashion”, in *Handbook of Phenomenological Aesthetics*, edited by Hans Reiner Sepp and Lester Embree, Series: *Contributions to Phenomenology* (Dordrecht: Springer), pp. 107-110. (Spanish to English – Translation solicited by editors)

Escoubas, Eliane, “Henri Maldiney (1912-)”, in *Handbook of Phenomenological Aesthetics*, edited by Hans Reiner Sepp and Lester Embree, Series: *Contributions to Phenomenology* (Dordrecht: Springer), pp.193-195. (French to English – Translation solicited by editors)

2005

Headley, Clevis R., “La historia y la idea de la modernidad en *Modernity Disavowed*”, *New Caribbean Studies*, special issue of *Caribbean Studies/Estudios del Caribe/Études de la Caraïbe*, Vol. 33, No. 2 (July-December), pp. 199-207. (English to Spanish – Translation solicited by editors)

WORKS UNDER REVIEW

The Chemical Philosophy of Robert Boyle: Mechanicism, Chymical Atoms, and Emergence – Book-length manuscript under review by Oxford University Press.

WORKS IN PROGRESS

“The Discovery of the Weak Neutral Current: A Case Study Against the Kuhnian Notion of Global Incommensurability”, for submission to *Foundations of Chemistry*.

“Non-Reductionist Mechanism in 17th Century Chemical Philosophy: Primary vs. Subordinate Causes in Boyle’s *Hydrostatical Discourse*”, for submission to *The British Journal for the History of Science*.

“The Concept of ‘Rational Program’ in Nature from *Logoi Spermatikoi* to the Double Helix”, for submission to *Studies in History and Philosophy of Science, Part A*.

Book-length manuscript – Working title: *The Birth of Science Out of the Spirit of Myth: A Re-Examination of the Crisis of the European Sciences* – Outline of manuscript complete, first drafts of Chapters 3 and 4 partially complete.

CONFERENCES ORGANIZED

2016

Organizer, 20th annual symposium of the International Society for the Philosophy of Chemistry, Florida Atlantic University, August 1-4.

INVITED LECTURES

2018

“Robert Boyle and the Relational and Dispositional Nature of Chemical Properties”, Seminar on the History and Philosophy of Chemistry, Laboratoire Sphère - Université de Paris Diderot (Paris, France), March 7, 2:00-4:00 p.m.

REFEREED CONFERENCE PRESENTATIONS

2018

“The Changing Relation Between Atomicity and Elementarity: From Lavoisier to Dalton”, 22st annual symposium of the International Society for the Philosophy of Chemistry, University of Bristol (Bristol, England), July 16-18.

2017

“The Explanatory Significance of Negative-Empirical Concepts in Daniel Sennert’s Experimental Chymistry”, 21st annual symposium of the International Society for the Philosophy of Chemistry, Laboratoire Sphère - Université de Paris Diderot (Paris, France), July 3-6.

2014

“The Function of Microstructure in Boyle’s Chemical Philosophy: ‘Chymical Atoms’ and Structural Explanation”, Philosophy of Science Association/History of Science Society Biennial Meeting (Chicago, Illinois), November 6-9.

“Van Helmont’s Hybrid Ontology and Its Influence on the Chemical Interpretation of Spirit and Ferment”, International Society for the Philosophy of Chemistry 2014 (London School of Economics, London, England), July 7-July 9.

2013

“19th Century Atomism and the Empirical Nature of the Chemical Atom: Dalton Against Lavoisier”, International Society for the Philosophy of Chemistry 2013 (Universidad de la Republica, Montevideo, Uruguay), July 31-August 4.

2012

“Boyle on Essential and Extraessential Properties of Material Species: The Reduction to the Pristine State”, International Society for the Philosophy of Chemistry 2012 (Katholieke Universiteit Leuven, Belgium), August 7-10.

2011

“Is Peter’s Dog Barking Intentionally? A Husserlian Critique of the *Latratus Canis* in Abelard’s Zoosemiotic Theory”, International Conference on Zoosemiotics and Animal Representations (Tartu, Estonia), April 4-8. [Revised and expanded version of paper presented at the Husserl Circle Meeting in Lima (Perù) in July 2002.]

2010

“The Ontological Function of First-order and Second-order Corpuscles in the Chemical Philosophy of Robert Boyle: The Reintegration of Potassium Nitrate”, International Society for the Philosophy of Chemistry 2010 (University College, Oxford), August 8-11.

2009

“Ontological Tensions in 16th and 17th Century Chemistry: Between Mechanism and Vitalism”, International Society for the Philosophy of Chemistry Symposium 2009, co-sponsored by the University of Pennsylvania and the Chemical Heritage Foundation (Chemical Heritage Foundation, Philadelphia), August 13-15.

2008

“*Black Orpheus* and Aesthetic Historicism: On Vico and Négritude”, 5th Annual Meeting of the Caribbean Philosophical Association (Pointe-à-Pitre, Guadeloupe), June 4-6.

2006

“The Birth of Science Out of the Spirit of Myth: Husserl vs. Vico on the Galilean Mathematization of Nature”, 3rd Annual Meeting of the Caribbean Philosophical Association (Montréal, Canada), August 1-3.

2005

“The Body in the Phenomenologies of Kojima and Aurobindo”, 2nd Annual Meeting of the Caribbean Philosophical Association (San Juan, University of Puerto Rico), June 1-3.

“Alejandro de Oto’s *Fanon: A Commentary*”, 2nd Annual Meeting of the Caribbean Philosophical Association (San Juan, University of Puerto Rico), June 1-3.

2004

“The Microcosm/Macrocosm Analogy in Ibn Sina and Husserl”, 3rd World Congress of Phenomenology, sponsored by the World Institute for Advanced Phenomenological Research and Learning (Wadham College, Oxford), August 15-21.

“Some Suggestions for the Development of a Phenomenological Africana Philosophy of Science”, 1st Meeting of the Caribbean Philosophical Association (Cave Hill, Barbados), May 15-21.

2002

“Is Peter's Dog Barking Intentionally? A Husserlian Analysis of the *Latratus Canis* in Abelard's Semiotic Theory”, XXXII Husserl Circle Meeting (Lima, Perú), July 11-14.

“Phenomenology East and West: On the Horizon of Intersubjectivity”, 2002 Phenomenology Roundtable, Brown University, June 28-30.

"Kojima's *Monad and Thou* as a Model for Bridging the Gap Between Human Sameness and Animal Otherness", Symposium on Phenomenology as a Bridge Between East and West, sponsored by the Center for Advanced Research in Phenomenology (Delray Beach, Florida), May 6-8.

2001

Invited to discuss my paper "Husserl's Theory of Language as Calculus Ratiocinator" (published in *Synthese* **112**, 1997), 2001 Phenomenology Roundtable, Brown University, June 15-18.

"A Husserlian Critique of Ibn Sina's Account of Intention", Florida Philosophical Association, 47th Annual Meeting, Stetson University (DeLand, Florida), November 9-10.

2000

"Avicenna and Husserl on the Concept of Intentionality," 4th International Research Conference, Society for Asian and Comparative Philosophy (Columbia, Missouri), September 28-October 1.

1997

"A Wittgensteinian Approach to Scientific Instrumentalism," 20th International Wittgenstein Symposium, sponsored by the Austrian Ludwig Wittgenstein Society, (Kirchberg am Wechsel, Austria), August 10-16.

1995

"Phenomenology of Science and the Problem of Induction," 10th International Congress of Logic, Methodology and Philosophy of Science, sponsored by the International Union of History and Philosophy of Science (Florence, Italy), August 19-25. (Sponsored by a travel grant from the National Science Foundation.)

1994

"Nietzsche and Postmodern Discourse," International Association for Philosophy and Literature, 18th Annual Conference, University of Alberta (Edmonton, Alberta, Canada), May 4-7.

"Johannes Daubert on Transcendental Reduction: A Critique," Husserl Circle, annual meeting, sponsored by the Center for Advanced Research in Phenomenology, Florida Atlantic University (Boca Raton, Florida), May 27-29.

NON-REFEREED PUBLICATIONS

2004

“The Moral Status of Homosexuality: A Philosophical Perspective”, in *Same-Sex Unions: A Symposium*, edited by Clevis Headley and Anthony Julian Tamburri, *Working Papers 2*, Center for Interdisciplinary Studies, Dorothy F. Schmidt College of Arts and Letters (Florida Atlantic University: Center for Interdisciplinary Studies, 2004), pp. 4-11.

NON-REFEREED SCHOLARLY PRESENTATIONS, CONFERENCE PARTICIPATION, AND PUBLIC LECTURES

2018

“The Ethical and Environmental Implications of Manipulating Nanomaterials”, invited presentation to the Institute for Learning in Retirement (Boca Raton, Florida), October 15.

2012

“The Bill of Rights and the Declaration of the Rights of Man and of the Citizen: A Comparison and Contrast”, 2012 Constitution Day Commemoration Lectures, sponsored by the Jack Miller Forum, the Vice-President for Student Affairs, the New Student and Owl Family Programs, the Dorothy F. Schmidt College of Arts and Letters, the Department of Political Science, the Department of Philosophy, the Charles E. Schmidt College of Medicine, and the Dean of Undergraduate Studies (Florida Atlantic University), September 19.

“The Relevance of the Philosophy of Chemistry for the Philosophy of Mind”, presentation to the Florida Atlantic University Philosophy Club, March 29.

2011

“The Constitution and the Foundation of Natural Rights”, Symposium on “Sharing Knowledge: Perspectives on the Constitution”, sponsored by the Jack Miller Forum, the Vice-President for Student Affairs, the Dean of Students, the Dean of Undergraduate Studies, New Student and Owl Family Programs, and the Department of Political Science (Florida Atlantic University), September 14.

2010

“Locke, Natural Rights, and the Constitution”, Symposium on “Interdisciplinary Perspectives on the Constitution”, sponsored by the Dorothy F. Schmidt College of Arts and Letters, the Dean of Students, and the Student Union (Florida Atlantic University), September 17.

“The Influence of Renaissance Hermeticism on the Scientific Revolution”, Exhibition and Lecture Series on Renaissance Science, Magic, and Medicine (March 22- April 30, 2010), Exhibition and Lecture Series Sponsored by grants from the National Library of Medicine and the National Institutes of Health (Sybil and Marvin Weiner Special Collections, Wimberly Library, Florida Atlantic University, Boca Raton, Florida), March 23.

2009

Chaired session on the topic of “Origins”, Symposium on “Jewish Mysticism: New Insights and Scholarship”, sponsored by the Jewish Studies Program, Dorothy F. Schmidt College of Arts and Letters, February 15.

2007

“The Compatibility of Science and Religion”, Spring 2007 Colloquium Series, sponsored by the Dorothy F. Schmidt College of Arts and Letter Ph.D. in Comparative Studies Program

2004

“The Moral Status of Homosexuality: A Philosophical Perspective”, Symposium on “Same Sex Marriages/Civil Unions”, Sponsored by the Center for Interdisciplinary Studies, Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University (Boca Raton, Florida), January 25.

2000

Panelist, roundtable discussion on “Mary Daly: Her Philosophy and the Current Politics Around Her Legal Battle With Boston College,” National Women’s Studies Association, 21st Annual Conference, (Boston, Massachusetts), June 14-18.

1996

“Hermeneutic Technics: The Case of Nuclear Reactors,” Research Symposium on “The Philosophies of the Environment and Technology”, Florida Atlantic University (Boca Raton, Florida), November 15-17.

1995

“Giambattista Vico on the Origins of Language and Myth,” guest lecture, Department of Languages and Linguistics, Florida Atlantic University (Boca Raton, Florida), February 24.

1994

“Coleridge’s Philosophy of Nature,” Arts, Humanities, and Social Science Seminar Lectures, Florida Atlantic University (Boca Raton, Florida), December 1.

1992

“Natural Law vs. Legal Positivism,” guest lecture, Department of Political Science, Florida A&M University (Tallahassee, Florida).

TEACHING EXPERIENCE

COMPETITIVE TEACHING GRANTS AND FELLOWSHIPS RECEIVED

Women’s Studies Center at Florida Atlantic University: \$2000 fellowship to develop a course, for the Master’s Certificate in Women’s Studies, entitled “Women, Science, and Ecology”.

UNIVERSITY HONORS AND AWARDS

2001-2002 Excellence in Undergraduate Teaching Award, Dorothy F. Schmidt College of Arts and Letters.

1998-99 TIP (Teaching Incentive Program) Award recipient, Dorothy F. Schmidt College of Arts and Letters.

1997-98 College Researcher of the Year, Assistant Professor category, Schmidt College of Arts and Letters (and Dorothy F. Schmidt College of Arts and Letters Nominee for 1997-98 University Researcher of the Year, Assistant Professor category).

AREAS OF TEACHING COMPETENCE

- Phenomenology
- Philosophy of Science
- Philosophy of Language
- Philosophy of Mind
- Ethical Theory
- Applied and Professional Ethics (esp. Engineering Ethics)
- Logic (Informal, Syllogistic, Propositional, and Predicate [first-order symbolic])
- Epistemology
- History of Philosophy (Ancient to 20th Century)
- Social and Political Philosophy
- Aesthetics
- Metaphysics
- Existentialism

- Continental Philosophy
- Feminist Philosophy

COURSES TAUGHT

Florida Atlantic University

a. Graduate

- Renaissance Thought and the Scientific Revolution
- Masterpieces in Human Thought

b. Undergraduate

- Medieval and Renaissance Philosophy
- Political Philosophy of the Enlightenment (Senior Seminar)
- Early Modern Philosophy
- Late Modern Philosophy
- Philosophy of Mind
- Philosophy of Science
- Phenomenology
- Existentialism
- Logic
- Symbolic Logic
- Engineering Ethics
- Literature and Philosophy of the French Enlightenment (Team-taught course)
- Practical Logic (Informal and Syllogistic)

Florida A&M University

a. Undergraduate

- Ethical Theory and Applied Ethics
- Logic (Informal, Syllogistic, and First-Order Symbolic)
- Aesthetics

University of Miami

a. Undergraduate

- Introduction to Philosophy
- Contemporary Moral Issues
- Logic (Informal, Syllogistic, and First-Order Symbolic)

COURSES DEVELOPED

Florida Atlantic University

a. Graduate

- Science and Culture
- Renaissance Thought and the ‘Scientific’ Revolution
- Masterpieces in Human Thought
- The Shaping of Public Knowledge in the Seventeenth and Eighteenth Centuries
(Co-developed with Professor Ben Lowe, Department of History)
- Women, Science, and Ecology
(Women’s Studies Masters Degree Program)

b. Undergraduate

- Medieval and Renaissance Philosophy
- Early Modern Philosophy
- Late Modern Philosophy
- Political Philosophy of the Enlightenment (Senior Seminar)
- Philosophy of Mind
- Philosophy of Science
- Existentialism
- Phenomenology
- Critical Thinking
- Logic
- Symbolic Logic
- Literature and Philosophy of the French Enlightenment
(Co-developed with Professor Jeffrey Woodbury, Department of Languages and Linguistics)
- Engineering Ethics
(Developed at the request of the Department of Mechanical Engineering)
- Feminist Critical Theory (Women’s Studies Certificate Program)

Florida A&M University

a. Undergraduate

- Ethical Theory and Applied Ethics
(Business Ethics, Medical Ethics and Bioethical Issues, Environmental Ethics, Social Ethics, International Ethics)
- Aesthetics
- Logic (Informal, Syllogistic, and First-Order Symbolic)

DISSERTATION COMMITTEES

- 2010-2016 Chair – Title: *A Whiteheadian Interpretation of the Zoharic Creation Story.*
Candidate: Michael Gold, Ph.D. in Comparative Studies.
Committee Members: Frederick Greenspahn (LLCL), Kristen Lindbeck (LLCL), Hartley Lachter (Muhlenberg College), and Eitan Fishbane (Jewish Theological Seminary).
- 2015-Current Member – Title: *Zen/Budo of the Arts: A Qualitative Comparison of Marial Arts With the Performing Arts.*
Candidate: James Frederic Bonomo, Ph.D. in Comparative Studies.
Committee Chair: James Cunningham (Music).
- 2007-2011 Member – Title: *Empathy as a Factor of the Sublime and Beautiful in a Wilderness Environment*
Candidate: Robert Axberg, Ph.D. in Comparative Studies.
Committee Chair: Carol Gould (Philosophy).
- 2007-2009 Member – Title: *The Philosophy of the Animal in 20th Century Literature.*
Candidate: Jamie Johnson, Ph.D. in Comparative Studies.
Committee Chair: Andrew Furman (English).

THESIS COMMITTEES

- 2009-2011 Chair – Title: *The Influence of Plotinus on Marsilio Ficino's Doctrine of the Hierarchy of Being.*
Candidate: Nora Ayala, Masters in Liberal Studies, Philosophy Concentration
Committee Members: Carol Gould (Philosophy) and Clevis Headley (Philosophy)
- 2007-2008 Member – Title: *The Philosophy of Magic.*
Candidate: Mark Gobeo, Masters in Liberal Studies, Philosophy Concentration.
Committee Chair: Carol Gould (Philosophy).
- 1997-1998 Member – Title: *La transformación de la historia y el lenguaje por Ana Lydia Vega: representación del puertorriqueño en sus cuentos.*
Candidate: Aida E. Santiago, Masters in Spanish.
Committee Chair: Mary Ann Gosser-Esquillín (LLCL).

PROFESSIONAL AFFILIATIONS AND SERVICE

SERVICE TO THE PROFESSION

- 2017-Present Executive Committee, Member
International Society for the Philosophy of Chemistry
- 2017-Present Book Review Editor
Foundations of Chemistry (Springer)
- 2017 Member, Scientific Committee
International Society for the Philosophy of Chemistry 21st Annual
Symposium
Laboratoire Sphère, Université de Paris Diderot (Paris, France)
- 2018-Present Member, Diversity Committee
Florida Philosophical Association
- 2004-Present Chair, Committee on Translations
Caribbean Philosophical Association

SPONSORED RESEARCH PROJECT PEER REVIEWS

2015

Reviewed research project proposal for the Agence Nationale de la Recherche (ANR) and the Deutsche Forschungsgemeinschaft (DFG):

- Title of research project proposal: *Politique, éthique et économie des formes de vie / Lebensformen: Ethische, politische und ökonomische Perspektiven.*
- Joint Franco-German research project in the human and social sciences (philosophy, political science, sociology, history, anthropology, linguistics, economics, history of science, and history of medicine).
- Review of proposal solicited by the Agence Nationale de la Recherche (ANR) and the Deutsche Forschungsgemeinschaft (DFG).

BOOK PROPOSAL PEER REVIEWS

Alejandro De Oto, *Frantz Fanon: Politics and Poetics of the Postcolonial Subject*, English translation of Alejandro De Oto's *Frantz Fanon: Política y poética del sujeto poscolonial*

- Translation proposal reviewed for Rowman & Littlefield International - Series on Global Critical Caribbean Thought
- Review solicited by series editor

JOURNAL ESSAY PEER REVIEWS

2017

“Inductive Reasoning in the Context of Discovery: Analogy as an Experimental Stratagem in the History and Philosophy of Science”

- Essay reviewed for *Studies in History and Philosophy of Science*.
- Review solicited by journal editors.

“Theory Comparison and Choice in Chemistry, 1766-1791”

- Essay reviewed for *Foundations of Chemistry*.
- Review solicited by journal editors.

“Do Animals Have Technologies?”

- Essay reviewed for *Studia Phaenomenologica*.
- Review solicited by journal editors.

“The Phenomenology of Intuition – A Critique of Bealer”

- Essay reviewed for *Florida Philosophical Review*.
- Review solicited by journal editors.

2015

“Lived Experience of the Left: The Missing Element in Defining Handedness”

- Essay submission reviewed for the Florida Philosophical Association 2015 conference.
- Review solicited by conference organizers.

“Reality: A Subjective Empirical Illusion”

- Essay reviewed for *Florida Atlantic University Undergraduate Research Journal*.
- Review solicited by editors of journal.

MANUSCRIPT PEER REVIEWS

2006

Bowen, Jack, *Ian's Great Amazing Philosophical Adventure* (Longman Publishing Company).

- Review of manuscript solicited by Longman Publishing Company.

2005

Walter, Bruce, *Coffee and Philosophy* (Longman Publishing Company)

- Review of manuscript solicited by Longman Publishing Company.

2004

Feist, Richard A., *Husserl and the Sciences: Selected Perspectives* (The University of Ottawa Press).

- Review of manuscript solicited by The University of Ottawa Press.

2003

Robert Boyd, *Critical Reasoning and Logic* (Prentice Hall Publishers).

- Review of manuscript solicited by Prentice Hall Publishers.

2002

Engel, S. Morris, *The Study of Philosophy*, 5th Edition (Collegiate Press).

- Review of manuscript solicited by Collegiate Press.

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

a. International

- International Society for the Philosophy of Chemistry
- Philosophy of Science Association
- History of Science Society
- British Society for the Philosophy of Science
- Society for the History of Alchemy and Chemistry
- Society for Phenomenology and Existential Philosophy
- International Association for Philosophy and Literature
- Husserl Circle
- Society for Asian and Comparative Philosophy
- Phenomenology for East Asia Circle
- Caribbean Philosophical Association

b. National

- American Philosophical Association

c. Regional

- Southern Society for Philosophy and Psychology

d. State

- Florida Philosophical Association

SERVICE TO THE UNIVERSITY

UNIVERSITY SERVICE

- 2018-Present Discipline Coordinator, Philosophy
Statewide Course Number System
Florida Department of Education
- 2018-Present Philosophy and Religions Representative
Common Prerequisite Committee
State University System of Florida
- 2004-2005 Member - Committee on High School Dual Enrollment
(with Henderson School)
- 1999-2000 Chair - Guidelines and Procedures Revisions Subcommittee
University Undergraduate Programs Committee
- 1996-1999 Chair - Florida Atlantic University International Film Series Committee

COLLEGE SERVICE

- 2008-2011 DFS College of Arts and Letters Dean's Representative
IRM Advisory Committee
- 2017-2018 Chair – DFS College of Arts and Letters Scholarship Committee
- 2017-2018 Member – DFS College of Arts and Letters Scholarship Committee
- 2008-2011 DFS College of Arts and Letters Dean's Representative
Innovation and Entrepreneurship Committee
- 2008-2011 DFS College of Arts and Letters Dean's Representative
Green Team Committee
- 2008-2011 DFS College of Arts and Letters
Building Administrator
- 2008-2011 Dean's Office Representative, *ex officio*
College Undergraduate Programs Committee
- 2008-2011 Dean's Office Representative
Management Council

2008-2011	Dean's Office Representative Chairs' Forum
2008-2011	Dean's Office Representative, <i>ex officio</i> Research and Other Creative Activities Committee
2008-2011	Dean's Office Representative, <i>ex officio</i> Peace Studies Committee
2006-2007	Member – Search Committee Position: Dean of the Dorothy F. Schmidt College of Arts and Letters
2004-2007	College Representative Core Curriculum/General Education Task Force
2004-2006	Dean's Faculty Advisory Committee Dorothy F. Schmidt College of Arts and Letters
2003-2008	Member - Dean's Executive Committee Dorothy F. Schmidt College of Arts and Letters
2003-2008	College Representative, Discipline Committees on Common Prerequisites Division of Colleges and Universities Florida Board of Education
2003-2006	Member - Ph.D. in Comparative Studies Literatures, Literacies, and Linguistics Track
2001-2002	Member - Search Committee Position: 2001 Schmidt Eminent Scholar Chair in the Performing Arts
1997-2002	Chair – College Undergraduate Programs Committee Dorothy F. Schmidt College of Arts and Letters
1997-2002	College Representative - University Undergraduate Programs Committee

DEPARTMENT SERVICE

2016	Undergraduate Advisor (Spring 2016) Department of Philosophy
2015	Philosophy Department Representative DFS College Scholarship Committee

2013-Present	Editor-in-Chief <i>Athene Noctua: Undergraduate Philosophy Journal</i>
2013-Present	Faculty Advisor - Florida Beta Chapter Phi Sigma Tau (National Philosophy Honor Society)
2011-Present	Philosophy Department Representative Undergraduate Programs Committee Dorothy F. Schmidt College of Arts and Letters
2013- 2014	Faculty Advisor - Florida Atlantic University Philosophy Club
2005-2006	Chair, Search Committee Position: Assistant Professor in Philosophy
2002-2008	Philosophy Department Representative College Graduate Programs Committee
2002-2008	Philosophy Department Representative College Undergraduate Programs Committee
1997-2008	Faculty Advisor - Florida Beta Chapter Phi Sigma Tau (National Philosophy Honor Society)
1997-2008	Faculty Advisor - Florida Atlantic University Philosophy Club
1998-2001	Chair – Curriculum Revision Committee Department of Philosophy (Revisions effective in Fall 2002)
1997	Junior Faculty Representative, Promotion and Tenure Subcommittee Department of Philosophy

SIMON GLYNN: CURRICULUM VITAE

1. PERSONAL DETAILS

Name: Simon Vincent Glynn

Address:

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2. QUALIFICATIONS

Ph.D. in Philosophy, The University of Manchester, England, (1986). Dissertation: *Description, Interpretation, Explanation and Understanding in the Physical, Human and Social Sciences: A Phenomenological and Existential Approach.*

M.A. in Philosophy, McMaster University, Canada, (1977), by Course Work, (Continental Epistemology, Philosophy of Psychology and Philosophy of Religion), and Thesis: *Genesis and Constitution in Husserl's Phenomenology: The Metaphysical Foundations of Empiricism.*

B.A. (Joint Honors), The University of Keele, England, (1971), Philosophy and Politics, with subsidiary degree qualifications in Economics and Math.

3. RESEARCH

Books

Continental and Postmodern Perspectives in the Philosophy of Science, eds. Babette Babich, Debra Bergoffen and Simon Glynn, (Vermont: Avebury, 1995), pp. ix + 253.

Sartre: An Investigation of some Major Themes, ed. Simon Glynn, (Aldershot: Gower, 1987), pp. xliii + 160.

European Philosophy and the Human and Social Sciences, ed. Simon Glynn, (Aldershot: Gower, 1986), pp. xi + 229.

I am working on a book, *Objectivity and Alienation: Modern European Philosophy and the Natural and Human Sciences*, in which Routledge has expressed interest.

Monographs

The Logic of Intuition and Creativity, (Milton Keynes: The Open University, 1984), Design Education Research Program, Design Epistemology Research Project No.2. pp. 40.

The Design of Science and the Science of Design, (Milton Keynes: The Open University, 1983), Design Education Research Program, The Design Education Research Project No.11, later re-issued as Design Epistemology Research Project No.1, 1983. pp. 54.

Journal Editor

I was joint guest Editor of *The Journal of the British Society for Phenomenology*, Vol.13., No.3., Oct., 1982.

Journal Articles and Book Chapters

“Alternative Realities and Why Truly “There is Nothing Outside the Text,””
And “The Demise of Objective Verification, and the Case for Introspective Human and Social Sciences” both accepted for publication by the XXIV World Congress of Philosophy, Perking/Beijing University, (Beijing China) (forthcoming).

“The Methodology of the Human and Social Sciences,” Proceedings of the 2nd International Conference on Humanities and Social Sciences, (Shenzhen China: Atlantis Press: forthcoming)

“Democracy, Liberalism, Torture and Extra-Judicial Assassination” to be published by The Organizing Committee of the XXIII World Congress of Philosophy (Athens, Greece) and the Philosophy Documentation Center (Ohio: Bowling Green State University Philosophy Documentation Center, forthcoming).

“The De(con)struction of Ethical Foundations” in Patricia Hanna (ed.) *An Anthology of Philosophical Studies*, Volume 12, (Athens Greece: Athens Institute for Education and Research, 2018)

“Experience, Understanding and the Translational Transformation of Reality” in John Stanley, Brian O’Keeffe & Larisa Cercel (eds.) *Philosophy and Practice in Translational Hermeneutics* (Bucharest: Zeta Books, 2018)

“The Hermeneutic Human and Social Sciences” in Babette Babich (ed.) *Hermeneutic Philosophies of the Social Sciences*, (Berlin: de Gruyter, 2017)

“The Phenomenology of Consciousness and the Deconstructed Identity of the Human Subject” in Patricia Hanna (ed.) *An Anthology of Philosophical Studies*, vol.11, (Athens, Greece: The Athens Institute of Education and Research, 2017).

“Iconic and Symbolic Language” in M.A. Peters (ed.) *The Encyclopedia of Educational*

Philosophy and Theory (Singapore: Springer, 2016)

“Alfred Shutz, the Epistemology and Methodology of the Human and Social Sciences, and the Subjective Foundations of Objectivity,” in *Schutzian Research*, 6, 2014, pp.61-74.

“The Hermeneutics of God, The Universe and Everything,” in Babette Babich and Dimitiri Ginev (eds.) *The Multidimensionality of Hermeneutic Phenomenology*, (Heidelberg, NY, London: Spring, 2014) 27pages.

“Universal Interpretation,” PHI1012-0071 (Athens: Athens Institute of Education and Research, 2012) <http://www.atiner.gr/papers.htm> (Paper No. PHI2010-0071) Fall 2012, (9 Pages.)

“Democracy, Liberalism and Freedom,” in *International Perspectives on Pragmatism*, eds. Peter H. Hare et al., Cambridge Scholars Publishing House, 2009, pp.52-68.

Very Short Forward/Comment on Dorian Sagan, *Sex and Death/Death and Sex*, (VT: Chelsea Green, 2009)

“Radical Empiricism Versus Transcendental Idealism in The Phenomenology of Edmund Husserl” in *Revista Alea: International Journal for Phenomenology and Hermeneutics*, No.7, 2009, pp.85-112.

"Some Reflections Upon The Supposed Moral Distinction Between Terrorism and the Legitimate Use of Military Force" in *Proceedings of the XXIst World Congress of Philosophy*, (Istanbul, Turkey) Vol.1., eds. Harum Tepe & Stephen Voss, 2007 .

"Sartre, Phenomenology and the Buddhist No-Self Theory” in *Buddhisms and Deconstructions*, ed. J.Y. Park, with commentaries by Robert Magliola (NY: Rowman and Littlefield, 2006).

"The Atomic Self Versus Holistic Self in Structural Relation to the Other” *Human Studies: A Journal of Philosophy and the Social Sciences*, Vol. 28. No.4. 2005.

“Deconstructing Terrorism” in *The Philosophical Forum.*, vol.xxxvi, No.1. Spring 2005.

“The Logos Mythos Deconstructed” in *Dialogue and Universalism*. No. 3/4 2005.

“Terrorism: Its Causes and Some Solutions” in the Proceedings of the 21st World Congress of Philosophy, (Istanbul, Turkey) www.wcp2003.org/Social.htm (2003)

"Identity, Intersubjectivity and Communicative Communion" in *Culture and the Challenges of the New Age* (Blagoevgrad Russia: Neofit Rilski University Press, 2002) pp. 23-29.

"The Freedom of the Deconstructed Postmodern Subject" *Continental Philosophy Review*, Vol.35, No.1, (March 2002) pp.61-76.

"Identity, Intersubjectivity and Communicative Action" in the *Proceedings of the 20th World Congress of Philosophy*, www.bu.edu/wcp (1999)

"Identity, Perception, Action and Choice in Contemporary and Traditional "No-Self" Theories" in the *Proceedings of the 20th World Congress of Philosophy*, www.bu.edu/wcp (1998).

"Understanding Others: The Structure and Dynamics of Interpersonal and Cross-Cultural Communication" in *Proceedings of the Fifth (bi-annual) Japanese / American Phenomenology Conference*, (Sendi, Japan: Tohoku University, 1996), pp. 57-71.

"Ethical Issues in Environmental Decision Making and the Limitations of Cost / Benefit Analysis" in *Lectures In Environmental Ethics*, ed. V. Davion, (Greenwich Conn. & London: Jai Press, 1996), pp. 27-39.

"From Transcendental Logic to a Phenomenology of the Life-World" in *Analecta Husserliana*, The Yearbook of Phenomenological Research, (XLVIII) (1996), pp. 145-166.

"The Deconstruction of Some Paradoxes in Relativity, Quantum Theory and Particle Physics" in *Continental and Postmodern Perspectives in the Philosophy of Science*, eds. Babette Babich, Debra Bergoffen and Simon Glynn, (Vermont: Avebury, 1995), pp. 89-109.

"On the Idea of Continental and Postmodern Perspectives in the Philosophy of Science" with Babette Babich and Debra Bergoffen, in *Ibid.*, pp. 1-10.

"World Starvation and Our Moral Bankruptcy" in *The Emergence of the 21st Century Women*, eds. P. Munhall and V. Fitzsimons, (New York: NLN, 1995), pp.47-58.

"A Reply to Wil Coleman's 'Simon Glynn on a Unified Epistemology of the Natural and Human Sciences'" in *The Journal of the British Society for Phenomenology*, Vol.26, No.1, January 1995, pp.96-98.

"Towards a Unified Epistemology of the Human and Natural Sciences" in *The Journal of the British Society for Phenomenology*, Vol.24, No.2, May 1993, pp. 173-189.

"Ways of Knowing: The Creative Process and the Design of Technology" in *The Journal of Applied Philosophy*, Vol.10, No.2, 1993, pp. 155-163.

"From Eidetic Description to Hermeneutic Interpretation in the Constitution of the Life-World" in *Proceedings of the Third (bi-annual) Japanese / American Phenomenology Conference*, (The University of Tokyo, 1992), pp. 89-120.

"The De-con-struction of Reason" in *Man and World: An International Journal of Epistemology*, Vol.24., No.3, July 1991, pp. 311-320.

"The Dynamics of Alternative Realities" in *Reconsidering Psychology: Perspectives from Continental Philosophy*, eds. James E. Faulconer & Richard N. Williams, (Pittsburgh: Duquesne University Press, 1990), pp. 175-197.

"Objectivity and Alienation: Towards a Hermeneutic of Science and Technology" in *Ethics, Technology and Medicine*, eds. D.Braine and A.H.Lesser, (Aldershot: Gower, 1988), pp. 31-45.

"The I/Eye of the Paradox: Sartre's View of Consciousness" in *Sartre: An Investigation of Some Major Themes*, ed. Simon Glynn, (Aldershot: Gower, 1987), pp. x-xliii (34 pages)

Preface to *Sartre: An Investigation of Some Major Themes, Ibid.*, pp. vii-ix.

"Did he Jump or was he Pushed: Freedom and Determinism in Human Behavior" in *Inside Out*, Vol. 5, December 1986. pp. 5-8.

"A Critique of Reductionism in the Human and Social Sciences" in *European Philosophy and the Human and Social Sciences*, ed. Simon Glynn, (Aldershot: Gower, 1986), pp. 104-136.

Preface to *European Philosophy and the Human and Social Sciences, Ibid.*, pp. vii-xi.

"Science and Perception as Design" in *Design Studies*, Vol.6., No.3, 1985, pp. 122-126.

"The I/Eye of the Paradox:Sartre's View of Consciousness" abstract published in *The Bulletin of the British Psychological Society*, Vol.37., Sept. 1984.

"Phenomenology and Embodiment", in *The Journal of the British Society for Phenomenology (JBSP)*, Vol.13., No.3., 1982, pp. 212-15.

"Jean-Paul Sartre in Retrospect" in *JBSP*, Vol.13., No.1., 1982.

"British Phenomenology in 1979" in *JBSP*, Vol.10., No.3., 1979.

Reviews

The Philosophy of Time: Time before Times, by Roger McLure, In *The Journal of the British Society for Phenomenology (JBSP)* Vol. xxxviii. No.1. January 2008.

Calvin O. Schrag and the Task of Philosophy After Postmodernity, eds. Martin Matustik & Bill McBride, in Vol.xxxvii. *JBSP* No.1 January 2006.

Fashionable Nihilism: A Critique of Analytic Philosophy, by Bruce Wilshire, in *JBSP*, Vol. xxxvi, No.3, October 2005.

Models of the Self, ed. Shaun Gallagher and Jonathan Shear, in *JBSP*, Vol.33., No.1. January 2002.

The Ethics of the Global Environment, by Robin Attfield, in *Environmental Ethics*, Spring 2001.

The Self after Postmodernity, by Calvin O.Schrag, in *JBSP*, Vol.31., No.1., Jan., 2000.

From Artifact to Habitat, ed. Gayle L. Ormiston, & *Lifeworld and Technology*, eds. Timothy Casey & Lester Embree, in *JBSP*, Vol. 26., No.2., May, 1995.

Inscriptions: Between Phenomenology and Structuralism, by Hugh J. Silverman, in *The Canadian Philosophical Reviews*, Vol.IX, No.5, May, 1989.

Georg Lukacs, by G.H.R. Parkinson, in *Philosophical Books*, Vol.27., No.4., Basil Blackwell, Oxford, 1986.

Space, Time and Causality, edited by Richard Swinburn, in *Explorations in Knowledge*, Vol.2., No.2., 1985.

Sartre and Flaubert, by Hazel Barnes, in *JBSP*, Vol.15., No.1., Jan., 1984.

Radical Reflection and the Origin of the Human Sciences, by Calvin O. Schrag, in *JBSP.*, Vol.12., No.3., Oct., 1981.

Technics and Praxis, by Don Ihde, in *JBSP.*, Vol.11., No.2., May, 1980.

Media Appearances

Contributor to *Single Payer Healthcare Gains Support in Congress on One A* with Joshua Johnson, on WXEL Radio, September 14th, 2017.

TV. Interview with Athens Institute for Education and Research 2017 Youtube channel <https://www.youtube.com/user/atinerTV> and <http://www.atiner.gr/webtv>.

Invited discussant on WSLR Sarasota Radio, Nuclear Power, Radiation and Cancer, June 21st, 2011.

Invited Studio Discussant on The Economic, Political and Social Ramifications of the *Free Trade Association of the Americas*, *WPBR* (Palm Beach) Radio, Tuesday October 14th, 2003.

Invited Interviewee for *The Blame Show*, a documentary film by Larry Litt, shown, amongst other venues, at the Palm Beach Institute of Contemporary Art (July 4th-August 17th 2003)

Invited Panel Discussant on *Viewpoint WPBT* (Miami) TV Channel 2, on Faith, Morality and Society, May, 2003, shown Friday 6th and Sunday 8th June 2003.

MAJOR REFEREED OR INVITED PAPERS

“What the Natural Sciences can Learn from the Human and Social Sciences” accepted for presentation at the *Society for Phenomenology and the Human Sciences* (SPHS) conference

meeting in conjunction with the 56th Annual meeting of the Society for Phenomenology and Existential Philosophy (SPEP), Hosted by Pennsylvania State University, Stat College, Pennsylvania, October 2018.

“Alternative Realities and Why Truly “There is Nothing Outside the Text,”” and “The Demise of Objective Verification, and the Case for Introspective Human and Social Sciences”, Both to The XXIV World Congress of Philosophy, Hosted by Peking University, Beijing, China, August 2018.

“Phenomenology: An Interdisciplinary Dialogue” presented as Invited Seminar Leader of a series on *Phenomenological and Hermeneutic Social Sciences*, sponsored by The Chinese Government (via the University Grants Committee of Hong Kong) and co-sponsored by The Open University of Hong Kong, at Shen Yan University, Hong Kong, October 2017.

“The Phenomenological Justification and Structuralist Account of the Qualitative Epistemology and Holistic Methodology of the Human and Social Sciences” to the *Society for Phenomenology and the Human Sciences* (SPHS) conference meeting in conjunction with the 56th Annual meeting of the Society for Phenomenology and Existential Philosophy (SPEP), Hosted by Memphis University, October 2017.

“The Deconstruction of Ethical Foundations” to the *12th International Conference of Philosophy*, organized by the Philosophy Research Unit of the *Athens Institute for Education and Research* (ATINER) *Athens, Greece*, May 2017.

“The Methodology of the Human and Social Sciences” to the *2nd International Conference of the Humanities and Social Sciences*, Shenzhen, China, February 2017.

“Iconic and Symbolic Language and Some Problems of Thought and Communication,” to the 41st Annual Meeting of the *Semiotic Society of America* conference at Delray Beach, FL, October 2016.

“Phenomenological Consciousness and its Implications,” to the *11th International Conference of Philosophy*, organized by the Philosophy Research Unit of the *Athens Institute for Education and Research* (ATINER) *Athens, Greece*, May 2016.

“Phenomenology and the Nature/Culture of the Human Mind,” to *Phenomenology and Mind: Collaborative Investigations Seminar* at The New School for Social Research, NY, NY, February 2016.

“The Iconic and Symbolic: Why Television Rots the Brain” at the Annual Meeting of the *Society for Phenomenology and the Human Sciences*, meeting at the 54th Annual Meeting of The Society for Phenomenology and Existential Philosophy, Atlanta, Georgia, October 2015.

“International Themes in Phenomenology: Social, Aesthetic and Gender Perspectives,” at the 89th Annual Meeting of the Pacific Division of the *American Philosophical Association* Vancouver, BC, April 2015.

“The Hermeneutic Phenomenology of Perception and the Nature of Reality” to the *Society for Phenomenology and the Human Sciences* (SPHS) conference meeting in conjunction with the 53th Annual meeting of the Society for Phenomenology and Existential Philosophy (SPEP), meeting in New Orleans, Louisiana, October, 2014.

“Human Subjectivity and the Human and Social Sciences” to the 2nd International Conference of the *International Alfred Schutz Circle for Phenomenology and Interpretive Social Science*” Buenos Aires, Argentina, April 2014.

“Democracy, Liberalism, Torture and Extra-Judicial Assassination” to the *23rd World Congress of Philosophy*, The School of Philosophy of the National Kapodistrian University, Athens, Greece, August 2013.

"The Hermeneutic Interpretation and Understanding of Meaning, as the precondition of Phenomenological Cognition, and the Translational Transformation of Objects" to the *Hermeneutics and Translational Studies Conference*, The University of Applied Sciences, Cologne, Germany, July 2013.

“Neurophenomenology and the Path from Quantitative Being to Qualitative Meaning” to the *16th Annual Conference of the Consciousness and Experimental Psychology section of the British Psychological Society* meeting at The University of Bristol, England, September 2012.

“Universal Interpretation” to the *7th International Conference of Philosophy*, organized by the Philosophy Research Unit of the *Athens Institute for Education and Research* (ATINER) Athens, Greece, May, 2012.

“The Rise and Fall of Soviet Communism and Global Capitalism, and the New Socialist World Order” to the conference *Twenty Years Without the USSR: Lessons and Challenges for the Future*, organized by the *Institute of Philosophy of the Russian Academy of Sciences*, Moscow, November, 2011.

“The Hermeneutics of Perception” to the *SPHS* conference meeting in conjunction with the 50th Annual meeting of *SPEP*, hosted by Villanova and Penn. State, Philadelphia, October 2011.

“Psychoanalysis, Behaviorism or Brain Physiology” *SPHS* meeting in conjunction with the 49th annual meeting of *SPEP* sponsored by McGill and University of Montreal, Montreal, Canada, November 2010.

“The Double Hermeneutic of the Natural Sciences: From Perception and Description to Prediction, Explanation and Understanding” to the *International Society for Hermeneutic Science*, Annual Conference at Sigmund Freud University, Vienna, Austria, August 2010.

“Storm the Reality Studios and Retake the Universe” accepted for the 4th International Conference of Arts and Humanities, Venice, Italy, Summer 2009. Undelivered due to lack of funding.

“Democracy, Liberalism and Human Rights” to the conference on *Socio-Political Meanings of Human Rights in Cultural Context*, Nova Southeastern University, June, 2008.

“Liberal Democracy and Torture” accepted for the XXII World Congress of Philosophy, Seoul, S. Korea, July 30th-Aug. 5th, 2008. Undelivered due to lack of funding.

“From the Delusion to the Dissolution of the Ego” accepted for the XXII World Congress of Philosophy, Seoul, S. Korea, July 30th-Aug. 5th, 2008. Undelivered due to lack of funding.

“Individuality, Community and Communication” to *SPHS* meeting in conjunction with 46th Annual conference of *SPEP*, in Chicago, November 2007.

“Democracy, Liberalism and Freedom” to the International conference on *Democracy, Liberalism and Pragmatism*, at Constantin Brancusi University, Targu-Jiu, Romania, Sept./Oct. 2007.

“From the Dessert to the Desert of the Real: From the Intelligible (Symbolic) to the Sensible (Iconic)” to the Annual Conference of *The British Society for Phenomenology*, (*BSP*) Oxford University, April 2006.

“Sartre, Phenomenology and the Buddhist No-Self Theory” at the bi-annual conference of the *North American Sartre Society*, hosted by University of San Francisco, February 2005.

“Technological Determinism: The Last Word” to *SPHS* meeting in conjunction with Forty Third annual conference of *SPEP*, hosted by University of Memphis, Memphis, TN, October 2004.

“Atomism, Holism, and the Methodology of the Human and Social Sciences” presented to *SPHS* meeting in conjunction with Forty Third annual *SPEP Conference*, hosted by Boston College and Boston University, Boston, October 2003.

“Terrorism: Its Causes and Consequences” presented at the *XXIst World Congress of Philosophy* hosted by *The Philosophical Society of Turkey* in Istanbul, August 2003.

"Some Reflections Upon The Supposed Moral Distinction Between Terrorism and the Legitimate Use of Military Force" presented to *Ibid*.

"The Deconstruction of Terrorism" to the Thirteenth Annual *Philosophy, Interpretation and Culture* conference at SUNY Binghamton, April 2003.

"The Critique of Objectivism as an Approach to the Human and Natural Sciences" presented to *SPHS* meeting in conjunction with the Forty Second annual conference of *SPEP*, hosted by Loyola University, Chicago, October 2002.

"Intermedialities: Between Logos and Mythos" to the Twenty Sixth annual conference of the *International Association for Philosophy and Literature (IAPL)* at Erasmus University, Rotterdam, Holland, June 2002.

"Atomism, Holism and the Methodology of the Natural and Human Sciences" to the Second European Conference for the *International Society for Literature and Science*, Aarhus University, Denmark, May 2002.

"The Logos Mythos Deconstructed" to the Fourth World Conference of the *International Association for Universal Dialogue*, Jagiellonian University, Krakow, Poland, July 2001.

"Hyperreal Ascention: The Beginning of "The Good Life", to the Twenty Fifth Annual Meeting of *IAPL*, Spelman College, Atlanta, Georgia, May 2001.

"From Neural Networks to Conscious Meaning in Psychology" to *The British Society for Phenomenology* Oxford University, April, 2001.

"Storm the Reality Studios and Retake the Universe", to the Fourth Annual Meeting of *The Society for Phenomenology and the Media*, at National University, Torrey Pines, California, February 2001.

"Living the Dream Versus Searching for Transcendence in Disney's World" to the *Rethinking Disney: Private Control and Public Dimensions* conference, Ft Lauderdale, Florida, November 2000.

"Atomism, Holism and the Methodology of the Human and Social Sciences" to *The Human Sciences Seminar of The University of Colorado*, Colorado Springs, November 2000.

"From Intersubjective Communication to Communal Co-Constitution", to the Thirty Ninth annual meeting of *SPEP*, hosted by Pennsylvania State University, State College, Pennsylvania, October, 2000.

"Why Brain Physiology and/or Behaviorism are Inadequate to Psychology" to *The Society for Philosophy in the Contemporary World*, Estes Park Colorado, July, 2000.

"Self, Other and Identity" to the Twenty Fourth annual meeting of *IAPL*, hosted by the State University of NY, Stony Brook, May, 2000

"The Social Construction of Identity: A Postmodern Perspective" to the annual meeting of *SPHS*, meeting in conjunction with Thirty Eighth annual meeting of *SPEP*, hosted by University of Oregon, Eugene, Oct., 1999.

"Deconstruction of Self in Buddhism and Contemporary Western Philosophy" to the Twenty Third annual meeting of *IAPL*, hosted by Trinity College, Hartford Conn., May, 1999.

"Identity, Intersubjectivity and Communicative Communion" to *The Twentieth World Congress of Philosophy*, hosted by Boston University, Aug., 1998.

"Identity, Perception, Action and Choice in Contemporary and Traditional "No-Self" Theories" to *Ibid.*

"A Phenomenological, Hermeneutic and Structuralist Critique of Brain Physiology as a Basis for Psychology" to *SPHS*, meeting in conjunction with the Thirty Fifth annual meeting of *SPEP*, hosted by Georgetown University, Washington D.C., October, 1996.

"Understanding Others: The Structure and Dynamics of Interpersonal and Cross-Cultural Communication" to the Fifth (bi-annual) *Japanese / American Phenomenology Conference*, held under the auspices of *The Phenomenological Association of Japan / Tohoku University* Department of Philosophy, hosted by Tohoku University, Sendi, Japan, September, 1996.

"Transcendental Absolutism and Lifeworld Relativism in Husserl's Phenomenology," one of three papers in a panel which I initiated and proposed, on *Absolutism and Relativism in Phenomenology*, at the Thirty Fourth annual meeting of *SPEP*, hosted by De Paul University, Chicago, October, 1995.

"The Deconstructed Postmodern Subject and Freedom of the Will" to the Thirty Third annual conference of *SPEP*, hosted by Seattle University, Washington, September, 1994.

"From Transcendental Logic to a Phenomenology of the Life-World" to *The Boston Forum for the Interdisciplinary Phenomenology of Life*, Harvard University, February, 1994.

"The Resurrection of the Deconstructed Subject" to *The World Institute for Advanced Phenomenological Research and Learning*, meeting at *The American Philosophical Association*, Atlanta, December, 1993.

"On the Empirical Status of Unobservables in the Social Sciences and the Standard of the Natural Sciences" to *SPHS*, meeting in conjunction with the Thirty Second annual meeting of *SPEP*, hosted by Loyola University, New Orleans, October, 1993.

"The Efficacy of the Deconstructed Subject" to the annual meeting of *BSP*, Oxford University, England, March, 1993.

"Hermeneutic Interpretation, *Verstehen* and Explanation in the Natural and Social Sciences", to *SPHS* meeting in conjunction with the Thirty First annual meeting of *SPEP*, jointly hosted by Boston University / Boston College, October, 1992.

"From Eidetic Description to Hermeneutic Interpretation in the Constitution of the Life-World" to the Third (bi-annual) *American / Japanese Phenomenology Conference*, held under the auspices of *The Japanese Phenomenological and Hermeneutic Society / Tokyo University* Department of Philosophy, hosted by Tokyo University, Japan, September, 1992.

"Justifying and Designing Suitable Development Strategies for Third-World Countries" accepted and tabled by *The International Development Ethics Association*, at *The World Conference of Philosophy*, Nairobi, Kenya, July, 1991.

"Phenomenology, Hermeneutics, Structuralism and the Deconstruction of some Paradoxes in Relativity, Quantum Theory and Particle Physics" to an International Conference on *Prospects for a Post-Modern Philosophy of Science: Sociology, Structural Hermeneutics and Critical Ontology*, at The Inter-University Center, Dubrovnik, Yugoslavia, March, 1991.

"Philosophical Reflections on Starvation in the Third-World" a public lecture as *Goldstein Visiting Lecturer in Public Affairs, Washington College MD*, Feb., 1991.

"The Scientist, The Psychotic and the Acolyte: A Study in the Epistemological Adjudication of Conflicting and of Incommensurable World-Views (*Lebenswelt*)" to *SPHS*, meeting in conjunction with the Twenty Eighth annual meeting of *SPEP*, hosted by Duquesne University, Pittsburgh, October, 1989.

"The Dialectics of Pragmatism and Power in the Social Construction of Reality" to the annual meeting of *BSP*, Oxford University, England, April, 1989.

"Description as Interpretation and Explanation as Understanding: Towards a Unified Epistemology in the Human and Natural Sciences" to the annual *SPHS* meeting, hosted by *Ontario Institute for Studies in Education*, Toronto, Canada, May, 1988.

"Phenomenology and the New Sciences" to the Twenty Third annual meeting of *SPEP*, jointly hosted by Georgia State University / Emory University, Atlanta, October, 1984.

"Science and Perception as Design" to the annual conference of *The Design Research Society*, hosted by University of Bath, England, September, 1984.

"The I/Eye of the Paradox: Sartre's View of Consciousness" to *The British Psychological Society, International Conference on "Self and Identity"*, hosted by University of Cardiff, Wales, July, 1984.

"Towards an Interpretative Understanding of Scientific and Technological Culture" to the annual meeting of *BSP*, Oxford University, England, March, 1982.

OTHER INVITED OR REFEREED PAPERS, LECTURES etc.

I was invited leader of a seminar in the IIDS Seminar Series on "Phenomenology: An Interdisciplinary Dialogue", hosted by *Shue Yan University*, Hong Kong, and funded by Chinese government via the Hong Kong University Grants Committee, October 2017.

"The Crisis in Capitalism" given at The University of Central Florida, Spring 2016.

"The Case for Analytic Thinking" at the 57th Annual Meeting of the Florida Philosophical Association, at Nova Southeastern University, November 2011.

“Art: Its Meaning and Significance” to Friends of the Boca Raton Museum of Art, Boca Raton, Florida, April 14th 2011.

“Analytic Thinking: The Problem and Some Solutions” to the Critical Thinking Conference, FAU, March 2010.

Marxism and the Recent Economic Meltdown” to Themes in Social & Political Philosophy Conference, FAU, Feb. 2010.

“Deconstructing Terrorism” to the Contentious Politics Symposium of the Departments of Sociology & Politics, FAU, December 2009.

“Intelligent Design and the Arguments for and Against the Existence of God” as part of the Public Program commemorating the Darwin Centennial, organized by the Schmidt College of Arts and Letters, FAU, February, 2009.

The Case Against Nuclear Power to the conference on *Interdisciplinarity and Environmental Sustainability*, FAU, October 2008.

“China’s Century: A Cultural, Political and Economic View and Analysis of China, its Aspirations and Prospects” FAU Lifelong Learning Society Research Grantee Lecture, April 2008.

“From the Delusion to the Dissolution of the Ego” to the Asian Philosophy Conference, Florida Atlantic University, March 2006.

“Mutant Primordial Slime and the Social Construction and Adjudication of Reality” to the annual meeting of the *Florida Philosophical Association (FPA)*, hosted by The University of Central Florida, Cocoa Beach, Florida November 2005.

“Terrorist Ethics” to the annual meeting of the *Florida Philosophical Association (FPA)*, hosted by The University of Jacksonville, in Jacksonville, Florida November 2004.

"Why Expectation of Likely Consequences is a More Rational Basis for Making Ethical Judgements Than the Distinction Between Omission and Commission" to *FPA meeting* at The University of Florida, Gainesville, November, 2002.

"A Non-Foundational Basis for Ethical Judgements" to the annual meeting of the *FPA* at Stetson University, DeLand, Florida, November 2001.

"The Deconstruction of Ethical Foundations" to the annual meeting of *FPA* at The University of Miami, November 1999.

"Postmodern Communication" to the *FPA* annual meeting, hosted by Florida State University, Tallahassee, November, 1998.

"The Social Construction of Reality" Keynote address to a meeting of *The Florida Association of Undergraduate Philosophy Students*, hosted by University of North Florida, Jacksonville, March, 1998.

"The Nature of the Ethical, The Distinction between Killing and Letting Die, and its Application to Medical Ethics" to a conference on *Bioethics: Challenges to Healthcare Delivery*, hosted by Barry University Council on Biomedical Ethics, in Jensen Beach, Florida, November, 1997.

"Existential Phenomenology, Deconstruction and the Buddhist No-Self Theory" to *FPA* annual meeting, hosted by University of Central Florida, Orlando, November, 1997.

"Psychoanalysis, Neural Physiology or Behaviorism" to *FPA* annual meeting, hosted by Central Florida Community College, Ocala, November, 1996.

Philosophy respondent to a number of papers given at a meeting on Bio-Medical Ethics, organized by the Treasure Coast Biomedical Ethics Council of Barry University, and sponsored by the *Florida Endowment for the Humanities*, at Hutchinson Island, Stuart, Florida, November 1994

"The Mind/Body Problem and the Case for Emergentism" to the *FPA* annual meeting, hosted by University of Florida, Gainesville, October, 1994.

"Why the Mind is Not the Brain: A Critique of Reductionism in Psychology and the Cognitive Sciences" a University Research Lecture as Arts and Humanities College Researcher of the Year (1993), *Florida Atlantic University*, Boca Raton, February 1994.

"Freedom of the Will: A Deconstructive Postmodern Approach" to the *FPA* annual meeting, hosted by University of Tampa, November, 1993.

"Ethics in America" to employees of AT&T (Ft. Lauderdale) as part of a seminar series sponsored by *The Florida Humanities Council*, February, 1993.

"The Deconstruction of Some Paradoxes in the Physical Sciences" to the *FPA* annual meeting, hosted by University of West Florida, Panama City, November, 1992.

"Causal and Non-Causal Explanation in the Natural and Human Sciences" to the *FPA* annual meeting, hosted by Florida Atlantic University, Boca Raton, November, 1991.

Panelist for "Business Ethics in America," a symposium sponsored by the *Florida Endowment for Humanities*, at the Sun-Sentinel Newspaper Offices, Ft. Lauderdale, October, 1991.

"Post-Structuralism & Deconstruction" to the *Philosophy Honors Society, Washington College MD.*, Feb., 1991.

Panelist for "Environmental Ethics for the 1990's," a public forum sponsored by *The Florida Endowment for the Humanities and South Florida Water Management District*, Fern Forrest Nature Park, Pompano Beach, Florida, January, 1991.

"The De-Con-Struction of Reason" to the annual meeting of the *FPA*, hosted by University of Central Florida, Orlando, November 1990.

"Everything You Always Wanted to Know About Phenomenology, but were Afraid to Ask" to *The Institute for Applied Philosophy*, Ft. Lauderdale, Florida, Summer, 1990.

Panel discussant of "The New Physics and the Behavioral Sciences" given by Dr Andrzej Nowak of the Psychology Faculty of University of Warsaw and Dr Maciek Lewenstein, Vice Director of the Institute for Theoretical Physics of The Polish Academy of Science, presented to the *Joint Colloquium of the Department of Psychology and the Program in Complex Systems*, Florida Atlantic University, January, 1990.

"From Correspondence to Coherence: Epistemology and the Foundations of Knowledge" to the annual meeting of the *FPA*, hosted by Florida State University, Tallahassee, Florida, November, 1989.

"Ethical Issues of Nuclear Power" to the *Environmental Ethics Program of University of Georgia*, April, 1988.

"Being and Meaning: The Case for an Epistemology of Significance in the Human Sciences" given at *Rochester Institute of Technology*, New York, February, 1988.

"Against Reductionism" to a conference on *Psychology and Meaning*, held by Manchester Polytechnic, England, March, 1987.

"Husserl's Phenomenology" to the *Philosophy Faculty Colloquium of The University of York*, England, Feb., 1987.

"Existential Phenomenology and the Philosophy of Psychology" to the *Graduate / Faculty Philosophy Colloquium of The University of York*, England, Feb., 1987.

"Did he Jump, or was he Pushed? Freedom and Determinism in Human Behavior" to the *Philosophy Society of The University of Leeds*, England, October, 1986.

I gave a number of papers and ran three research seminars at the *Philosophy Society Summer School of The University of Leeds*, England, June, 1986.

"Theories of Interpretation in Psychology" to *The Sub-Department of Clinical Psychology of the Department of Psychiatry of The University of Liverpool*, England, May, 1986.

"Explanation and Interpretation in the Physical and Human Sciences" to the *Research Seminar of The Institute of Advanced Studies of Manchester Polytechnic*, England, March, 1986.

"A Critique of Objectivism in the Human and Social Sciences" to the *Philosophy Society of The University of Keele*, England, February, 1986.

"Existential and Phenomenological Psychology" to the *Sub-Department of Clinical Psychology of the Department of Psychiatry of The University of Liverpool*, England, May, 1985.

"Objectivity and Alienation: Towards a Hermeneutic Interpretation of the Phenomenological Tradition" to the *Philosophy Colloquium of Duquesne University*, Pittsburgh, Pennsylvania, October, 1984.

"Objectivity and Alienation: A Hermeneutic Interpretation of the Phenomenological Tradition" to the *Philosophy Department Colloquium of Pennsylvania State University*, October, 1984.

I gave a number of papers and ran three research seminars at the *Philosophy Society Summer School of The University of Leeds*, England, June, 1984.

"Science and Method in the Social Sciences" to the *Philosophy and Social Studies Colloquium, Crew and Alsager College*, England, April, 1984.

"From British Empiricism to Radical Empiricism" to the *Philosophy Department Colloquium of The University of Leeds*, England, January, 1984.

"What Phenomenology can offer the Analytic Philosopher" to *The Institute of Advanced Studies of Manchester Polytechnic*, England, October, 1983.

"Problems in Contemporary Epistemology" to The Philosophy Seminar, *Glamorgan Institute for Higher Education*, Wales, November, 1982.

"Continental Philosophy and the Human and Social Sciences" to *The Northern Association for Philosophy*, hosted by Manchester Polytechnic, England, December, 1981.

"Dualism or Holism? A Question of Method in the Physical Sciences" to *The Institute of Advanced Studies of Manchester Polytechnic*, England, Nov., 1981.

COMPETITIVE RESEARCH AWARDS AND GRANTS

2017-18 Osher Lifelong Learning Institute Research and Travel Grant.

2016-17 Lifelong Learning Society Distinguished Professor in Arts and Humanities

2007 Lifelong Learning Society of Florida Atlantic University, Research Award (Summer).

1998 University Semester Research Sabbatical (Spring).

1995 Schmidt Arts and Humanities Summer Research Fellowship.

1993 Florida Atlantic University College of Arts and Humanities Researcher of the Year Award.

1993 Schmidt Arts and Humanities Summer Research Fellowship.

1981-83 British Government Social Science Research Council / Science and Engineering Research Council (Joint Committee) Research Fellowship.

1979-81 British Government Department of Education & Science Major State Studentship.

1978-79 University of Manchester Studentship in Humanities.

1973-74 McMaster Benefactor's Scholarship.

Other Awards.

1994 Dora Achenbach McGreevy Award for Service to Philosophy

REFEREEING AND PEER REVIEWING

Journal of Theory, Culture and Society

International Studies in Philosophy of Science Journal.

Schutzian Research Journal.

International Journal for Peace and Development Studies.

Canada Council Killam Research Fellowship.

Manchester University Press.

Environmental Ethics Journal.

Humanities Books.

Broadview Press Reviewer.

The Journal of Peace, Gender and Development Studies.

4. TEACHING

Areas of Specialization

Contemporary Continental Epistemology (Phenomenology, Hermeneutics, Structuralism, Post-Structuralism), Nineteenth and Twentieth Century European Philosophy, Political and Social Philosophy, Philosophy of Globalization, Philosophy of the Natural, Human and Social Sciences, Philosophy of Mind, Psychology and Cognition, Philosophy of Technology,

Areas of Competence

History of Modern Philosophy, Ethical Theory and Applied Moral Philosophy, Philosophy of Art and Aesthetics, Philosophy of Creativity and Imagination, Introduction to Philosophy.

Research Supervision

I have supervised a number of graduate research students working in the areas of Contemporary European Philosophy (19th & 20th Centuries) and Epistemology, Philosophy of Social Sciences, Philosophy of Law, and Cultural Studies.

Teaching Awards etc.

2017 Recipient of Lifelong Learning Society Distinguished Professor of the Year Award.
Recipient of a Faculty Honors Fellow Program Award

2011 Recipient of a Faculty Honors Fellow Program Award

2010 Faculty Learning Community Leader/Organizer

2009 Recipient of a Faculty Honors Fellows Program Award

2007 Summer Writing Across the Curriculum (WAC) Development Grant.

1996 *Who's Who Among America's Teachers*.

1993 Recipient of the State of Florida Teaching Incentive Award, (value \$5,000), in recognition of university teaching.

1991 (Feb.) Goldstein Visiting Lecturer in Public Affairs at Washington College, Maryland.

1991 First runner up for the Arts and Humanities College teacher of the Year award.

Courses Taught

I have written, and taught or currently teach, the following courses at a variety of levels ranging from undergraduate to postgraduate:

Phenomenology

Critical exposition of the philosophy of Husserl, Merleau-Ponty, Heidegger and Sartre, and of its implications.

Existentialism from Kierkegaard to Sartre

Introduces students to the thoughts and ideas of some major Existential Philosophers such as Kierkegaard, Nietzsche, Jaspers, Marcel, Buber, Heidegger and Sartre.

Structuralism, Poststructuralism and Deconstruction

The course introduces students to the ideas of structuralists and poststructuralists, and examines the implications of their accounts of meaning and knowledge for linguistics, the philosophy of the natural, human and social sciences, and cultural studies. Philosophers whose ideas are touched on include Michel Foucault, Claude Levi-Strauss, Roland Barthes, Jacques Lacan, Louis Althusser etc., while particular attention is paid to the epistemological implications of the work of Ferdinand de Saussure and Jacques Derrida.

Senior Seminar: The Masters of Suspicion; Marx, Nietzsche & Freud

Paul Ricoeur christened Marx, Nietzsche & Freud "The Masters of Suspicion," in that they each suggest that things may not be as they may appear to be, and each offer Hermeneutic Interpretations of various sorts that purport to provide insights into Social, Political,

Psychological, Religious and Cultural life, as well as Morality and History. In the seminar advanced philosophy students present papers upon, and critically analyze and evaluate their work and insights.

Epistemology or Theory of Knowledge

This course examines traditional epistemological issues raised by philosophers ranging from the early Greeks to the Post-Structuralists, and including British Empiricist, Continental Rationalist, German Idealist and contemporary Linguistic, Pragmatic and Analytic, philosophers, as well as Phenomenologists, Existentialists and Structuralists. Topics investigated may include Skepticism and the possibilities of its refutation, the relationship between Knowledge and Belief, competing sources for the Derivation and Justification of Reason, varieties of Experience and Intuition, the nature of Essences, the relation between Form and Content, the Indeterminacy or Underdetermination of Translation as related to Public and Private Languages, the nature, role and scope of Objectivity, Subjectivity, Absolutism and Relativism, etc. as well as issues relating to Foundationalism and Coherence theories of Veridicality and Truth, and epistemological problems relating to our Discovery and Justification of our Knowledge of Ourselves, the World and Others.

History of Modern Philosophy

Kant, Hegel, Marx, Nietzsche and Schopenhauer.

Rationalists and Empiricists

An historically based approach to the philosophy of The Continental Rationalists (Descartes, Spinoza and Leibniz) and The British Empiricists (Locke, Berkeley and Hume), whose philosophies are first explicated and then critically compared and contrasted.

Philosophy of the Physical Sciences

The course examines standard issues in the philosophy of the physical sciences. These include: the status of Unobservables, the relationship between Fact and Theory, the Conceptual mediation of Perceptions / Theory Ladeness of Facts, the Interpretive nature of Descriptions and the Underdetermination of theories by facts, Falsificationism and its connection with Correspondence and Coherence theories of Veridicality, the gap between the Inductive Inference of laws and the Derivation and Justification of theories, "Abduction," deductive Nomological explanation, the problem of induction, "Probabilistic" Generalizations, Nomothetic and Enumerative generalizations, Necessary and Sufficient conditions of Explanation, Causal and Non-Causal Explanation, and the relationship between Explanation and Understanding.

Philosophy of the Human and Social Sciences

The course takes as a framework the debate between, on the one hand Positivists and Neo-Positivists, and, on the other, those advocating *Verstehen*, Symbolic Interactionist, Hermeneutic and Phenomenological, Ethnomethodology, Structuralist, Post-Structuralist and Deconstructivist approaches to the Human and Social Sciences. Within this framework the course examines some of the general problems within the philosophy of science--outlined in the course on the Philosophy of the Physical Sciences (above)--as well as a number of topics specific to the human and social sciences. These latter include the ongoing debate between brain Physiologists, Behaviorists and Non-Reductionistic Psychologists concerning the nature of and the problem of

Verifying, human Consciousness or Mental states, together with associated Methodological issues relating to the Understanding/Explaining/Predicting of human experience and behavior, Freedom and Determinism, Causes and Reasons in scientific explanation, individual Atomism versus social Holism in social explanation, the claims of Marxists, Freudians etc., to understand and explain the experiences and behavior of others better than they understand themselves, the social scientists'/ anthropologists dilemma concerning Spectatorial versus Participatory perspectives, Structuralism, Functionalism, Essentialist versus Non-Essentialist views of the human subject, the Deconstructed Subject and the notion of "Dialectic".

Political and Social Philosophy

Drawing upon the political and social philosophies of Hobbes, Locke and Rousseau, Bentham, Mill, Hume, Marx, Marcuse, Nozick and Rawles etc., the course speculates about the nature of social existence, and the relationship between individuals, organic and mechanistic notion of community, society and the state. Conflictual and consensual views of social relations and political action are then analyzed and contrasted, along with the nature and role of the law. Further ideologies ranging from Fascism and Conservatism, to Liberalism, Socialism and Communism, as well as Anarchism are introduced, analyzed and evaluated, along with their economic aspirations and achievements. Against this background the comparative roles Politics, Economics and Technology as driving and shaping social structures and historical developments are also analyzed and evaluated.

Philosophy of Mind

The course examines and critically evaluates the account of Personal Identity, our Knowledge of and Relation to Our Own and Others' Minds, Freedom of the Will versus Determinism, and the relationship between the Mind the Brain and the World, as given by a variety of Dualist and Monists. These include Eliminative and Reductive Materialism, Mind-Brain Identity Theory, Functionalism, Idealism, Cartesian Dualism, Parallelism, Dual Aspect Theory, Epiphenomenalism, Emergentism, Deconstruction, etc.

Philosophy of the Arts

The first half of the course surveys Classical, Empirical, Idealist, Romantic and Contemporary philosophy of the arts, from Plato and Aristotle, through Kant, Schiller and Hegel, to Nietzsche, Heidegger and Derrida. Against this background, the second half examines such issues as the relation between the True the Beautiful and the Good, the nature of Aesthetic Experience, the Nature and Status of the work of Art, the Art/Craft distinction, theories of Perception, Imagination and Creativity, Politics and the Arts, Society and Arts, theories of Meaning and Interpretation in the Arts etc.

Philosophy of Technology/Environmental, Political, Social. Cultural and Ethical Issues in Technology

Looks at the impacts of technological developments on the Social, Cultural, Political and Economic, as well as upon the Physical Environments. Thus the impact of technology upon family and social structure, work and work roles, human communications and interactions, education, personal development, and political and economic power, development and change are analyzed, alternatives articulated, and evaluative comparisons made.

Moral and Ethical Theory (Meta Ethics)

With the help of theories drawn from philosophers as diverse as Plato, Aristotle, Kant, Bentham, Mill, Hume, Nietzsche, Sartre, Ayer, Hare, Searle, Rawles, Moore, Berlin etc., the course investigates and assesses a variety of theories (such as Emotivism, Prescriptivism, Intuitionism, Naturalism, Contractualism etc.) which purport to give an account of the nature, derivation, justification and status of moral claims.

Applied Ethics

The course introduces, distinguishes and discusses Deontological and Teleological theories, Intentions and Consequences, Commissions and Omissions, Rights Duties and Responsibilities, Justice Equality and Equity etc. These then provide a framework within which to discuss topics of contemporary concern, such as, Killing and Letting Die, Abortion, Euthanasia and Medical and Bio-Medical Ethics, Animal Rights, Ethics of Nuclear Deterrence, Corporate Rights and Responsibilities and Business Ethics, Censorship Freedom of Speech and Propaganda, Sexual Morality, Victimless Crime and theories of punishment etc.

Philosophy of Business

In addition to the topics traditionally associated with business ethics courses, concerning Business' Relation and Responsibility to the Environment, the Consumer and the Workforce, the course examines wider issues, such as the nature of Capitalist and Non-Capitalist institutions and economic structures, and their differing priorities, the relations between Business and Government, Business and Culture and Business and Education. Topics discussed include, government and industries' relative responsibility for Resource Use and Pollution, legal and moral questions concerning Consumer Protection, Positive or reverse Discrimination, and Health and Safety in the workplace, Positive and Negative Liberty (freedom to... and freedom from...), Economic and Social Freedoms, profit and Social Responsibility, the Commoditization of Health and Education etc., Justice and Economic Distribution, the economic role of, and our responsibilities to, the Third-World, governmental regulation self-regulation and Responsibilities to Shareholders, Business-Community and Business-Education Partnerships, Special Interest Lobbying and the Democratic Process etc.

Freshman Honors Seminar "On Human Being and Being Human"

This seminar introduces students to the ways in which Human existence, experience and behavior have been understood in traditions ranging from Behaviorism and Physiological Reductionism to Buddhism, Marxism, Psychoanalysis, Existentialism and Deconstruction, and analyses the underlying principles and assumptions upon which these competing views are based.

Freshman Honors Seminar, "Human Existence, Behavior and Society"

This seminar examines and analyses the Human Subject from the Psychological, Sociological, Political, Linguistic, Buddhist, Moral and Biological, as well as from the broadly Philosophical, perspectives, and, paying attention to the specific, often disciplinary based, justifications offered for particular approaches and points of view, highlights the nature and advantages of interdisciplinary investigation and research.

Freshman Honors Seminar, "Analytic Thinking: Arguments for Analysis"

The seminar requires students to take it in turn to introduce a controversial topic, such as “My Country, Right or Wrong?” “Is there a God?” “What was the cause or were the causes of the 2nd Iraq War?” “What is Morality and Where does it Come From?” and explicate and justify their opinions, following a class discussion of which, each student then writes approximately 400 words, synopsizing the various points of view and defending their own.

Introduction to Philosophy

In this **Writing Across the Curriculum (WAC)** and **Intellectual Foundations** course emphasis is placed upon strengthening students’ analytic and writing abilities. Thus students are required to write two papers of at least 1,000 words each, and two of at least 2,000 words each (which is to say a total minimum of 6000 words) during the course, which in addition to being graded on grammar, syntax and spelling, will also be graded for critical or reflective understanding, clear analysis and expression, logical argumentation, and organization.

The course introduces students to selected issues in Epistemology, Metaphysics, Ethics, Political Philosophy and Aesthetics. Epistemological and Metaphysical issues include the nature of, and distinction between, Knowledge and Belief, the roles of Experience, Intuition and Reason in providing evidence and justification for knowledge claims regarding the Existence and the Nature of (a) the Physical World, (b) our own and others' Minds, (c) the Transcendental realm and God. Idealism and Materialism, Causality, Personal Identity, Freedom of the Will and Determinism, and the nature of Universal Forms or Essences are all discussed in detail. Topics in Ethics and Political Philosophy include, the Nature of Morality, Deontological and Teleological Moral systems and their competing views, the nature of the State and Government, Political Freedom and its Social Limits. Questions in Aesthetics include Formalism, Meaning generation and Interpretation in art. The detail and structure of this course varies according to the interests and abilities of students and the time allocated to the course.

Issues in Contemporary Thought

Compares and contrasts a variety of philosophical approaches to selected issues in Social Philosophy, Psychology, Philosophy of Science, Ethical and Moral Philosophy, Metaphysics, Philosophy of Technology and Philosophy of Mind.

GRADUATE CURRICULUM DEVELOPMENT

In addition to the above courses, which I have taught to students of Philosophy ranging from undergraduate to postgraduate, I have developed and taught the following courses for the college-wide Public Intellectuals/ Comparative Studies Ph.D. in the College of Arts and Letters:

Interpretation and Method

The course introduces students to the use of methodological paradigms which may prove helpful in the interpretive understanding, and, where appropriate, the explanation of, psychological, cultural, social and political phenomena as diverse as interpersonal relations, individual psychological and social identity formation and development, the origins of cultural, social and political differences and conflicts, the nature of oppression and its relation to repression, the distribution of social and political power and control etc. etc. Indeed even more basic issues such as, the constitution of meaning or significance, the social construction of "reality" and identity (including class, race and gender), and the cultural construction of "scientism" are also discussed,

while a framework is established for evaluating and choosing within and between different paradigms.

Consciousness, Meaning and Understanding

This course, jointly designed with a colleague in the philosophy department, discusses and contrasts the traditional claim of philosophy to provide the epistemological foundations upon which we are able to make comparisons within and between the various arts and humanities, with the competing view of the postmoderns, concerning the impossibility of such foundationalism, and therefore of the comparisons supposedly based thereon. On the basis of epistemological insights developed therefrom, the course proceeds to a critical exposition of a variety of theories concerning the nature of Meaning and Representation, and the relation between Language, Thought and Expression, before finally comparing and contrasting the modern and the postmodern conception of the Human Subject, together with the disparate notions of Human "Nature," Identity, Autonomy, Authenticity, Responsibility and Alienation deriving therefrom; all of which issues are clearly central to the arts and humanities

Technology, Society and Human Values

Utilizing the perspectives of Social, Political, Economic and Environmental Philosophy, as well as the Philosophies of Science, History, Education, Psychology, Social Psychology, Ethics, Value Theory, Epistemology and even Metaphysics, Philosophy of Technology is concerned with issues relating to the Origins, Nature, Impact and Control of Technology. In the light of the relationship between Technology, Human Values, and Socio-Political Change and Control, the course analyzes and evaluates the impact of technology upon the Individual, and upon his/her Physical Environment (resources, pollution, energy, food), Work, Society, Education and Culture (the changing nature of work and education, and the changing delineation of socio-cultural roles and relations etc). Eschewing the over simplistic polarization of pro and anti technological attitudes, the course provides a framework to enable students to evaluate the relative Economic, Social, Cultural, Personal and Moral "Costs" and Benefits of different forms of technology, from pre-industrial to post-industrial, from high tech. to "alternative," "intermediate," "convivial" or "appropriate" technologies as they are called. Finally, the Interactions between different forms of Technology and Economic, Administrative and Political Structures and concentrations of Power are analyzed and questions asked concerning who, if anybody, controls the future, and who should do so?

Marx and Freud

Whatever one thinks of Marxist Political Ideology and Freudian Psychology, the fact remains that both have had a huge **methodological** impact on our understanding of individuals and society. More specifically, whether or not we sympathize with, or reject, their conclusions, both thinkers offer frameworks which help us think about, interpret, understand, explain and predict individual, social, cultural and political experience, behavior and interactions, as well as artistic and literary production and products. Thus of great value to everyone in the human and social sciences (e.g. Sociology, Psychology, Politics, Cultural Anthropology etc.) as well as those in the arts and humanities (e.g. Literature, Theater, Art etc. and Philosophy of course) this combined lecture and seminar series will provide a critical understanding of the more significant claims made and frameworks developed by these two thinkers, and show how they may be utilized.

Critical Thinking and Deconstruction in the Arts, Humanities and Social Sciences.

The course begins by outlining and comparing Modern and Postmodern accounts of the roles of Experience, Reason and Intuition in providing approaches to, and justifications for, our claims to understanding and knowledge. From there it proceeds to give a Structuralist or Holistic account of the origin or genesis of meaning or significance. Noting that ambiguity is often characteristic of meaning, as well as of our perceptions of the world, and of our understanding of human existence, behavior, social interactions, cultural communications and artistic expressions, the course introduces students to some of the basic insights of Phenomenology, Hermeneutics, Structuralism and Poststructuralism regarding the role of theoretical preconceptions, interpretations and contexts in influencing our perception and understanding of the world of supposedly objective facts, social behavior, literary texts and cultural artifacts etc. Exploring the implications of thus subverting or Deconstructing some of the traditional or absolutist notions of objectivity, truth and reality, the course nevertheless ends up distinguishing between the historical, social and cultural relativism thus indicated, and the arbitrariness with which such relativism is often mistakenly equated. And it does so by suggesting non-absolutist criteria for adjudicating between the relative merits and shortcomings of differing perspectives and interpretations etc.

Globalization (Political, Economic, Social and Cultural) In Philosophical Perspective.

While the various disciplines, such as economics, politics, sociology, cultural anthropology and communications etc. may study globalization from their particular perspective, philosophy, defined as critical (in the non-pejorative sense of questioning) reflective thinking and analysis is particularly well placed to provide a comprehensive overview of the many faces of globalization, and an analysis and evaluation of its implications for individuals and cultures and their political, social, economic and moral or ethical systems.

And for the **Masters in Liberal Studies** I have also taught:

Critical Thinking in the Arts, Humanities and Social Sciences (developed for the PH.D. See above) as part of a Core.

For the **Graduate Certificate in Environmental Studies** I have developed a course in **Philosophy of the Environment.**

Utilizing the perspectives of environmental philosophy (as narrowly defined with regard to the physical environment) as well as social, political and economic philosophy, ethics and value theory, the course outlines the impacts of agricultural, industrial, energy production, transportation, and information technologies upon the natural, economic, social, political, administrative and cultural environments. The course also suggests different ways in which these may be understood, evaluated, directed and controlled.

5. APPOINTMENTS

2017 Affiliate Faculty of the Peace, Justice and Human Rights Program.

1998 Full Professor of Philosophy at Florida Atlantic University.

1990-98 Associate Professor of Philosophy, Florida Atlantic University, Tenured in 1992.

1989-90 Tenure Track Assistant Professor of Philosophy at Florida Atlantic University.

1988-89 Visiting Assistant Professor of Philosophy at the University of Georgia.

1987-88 Assistant Professor of Philosophy at Central Michigan University.

1985-87 Two-year appointment in the Department of Philosophy at the University of Liverpool.

1983-85 Lecturer (U.S. Assistant Prof.) in The Department of Philosophy at The University of Manchester.

1981-83 Research Fellow in Philosophy of Technology, a post funded by the joint committee of the British Government's Social Science Research Council / Science and Engineering Research Council, and tenable in The Faculty of Technology at The Open University.

1979-87 Part-time Lecturer (U.S. Assistant Prof.) in Philosophy at the University of Manchester's Extra-Mural Department, and Manchester Polytechnic (now Manchester Metropolitan University) while working on my Ph.D.

1972-83 Lecturer (U.S. Assistant Prof.) at Summer Schools organized by The Open University.

1978-81 Part-time lecturer in General and Liberal Studies at Stockport Technical College, while working on my Ph.D at Manchester University.

1975-77 Part-time Lecturer in General and Liberal Studies at Wearside College of Further Education, and Durham Technical College, while completing my M.A. thesis for McMaster University.

1973-74 Teaching Assistant in Philosophy at McMaster University.

1972-73 Research Assistant in Philosophy of Technology at The Open University, Milton Keynes, Buckinghamshire.

6. COMMITTEE MEMBERSHIP etc. (Past and Present)

Professional

Executive Committee of the British Society for Phenomenology

Canada Council Killam Research Fellowship, Reviewer.

International Journal of Peace and Development Studies Reviewer

Manchester University Press Reviewer.

Dialogue Reviewer.

Humanities Books Reviewer.

Rowman and Littlefield Press Reviewer.

Broadview Press Reviewer.

Environmental Ethics Journal Reviewer.

Florida Philosophical Review Reviewer.
Judge of the Florida Philosophical Association Award for Best Graduate Paper
Boca Raton Community Hospital Ethics Committee

Institutional Departmental:

Acting Chair
Philosophy Department Committee
Chair of Committee on Annual Evaluations Criteria
Departmental MA Sub-Committee

College of Arts and Letters

Dean's Search Committee
Ph.D. Executive Committee
Ph.D. Curriculum Committee
Master In Liberal Studies Executive Committee
Research and Other Creative Activities (Awards) Committee
Promotion and Tenure Committee
Graduate Committee
Graduate Programs Committee
Undergraduate Programs Committee
Schmidt Summer Research Fellowship Committee
Research and Other Creative Activities (College Research Grant) Committee
European Studies Committee
Student Academic Affairs Committee
Ad-Hoc Committee on the Status of Syllabus Changes
Ad-Hoc Committee on Undergraduate Standard

University (Past & Present):

University Honors Committee
Strategic Planning Committee (Curriculum)
University Faculty Council sub-committee on Undergraduate Admissions Standards
Graduate Council
NEH Summer Endowment Evaluation Committee
Faculty Student Council

Faculty Advisor

I instituted and directed the FAU chapter of *Oxfam* (The Oxford Committee for Famine Relief).
RESULTS: A nationally affiliated group to end world poverty and child starvation
Student Philosophy Club

7. ORGANIZATIONAL EXPERIENCE

I instituted and directed the Arts and Humanities Research Seminar at Florida Atlantic University in 1989, which I continued to run until 1998. I then helped institute, and run for a year with Teresa Brennan, the Schmidt College of Arts and Letters Super Chair, the Faculty Development Seminar.

Jointly responsible for instituting the Human and Social Sciences Seminar at Manchester Polytechnic (now Manchester Metropolitan University).

Organized The European Philosophy and the Human and Social Sciences conference, an international conference, held in Manchester in 1982.

Organized The Jean-Paul Sartre International Memorial Conference held in Manchester in 1981.

Joint co-organizer of The Philosophy of Maurice Merleau-Ponty conference, an international conference held in Manchester in 1980.

November 2017

Carol Steinberg Gould
Professor, Department of Philosophy
Co-Director, Classical Studies Program
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cellista@me.com

Degrees

B.A.: Philosophy, SUNY Buffalo (Phi Beta Kappa)
Ph.D.: Philosophy, SUNY Buffalo
Dissertation: "Eponymy and Self-Predication in Plato's Middle Theory of Forms"

Teaching Positions

Florida Atlantic University, Professor, 1999-present
Florida Atlantic University, Associate Professor (tenured), 1995-1999
Florida Atlantic University, Assistant Professor, 1991-1995.
Union College, Visiting Assistant Professor, 1987-88,
1989-1991. Colgate University, Visiting Assistant
Professor, 1988-89.
Rensselaer Polytechnic Institute, Adjunct Assistant Professor, 1985-1986.
Visiting Assistant Professor 1986-87
SUNY Albany, Associate Fellow at the Center for Humanities, 1985-1987.

Publications

Book:

2014 *Art, Ethics, and Representations of the Holocaust*. Co-edited with Simone Gigliotti.
Rowman and Littlefield,

Articles

2018. Critical Review, James Hilgers, *Disinterestedness: Art, experience, and the Self*
- 2017 "Against the Relativity of Beauty: A Reply to Mock" in Cowan, 2018
- 2017 "Beauty is Objective." In Steven Cowan (ed.) *Disputations: An Introduction to Philosophical Problems*
Forthcoming, 2018 Bloomsbury Press
- 2017 "Ethical Arguments Against Women In Ground Combat: A New Perspective." *Military Ethics*
(to be published with replies and author's response to critics), forthcoming.
- 2017 "Iki and Glamour as Aesthetic Properties of Persons: Reflections in a Cross-Cultural Mirror"
in *New Essays in Japanese Aesthetics: Philosophy, Culture, Literature, and the Visual Arts*,
edited by Minh Nguyen. (Rowman and Littlefield), Lexington Books.

- 2015, "Critical Review of David Brendel's *Healing Psychiatry*." *Philosophical Practice*
- 2014 "Clive Bell," revised version, Michael Kelly (ed.) *Encyclopedia of Aesthetics*, 2nd ed (Oxford University Press).
- 2013 "Schlink's *Der Vorleser*: Literature, Cruelty, and Narrative (un)Reliability," in *Art, Ethics, and Representations of the Holocaust*. (see above)
- 2013 "Things You Want to Know about Japanese Aesthetics," *American Society of Aesthetics Newsletter*
- 2010 "Carol Prusa's Conceptual Voyages," exhibition catalogue essay for "Emergence," one- woman show, Coleman Burke Gallery, New York, September 9-October 16
- Forthcoming, reprint of "Dogen and Plato on Enlightenment," *The Journal of Comparative Literature and Aesthetics*
- 2009 "Dogen and Plato on Enlightenment," *Japan Studies Review* XIII, 81-97
- 2007 Critical review of Mark Vernon, *Philosophy of Friendship*. *Philosophical Practice*
- 2007 Review of Steven Heine *White Collar Zen*. *Philosophy East and West*
- 2006 Critical review of Jan Walsh Hokenson, *France, Japan, East-West Aesthetics*, *Philosophy East and West*
- 2005 "Glamour as an Aesthetic Property of Persons," *Journal of Aesthetics and Art Criticism*
- 2005 "Plato on Sex" in Alan Soble (ed.), *Sex from Plato to Paglia*, 2 vols., Westport, Conn.: Greenwood Press
- 2004 Critical Review of John Kirby, *Secrets of the Muses Retold*, *Italica*
- 2003 Review of Peg Brand, *Beauty Matters*, *Feminist Review* 75
- 2003 "Clive Bell" in Chris Murray (ed.) *Key Writers on Art*, Volume II (London: Routledge)
- 2003 "Roger Fry" in Chris Murray (ed.) *Key Writers on Art* Volume II (London: Routledge)
- 2001 "Moral Dilemmas and Integrity in Sophocles' *Philoctetes*" in Anthony Preus (ed.) *Before Plato* (Albany, SUNY Press)
- 2001 "Critical Review of Beversluis, *Cross-Examining Socrates: A Defense of The Interlocutors in Plato's Early Dialogues*," *Philosophy and Literature* 24
- 2000 "The Essential Role of Improvisation in Musical Performance," (with Ken Keaton), *Journal of Aesthetics and Art Criticism* 58
- 2000 "Platonic Resonance in Cynthia Ozick's *The Puttermessa Papers*," *Proceedings of the 34th Annual Convention of the Association of Jewish Libraries*, compiled by Laurel S. Wolfson and Barbara Y. Leff (New York, Association of Jewish Libraries)

Experience," *The Journal of Comparative Literature and Aesthetics* 23

- 1999 "Public Virtues and Private Pleasures in Classical Athens," *Philosophy and Literature* 23
- 1998 "Clive Bell," in Michael Kelly (ed.) *Encyclopedia of Aesthetics* (Oxford, Oxford University Press)
- 1998 Critical review of Hanson and Heath, *Who Killed Homer Philosophy and Literature*, 22
- 1997 "Čechov's Aesthetic Vision in 'Rothschild's Fiddle'," in Kataev, Kluge, and Nohejl (eds.), *Anton P.Čechov--Philosophische und Religiöse Dimensionen im Leben und im Werk: Vorträge des Zweiten Internationalen Čechov-Symposiums Badenweiler, 24. Oktober 1994* (München: Verlag Otto Sagner)
- 1997 Critical Review of Berel Lang, *Mind's Bodies. Journal of Aesthetics and Art Criticism* 55
- 1996 "Romantic and Philosophical Views of Eros in Plato's *Symposium*," in Alan Soble (ed.), *On Sex, and Friendship: Studies of the Society for the Philosophy of Sex and Love* (Amsterdam; Atlanta, Rodopi).
- 1996 Critical review of Patrick O'Neill's *Fictions of Discourse, Philosophy and Literature*, 20
- 1995 Grube's Translation of *Republic* 476a: A Response to Waterfield," *Ancient Philosophy*, 15
- 1994 "A Puzzle about the Possibility of Aristotelian *Enkrateia*," *Phronesis*, vol. 39: 174-86.
- 1994 "Clive Bell on Aesthetic Experience and Aesthetic Truth," *British Journal of Aesthetics* 34
- 1994 "The Reality of Aesthetic Properties: A Response to Goldman," *The Journal of Aesthetics and Art Criticism* 52
- 1992 "The Tragic Vision in Chekhov's 'Grief'," (w. Toby Clyman) *Russian Literature* 31
- 1990 "Plato and George Eliot on Literature and Moral Narcissism," *Philosophy and Literature* 14
- 1987 "Socratic Intellectualism and the Problem of Courage," *History of Philosophy Quarterly*, 4

Short Reviews

- 1999 Review of Nancy Sherman (ed.) *Aristotle's Ethics: Critical Essays, Ethics* 110
- 1991 Review of Paul Harris (ed.), *On Political Obligation, Ethics* 101
- 1991 Review of Zuckert, *Natural Right and the American Imagination, Ethics*

Book

2014 *Art, Ethics, and Representations of the Holocaust*. (Lexington Books) co-edited

with historian Simone Gigliotti

Works in Progress

- * Book manuscript: *Aesthetics of the Person* (single-authored)
4 & 1/2 chapters completed
- * Book proposal/Book—*Problems in the Philosophy of Aging*

Honors and Awards

- 2012, 2013 NEH, *Aquila Theatre Scholar for Ancient Greeks/Modern Lives*
- 2005 *International Travel Award, Division of Research and Graduate Studies, Florida Atlantic University*
- 2005 *Summer Faculty Development Award for Research, Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University.*
- 2004 *Research Fellow of the Center for Interdisciplinary Studies of the Dorothy F. Schmidt College, Florida Atlantic University*
- 2004 *South Florida Consortium for Asian Arts and Culture Course Development Grant*
- 2003 *Florida Atlantic University Award for Excellence in Undergraduate Teaching*
- 2003 *South Florida Consortium for Asian Arts and Culture Course Infusion Grant*
- 2002 *President's Leadership Award, Florida Atlantic University*
- 2002 *South Florida Consortium for Asian Arts and Culture Course Infusion Grant*
- 1997 *Summer A Florida Atlantic University, Women's Studies Curriculum Development Grant*
- 1995 *The Schmidt Summer Fellowship, Florida Atlantic University*
- 1994 *State of Florida Teaching Incentive Program Award*
- 1994 *Florida Atlantic University Foundation International Travel Grant*
- 1994 *Florida Atlantic University Award for Excellence in Undergraduate Teaching*
- 1993 *Schmidt College Summer Research Fellowship, Florida Atlantic University*
- 1984 *Thomas Perry Dissertation Prize, awarded by SUNY at Buffalo*
Hildegard Schinner Award for Critical Thinking, awarded by Phi Beta Kappa Chapter of SUNY at Buffalo
Phi Beta Kappa

Invited Talks

- 2015 "Why Women Should Not Be n Ground Combat." Jacksonville University
26 March.
- 2007 "Music and the Conflicting Demands of Aesthetics and Ethics." Manuel
Davenport Keynote Address, American Society for Aesthetics, Rocky Mountain
Division, 13 July, Santa Fe, New Mexico
- 2005 "Eastern and Western Conceptions of Self and Their Impact on Modernist Art
and Aesthetics," Fourth International Workshop on Transcultural Aesthetics, 23
August, Salzburg, Austria
- 2003 "Is Glamour an Aesthetic Property?" University of Oregon at Eugene, 14 May
- 2001 "Glamorous Men, Beautiful Women in the Athenian Democracy," Eckerd
College, 7 May
- 1992 "Aristotle on the Weakness of Moral Strength," SUNY, Albany, 6 April
- 1992 "Aristotle on the Weakness of Moral Strength," Union College, 3 April

- 1992 "Clive Bell on Aesthetic Experience and Aesthetic Truth", SUNY Albany, 5 October
- 1991 "Knowing the Sweetness of Life: "Sophocles and Socrates on Courage," Manhattan College, 20 March
- 1988 "Literature and Moral Narcissism: Plato and George Eliot on the Role of Literature in Moral Education," Trinity College, 9 November
- 1988 "The Moral Implications of Perspective in Literature," SUNY Albany, March
- 1987 "Literature and Moral Narcissism," SUNY Buffalo, 7 December
- 1987 "Literature and Moral Narcissism," 26 October, 1987, McMaster University (Colloquium sponsored by Philosophy and English Departments)
- 1985 "Courage and Socratic Knowledge," Vassar College, 12 February
- 1984 "An Analysis of Courage: Some Remarks on Plato's *Laches*," SUNY at Albany, April
- 1982 "Passion and Carnality in Plato's Theory of Love," SUNY at Albany, March

Conference Presentations

2017, "In Defense of Humean Fashion Aesthetics: Parsons on the Aesthetics of Fashion" Eastern Meeting of the American Society of Aesthetics, Philadelphia, April

2016 "*The Ethics and Metaphysics of Iki & the person in Japanese Aesthetics*," National meeting of the American Society for Aesthetics, Seattle November 15-20

2016 "*Being Stylish and Having Style: Fashion as Signifying Transparency and Opaqueness*"

Aesthetics, Fashion and Psychology Conference, an interdisciplinary conference, sponsored by the London College of Fashion and The British Society of Aesthetics and The British Psychological Society, London, England, July 1

2015 "*Ethical Arguments Against Women In Ground Combat*" Florida Philosophical Association (November 6-7, Flagler College, St. Augustine, FL)

2015 "*Why a Non-Discriminatory Analysis of Creativity is Incoherent: A Reply to Fosberg*" American Society of Aesthetics, National meeting (November 11-15, Savannah, Georgia)

2014 "The Japanese Concept of *Iki*: Personality Style as an Aspect of Everyday Aesthetics." American Society for Aesthetics Annual Pacific Division Meeting, Asilomar, CA).

2012 "The Ontology of Aesthetic Properties of Persons," at Pacific Division Meeting of the American Society for Aesthetics, Asilomar, CA, 11 April.

2011 "Dadlez on Thought Experiments and A Different Possibility for Lewis' Possible Worlds," National Meeting of the American Society for Aesthetics, Tampa, November 27

2011 "Rowe on Nelson Goodman's Sorities Paradox and the Ontology of a Musical Work" Eastern Division Meeting of the American Society for Aesthetics, Philadelphia, 9 April.

2008 "Aristotelian Virtue and the Histrionic Personality Disorder" Freedom and Psychiatry: meeting of the International Network of Philosophy and

Psychiatry, Dallas 6-8 October

- 2008 Remarks on "Beauty, Sexuality, and Agency: Entertaining Women in Japan," Southern Japan Seminar, Florida International University, 1 March.
- 2007 "The Paradox of Aesthetic Refinement: A Reply to Levinson," National Meeting of the American Society of Aesthetics Los Angeles, 8 November.
- 2007 "Remarks on Comic Moralism," Eastern Division Meeting of the American Society for Aesthetics, Philadelphia, 14 April.
- 2006 "Dogen and Plato on Enlightenment," FAU Conference on Asian Philosophy and Ideas, Boca Raton, Florida, 31 March.
- 2006 "Plato and Dogen on Desire, Character, and Enlightenment," Rocky Mountain Division of the American Society for Aesthetics, Santa Fe, 16 July.
- 2005 "A Platonic Response to Dogen's *Genjokoan*," American Philosophical Association, 28 December, New York
- 2005 "The Influence of Marcel Duchamp on Michael Singer" Rocky Mountain Meeting of the American Society of Aesthetics, Santa Fe, 9 July.
- 2005 "Aesthetics, Ontology, and Value: Response to Pratt, Trivedi, and Brown," Eastern Division of the American Society for Aesthetics. Philadelphia, 9 April.
- 2004 "Narrative Thinking, Truth and Literature: Reply," Eastern Division of the American Society for Aesthetics, Philadelphia, April.
- 2003 "Glamour as an Aesthetic Property of Persons," Rocky Mountain Division Meeting of the American Society of Aesthetics, 14 July
- 2002 "Personal memoirs/Public Memorials: Alternative Thoughts on the Role of Art in Times of Crisis," Eastern Division Meeting of the American Society for Aesthetics, 5 April, Philadelphia.
- 2001 "Reply to Jan Thomas' 'True Stories': Can Literature be True?" Mountain Plains Philosophy Conference, 13 October, Colorado Springs, Colorado (presented *in absentia*)
- 2001 "Plato's Philosophy of Language as the Basis for his Poetic Theory," Rocky Mountain Division Meeting of the American Society of Aesthetics, 14 July, Santa Fe, New Mexico
- 2001 "Theories of Art and Theories of Aesthetic Experience: A Response to Shelley," Pacific Division Meeting of the American Society for Aesthetics, 28 March, Pacific Grove, California.
- 2000 "A Problem About Knowledge From Literature," Rocky Mountain Division Meeting of the American Society for Aesthetics, 7 July, Santa Fe, New Mexico.
- 2000 "Young on Philosophy and Literature," Pacific Division Meeting of the American Society for Aesthetics, March, Pacific Grove, California

- 1999 "Literature and Knowledge: Response to Gaut and Dhillon," National Meeting of American Society for Aesthetics, 29 October, Washington, D.C.
- 1999 "Platonic Resonances in Cynthia Ozick's *Puttermesser Papers*," Association of Jewish Libraries, 23 June, Boca Raton.
- 1999 "The Role of Improvisation in Musical Performance," (co-author Ken Keaton) College Music Association, Southern Chapter, 19 February, Orlando
- 1998 "Reflections on the Aesthetics of Recording Practice and Musical Interpretation," National Meeting of the American Society for Aesthetics, 12 November, Bloomington, Indiana (In absentia)
- 1998 "The Ethical Difference Between the Literary and the Visual Arts," XV Congress of the International Association of Empirical Aesthetics. 24 September, Rome.
- 1998 "Aesthetic Theory and Creative Practices," panel participant at the Eastern Division meeting of the American Society for Aesthetics, 18 April, Iona College, New Rochelle, NY.
- 1998 "Philosophical Issues Concerning Authenticity in Musical Performance" (co-authored with Ken Keaton) at the College Music Society, Southern Chapter Annual Conference, 22 February, University of West Georgia, Carrollton, GA.
- 1997 "Memory, Cultural Identity, and Transformation in Eastern Aesthetics: A Response to Man and Sandrisser," at the National Meeting of the American Society for Aesthetics in Santa Fe, New Mexico, 1 November
- 1997 "Plato on the Moral Inferiority of the Narrative over the Visual Arts," Annual Joint Conference of the Society for Ancient Greek Philosophy and the Society for the Study for Islamic Philosophy and Science at the Institute for Global and 1996
 "The Problem of Intertextuality: A Philosophical Interpretation of Amos Oz's *To Know a Woman*," XIV Congress of the International Association of Empirical Aesthetics. 2 August, Czech Academy of Sciences, Prague.
- 1996 "The Aesthetics of Cognitive Reading: A Response to Johns," Eastern Division Meeting of the American Society for Aesthetics, 30 March, Corning, New York.
- 1995 "Kieran's Critical Pluralism," National Meeting of the American Society of Aesthetics, 2 November, St. Louis, Missouri
- 1995 "Moral Dilemmas and Integrity in Sophocles' *Philoctetes*," Annual Joint Meeting for the Society for Ancient Greek Philosophy and the Society for the Study of Islamic Philosophy and Science. 21 October, Institute of Global and Cultural Studies, SUNY Binghamton
- 1995 "The Philosophical Significance of *Mrs. Dalloway* in Amos Oz's *To Know a Woman*" 5th Annual Virginia Woolf Conference, 16 June, Otterbein College; Westerville, Ohio.
- 1995 "Supervenience and The Existence of the Aesthetic Properties: A Response to Bender," Annual Meeting of the Eastern Division of the American Society for Aesthetics," 31 March, Bowling Green, Ohio (in absentia)
 Cultural Studies of SUNY, Binghamton on 25 October

- 1994 "Chekhov's Aesthetic Vision in 'Rothschild's Fiddle'," Second International Badenweiler Symposium: Religious and Philosophical Dimensions of the Life and Work of A.P. Chekhov (co-authored with Toby Clyman, read by C. Gould) October, Badenweiler, Germany.
- 1994 "Style, the Aesthetic, and Meaning: A Response to M. Ophardt," Annual Meeting of the Eastern Division of the American Society of Aesthetics, Meeting, 8 April College Park, Maryland.
- 1993 "Aristotle's Distinction Between Enkrateia and Sophrosyne," Annual Joint Conference of the Society for Ancient Greek Philosophy and the Society for the Study of Islamic Philosophy and Science, 30 October; Institute of Global and Cultural Studies, SUNY Binghamton, Binghamton, New York
- 1992 "An Analysis of the Concepts of Race and Ethnicity in Classical Greek Philosophy," Twentieth Annual Conference of the National Association for Ethnic Studies. 7 March, Boca Raton, FL
- 1991 "Aristotle on Living Well and Doing Good," Annual Meeting of the Florida Philosophical Association Meeting, 8 November; Boca Raton, Florida
- 1991 "Thespian Identity: Remarks on Professor Saltz's 'Three Ways of Being on Character'," Annual Meeting of the American Society for Aesthetics, 1 November, Portland, Oregon.
- 1990 "Courage, Value, and Eros in the Speech of Phaedrus: A Response to Dandekar's Analysis of Plato's *Symposium*," Meeting of the Society for the Philosophy of Sex and Love, Annual Meeting of the Eastern Division of the American Philosophical Association, 29 December, Boston, Massachusetts.
- 1985 "Chekhov's 'Grief' and Greek Tragedy," (read by co-author Toby Clyman) International Chekhov Symposium, October 1985, Princeton, New Jersey..
- 1984 "Chekhov's 'Grief' and Greek Tragedy," Annual Meeting of the Mid-Atlantic Slavic Conference, 12 March; Haverford College, Haverford, Pennsylvania

Other Activities in the Profession

2017 Refereed submission for ASA Eastern Division meeting

2017 Reviewed new edition of book for Routledge

2017 Reviewed for Norton manuscript (*Norton Introduction to Ethics*, 1st ed)

2017 Reviewed book proposal for Routledge (*Jazz and the Philosophy of Art*)

2017 Reviewed for Bloomsbury Press *Bloomsbury Companion to the Philosophy of Psychiatry*,

2009-present Reviewer of submissions for (1) *Journal of Aesthetics and Art Criticism*, and
(2) *Philosophical Practice*.

2012-13 Reviewed manuscript for Ashgate Press.

2008 External Examiner, Wesleyan University, College of Letters, Junior Class
Comprehensive Examinations 12-15 May (one of two/co-examiner: Professor Chris Celenza,
Johns Hopkins University, Department of Languages)

2007 Reviewed manuscripts for Thomson Publishing

2006 Presentation to FAU Philosophy Club on "Character, Destiny, and Human

1989 Reviewed manuscript for University of South Carolina Press

Since 1992, Reviewer of manuscripts for

Philosophy and Literature

The Journal of Aesthetics and Art Criticism

Ancient Philosophy

Phoenix: The Journal for the Canadian Classics Association

Philosophical Practice

Hypatia

Professional Development

- 2017 E-Learning course development: Philosophy of Sexuality
- 2016 E-Learning course development: Philosophy of Aging
- 2016 E-learning course development: Philosophy of Medicine
- 2015 E-learning course development: Moral Problems
- 2015 E-learning course development: Philosophy of Psychiatry
- 2011 E-learning Designer/Facilitator Certification Training Course (designed Ancient Philosophy online)

Professional Societies

American Philosophical
Association Florida
Philosophical Association
American Society for
Aesthetics International Plato
Society
Society for Ancient Greek Philosophy
Association for the Advancement of Philosophy and Psychiatry
American Philosophical Practitioners Association, Fellow and Certified Practitioner

Activities Related to Philosophy for Children

- 2003 Organized and gave presentation at a workshop on “Antigone” designed to foster use of classics and philosophy in the K-12 curriculum, Florida Atlantic University, 27 March
- 2001 Organized and gave presentation at a workshop on “Oedipus” designed to foster the use of classics and philosophy in the high school curriculum, Florida Atlantic University, 24 February
- 1989 Scholar on team sent to NEH The Learning Odyssey at Mohonk Mountain House, October
- 1986 Co-Director of 2- part Workshop for Teachers on Interdisciplinary Approaches to Literature by means of a study of *The Picture of Dorian Gray* and the Decadent Movement. 6 December, 13 December

- 1986 Co-Director of Workshop for Teachers on Interdisciplinary Approaches to Literature by means of an examination of the poetry of Emily Dickinson, sponsored by Center for Humanities, SUNY Albany, 10 May-17 May
- 1984 Co-Director of Workshop in Critical Thinking for High School Teachers, sponsored by the Research Foundation of the State University of New York, 3 November
- 1982-3 Instructor for five terms in the Program for Gifted and Talented Children, College of Continuing Studies, SUNY at Albany, 6 courses

Curriculum Development

1991-present

My appointment at FAU was initially to teach philosophy and to design and teach interdisciplinary courses in philosophy of/and/in literature. I was charged with forging links between the Philosophy Department and other departments in the (then) College of Arts and Humanities.

I developed and taught several interdisciplinary courses at both the graduate and the undergraduate levels.

I also redesigned two courses in the Philosophy curriculum, Ancient Philosophy and Aesthetics and Philosophy of the Arts

At FAU, I have designed and taught the following courses:

- (1) Philosophical Perspectives on Women in Antiquity (graduate seminar and undergraduate course)
- (2) Philosophy of Psychiatry (Ph.D. seminar and undergraduate course)
- (3) Asian Aesthetics and Art Theories
- (4) Philosophy of Art (Ph.D. seminar)

I have designed, but not taught, the following courses: (1) Philosophy of Music
(2) Philosophy of the Performing Arts

2012--present I completed the training to design and teach online courses. I have designed and taught an online course "Ancient Philosophy" (PHH 3100), which I teach again in Fall 2012. I continue to design and teach courses through the Center for ELearning

2002-2004 Through grants from the South Florida Consortium for Asian Arts and Culture. I infused Asian Philosophy into two courses on contemporary philosophy (Aesthetics and Art Theories; Philosophy of Psychiatry). The following year I developed a new course, Asian Aesthetics (2004)

1996-2004 Founder and Director, Classical Studies Program (FAU)

Worked with the Dean of the Dorothy F. Schmidt College of Arts and Letters (initially with Dean James Malik) to start a program in Classical Studies. This work involved working with donors, raising money, chairing a planning committee, and working with departments in the College. Taught in the program, designed courses for it, and served on the committee since the program began.

1997 Developed course for the graduate and undergraduate program in Women's Studies and served (1995-1997) on the Women's Studies Executive Board**1993-1994** Chair, University Judaic Studies Planning Committee (FAU)

As chair, I worked with a committee of faculty, donors, and community leaders. over bi-weekly meetings, meeting with administrators, hiring a Hebrew instructor.

I co-authored (with noted scholar Professor Nahum Sarna) a report of the committee's activities and a proposed design of the program. I attended national Judaic Studies conferences to learn more about similar programs at state universities around the country. The FAU program has since grown into two separate programs (Jewish Studies & Holocaust Studies), which together have two endowed Chairs.

1988-1991 At Union College, I designed and taught (1) Philosophy and Tragedy (2) Philosophy of Psychoanalysis**Courses Taught***Graduate*

Philosophy of Language (Rensselaer Polytechnic Institute)
Theory and Methodology (Comparative Studies, Florida Atlantic University)
Aesthetics and the Philosophy of Art (Comparative Studies, Florida Atlantic University)
Philosophy of Psychiatry (Comparative Studies, Florida Atlantic University)

Undergraduate

Greek and Roman Philosophy	Philosophical Perspectives on Women in Antiquity
Philosophy of Literature	Reason and Value
Aesthetics	Practical Logic
Philosophy of Psychiatry	Greek Philosophy
Philosophy of Psychoanalysis	Introduction to Logic
Plato	Twentieth Century Philosophy
Philosophy and Tragedy	Nineteenth Century Philosophy
Metaphysics	Asian Aesthetics and Art Theories
Moral Problems	Philosophy of Medicine
Philosophy of Aging	Philosophy of Sexuality

On Line Courses: Ancient Philosophy, Moral Problems, Philosophy of Psychiatry, Philosophy of Medicine, Philosophy of Aging.

Service at FAU

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University

- 2012-present College Research and Creative Activities Committee, Member
- 2012-2013 Leader, Faculty Learning Community on “Teaching Creativity and Critical Thinking in Online Courses”
- 2010-2011 Leader, Faculty Learning Community on “Teaching Large lecture Courses”
- 2007-2012 College Promotion and Tenure Committee, Member
- 2009-2010 University Promotion and Tenure Committee, Member
- 2009-2010 College Promotion and Tenure Committee, Chair

- 2009-2010 Search Committee Member for Assistant Provost for Lifelong Learning

- 1996 University Faculty Council,
- 1994-1995 Judaic Studies Program Planning Committee, Chair
- Fall 1994 Search Committee for Women's Studies Director
- 1992-94 University Research Committee
- 1995 Search committee for Schmidt Eminent Scholar in Comparative Studies
- 1993-1995 Women's Studies Executive Committee
- 1993-1995 Faculty Advisor for FAU Hillel
- 2001-2002 Chair, Committee to Review Arts Departments (Art, Music, Theatre)

The Dorothy F. Schmidt College of Arts and Letters

- 2017-2018 Co-Director, Classical Studies Program

- 2017 Member, Search Committee for Interim Dean of Dorothy F. Schmidt College of Arts and Letters

- 2011-2018 Research and Creative Activities Committee
- 2005-2011 Promotion and Tenure Committee, Chair (2009-2010)
- 2004-2005 Dean’s Advisory Committee
- Spring, 2005 Dean’s Task Force to Review Evaluation of Eminent Scholars
- 2002-2003 Search Committee for Gimmelstob Eminent Scholar

2002-2003 Planning Committee for Interdisciplinary Studies Center

1998-2004 Director, Classical Studies Certificate Program,

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1999-2000 Search Committee for Gimmelstob Eminent Scholar

1995-2000 Judaic Studies Committee

1997-1998 Chair, Classics Program Planning Committee

1997-1998 Student Academic Affairs Committee

Fall, 1996 Selection Committee for TIP Awards, fall 1996

Spring, 1996 Selection Committee for Lifelong Learning Student Scholarships

1995-1996 Visiting Scholar Committee Selection

Spring 1996 Committee for Schmidt College Summer Fellowships

1994-1995 Comparative Studies PhD Implementation Committee

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1993-1995 Chair, College Student Academic Affairs Committee

Department of Philosophy

Member of subcommittee to develop STEM Minor, 1998

Chair of subcommittee to revise promotion and tenure guidelines, 2011-2012

Member of subcommittee to revise undergraduate curriculum, 1998

Chair, search committee for assistant professor in ethics, 1998

Member of subcommittee to design Masters Program

Graduate Thesis Committees

Roseanne Marquart Reader (M.A. English Department, 1996-completed May 1997)

Jennifer Brachfeld, Reader (M.A. English Department, 1996)

Danielle Linden, Reader (M.S. College of Nursing, 1996)

Joann Bamdas, Chair (MALS Program, 2000-graduated May 2002)

Melica Preic, Reader (M.A. French spring 2003-graduated May 2004)

Naomi Thomas, Reader (MA Music 2003-graduated May 2004)

Mark Gobeo, Chair (Master in Liberal Studies 2007-graduated 2008)

Robert Axberg, Chair (Ph.D. in Comparative Studies, PI track 2007-graduated May 2011)

Daniel Copher, Chair (Ph.D. in Comparative Studies, Arts track 2007-present)

Jill Kriegel, Reader (Ph.D. in Comparative Studies, PI track 2007-graduated May 2010)

Jerry Durjeeb, Reader (Ph.D. in Comparative Studies, LLL track 2008-graduated 2010)

Susan D'Aloia, Reader (Ph.D. in Comparative Studies, PI track 2007-graduated May 2011)

Jennifer Mantoni, Chair (MA, MLS program 2010-graduated May 2011)

Adam Campbell, Reader (Ph.D. in Comparative Studies, PI track 2009-present)

Fred Bonomo, Chair (Ph.D. in Comparative Studies, FPA track 2010-present)

Daniel Copher, Chair (Ph.D. in Comparative Studies, FPA track, 2009-2012)

Julie Saorito-Prodani Chair (MA in Liberal Studies, 2011-2013)

Karoly Balazs, Reader (Ph.D. in Psychology, 2011-present)

Sara Salman, Reader (M.A. Women and Gender Studies, 2014-present)

Meagan Weisner, Reader (M.A. in Anthropology, 2014-2015)

Lauren Guilmette, Ph.D.

Assistant Professor, Department of Philosophy
Florida Atlantic University

777 Glades Road – SO 283, Boca Raton, FL 33431

Website: <https://laurenguilmette.wordpress.com/> | Email: lguilmette@fau.edu

EDUCATION

- | | | |
|------|--------------|------------------------------|
| 2014 | Ph.D. | Philosophy, Emory University |
| 2011 | M.A. | Philosophy, Emory University |
| 2008 | B.A. | Philosophy, Williams College |

PROFESSIONAL APPOINTMENTS

- | | |
|------|--|
| 2014 | Assistant Professor , Department of Philosophy, Florida Atlantic University |
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AREAS OF SPECIALIZATION AND COMPETENCE

- Feminist Philosophy, 20th Century Continental Philosophy, Social and Political Theory
- History of Philosophy, Applied Ethics, Philosophy of Disability, Queer Theory

PUBLICATIONS

Peer-Reviewed Articles & Chapters:

- “Queer Orientations”, *50 Concepts for a Critical Phenomenology*, ed. Weiss, Murphy, and Salamon, Northwestern Press, forthcoming 2019
- “The Violence of Curiosity: Butler’s Foucault, Foucault’s Herculine, and the Will-to-Know”, [*philoSOPHIA*, Vol. 7, No. 1](#), Winter 2017
- “Curiosity-as-Care: Feminist Philosophies of Disability, Foucault, and the Ethics of Curiosity”, [*APA Newsletter on Philosophy and Medicine*](#), Fall 2016
- “‘In What We Tend to Feel is Without History’: Foucault, Genealogy, Affect”, [*The Journal of Speculative Philosophy*, Vol. 28, No. 3](#), 2014
- “Reading Butler Reading Beauvoir Reading Sade: On Ethics and Eros”, [*Philosophy Today*, Vol. 55](#), 2011

Volumes Edited:

- *2012 SPEP Supplement* (with Cynthia Willett and Anthony Steinbock), [*The Journal of Speculative Philosophy*, Vol. 26, No. 2](#)

Book Reviews, Entries & Translations:

- “Amy Allen” (with Rebekah Spera), *Encyclopedia of the Philosophy of Law and Social Philosophy*, eds. Sellers and Kirste, Springer, forthcoming 2018
- Review of Alexis Shotwell’s *Knowing Otherwise: Race, Gender and Implicit Understanding* (2011), [*philoSOPHIA* 6.1, Special Issue on Incarceration](#), February 2016

- Review of Justin E.H. Smith’s *Nature, Human Nature, and Human Difference: Race in Early Modern Philosophy* (2015), in [Notre Dame Philosophical Reviews](#), December 2015
- Review of Ann V. Murphy’s *Violence and the Philosophical Imaginary* (2012), *APA Newsletter on Feminism and Philosophy*, Vol. 12, No. 2, Spring 2013
- “Must We Burn Sade?” (co-translator), *Political Writings (Beauvoir Series)*, ed. Simons and Timmermann, University of Illinois Press, 2012

Under Peer Review:

- “The Age of Paranoia: Teresa Brennan’s Posthumous Insights for the Present”, *differences—A Journal of Feminist Cultural Studies*
- “Teresa Brennan, William James, and the Energetic Demands of Ethics”, *Journal of Speculative Philosophy*
- “Unsettling the Coloniality—Signaling a Transcontinental Reverberation—of the Affects: Brennan, Wynter, and the Limits of Sympathy”, *philoSOPHIA: a journal of transcontinental feminism*
- “Baldwin’s Dragons: On Mattering and the Politics of Preciousness”, chapter for James Baldwin Critical Anthology, ed. James Haile, Lexington
- “Blues Alchemy” (with Devonya Havis), chapter for Baldwin Critical Anthology, ed. Haile, Lexington

In Preparation:

- *Thinking With Teresa Brennan* (book manuscript planned for SUNY Press)
- “How We Tend to Feel: Foucault and the Present-Day Politics of Personal Feeling”
- “The Forgetting of Ableism in Affect Theory” (with Joel Michael Reynolds)

CONFERENCES ORGANIZED

- philoSOPHIA: society for continental feminism, “Affect and Social Justice”, FAU, 2017

PRESENTATIONS

Refereed Conferences:

- “How We Tend to Feel: Foucault, Fictions, and the Present-Day Politics of Personal Feeling,” 2018 Foucault Circle, hosted in Cleveland, OH, April 2018
- “Unsettling the Coloniality of the Affects Toward the Human: On Foucault, Wynter, and Brennan”, workshop at philoSOPHIA 2018, Richmond, VA
- Book Panel on Shelley Tremain’s *Foucault and Feminist Philosophy of Disability*, philoSOPHIA 2018, Richmond, VA
- “The Politics of Personal Feeling: Reading Teresa Brennan in the Age of ‘Post-Truth’,” Society for Phenomenology and Existential Philosophy (SPEP) 2017, Memphis
- “‘Here Be Dragons’: Police Brutality and the Imaginary-Affective Limits of the Moral Community,” SPEP 2016, Salt Lake City (also given at philoSOPHIA 2015, Atlanta)

- “Curiosity-as-Care: Feminist Philosophies of Disability and the Ethics of Curiosity,” Society for Philosophy and Disability (SPD) 2016, Washington D.C.
- “I Have Only Written Fictions—Spinoza, Foucault, and the Re-Scripting of Affect,” SPEP 2015, Atlanta
- “Getting It (Sometimes) Right: Feminist Philosophies of Disability and the Ethics of Curiosity,” Society for Disability Studies (SDS) 2015, Atlanta
- “Foucault’s Affect: That Curiosity Which Enables One to Get Free of Oneself,” SPEP 2014, New Orleans (also given at philoSOPHIA 2014, Penn State)
- “Biotechnological Rationality: Hype, Hope, and Hubris”, *Critical Refusals*, International Herbert Marcuse Society 2011, Philadelphia
- “Adorno’s Return of the Repressed: On Nature, Mimesis, and the Figure of the Animal,” International Association of Environmental Philosophy (IAEP) 2011, Philadelphia
- “Becoming-Woman, Becoming-Animal: Lessons for Post-Structuralism from Virginia Woolfs [sic],” SPEP 2011, Philadelphia (also given at philoSOPHIA 2011)
- “The Resistance of Matter in Nietzsche’s Aesthetics,” Nietzsche Society 2010, Montreal

Invited Talks:

- “On Teresa Brennan”, “Archives Make History: The Pembroke Collections”, Pembroke Center for Research and Teaching on Women, Brown University, March 10, 2017
- “Learning to See: Cellphone Photography and Citizenship”, Philosophy Without Teachers Workshop, Elon University, June 5-10, 2016
- “Risk-Averse Bodies: Florida’s Baker Act and the place of “care” in mental healthcare”, “Bodies of Care: Somaesthetics of Vulnerability”, FAU, 2016
- ““Here Be Dragons’: Police Brutality and the Imaginary-Affective Limits of the Moral Community”, W.R. Crigler Institute, Ursinus College, August 2015

TEACHING EXPERIENCE

- Florida Atlantic University (2014-present):
 - Introduction to Philosophy (developed my department’s first online version of this writing-intensive introductory course for 200+ students)
 - Feminist Philosophy, Philosophy of Literature, Biomedical Ethics, and Ethics and Social Justice (the last two of which are certified as Service-Learning courses)
 - WGSS graduate seminar on Affect in Feminist and Queer Theory
- Emory University (2010-2013): Basic Problems in Philosophy, Introduction to Feminist Philosophy, Introduction to Ethics, Introduction to Philosophy and Literature
- Spelman College (Fall 2011): Honors Philosophy Seminar
- Ursinus College, Crigler Institute (Summers 2009-2013): Applied Ethics

GRANTS

- Workshop/Symposium Grant, Peace, Justice, and Human Rights Initiative (PJHR), FAU, 2017 (awarded \$7,500 to implement the philoSOPHIA conference)
- Research Grant, PJHR, FAU, 2016 (awarded to pursue archival research at Brown’s Feminist Theory Archive in July 2016)
- Course Development Grant, PJHR, FAU, 2016 (awarded to design a course in Ethics and Social Justice for the PJHR program)

FELLOWSHIPS & AWARDS

- Scholarly and Creative Accomplishment Fellowship, FAU College of Arts & Letters, Spring 2018 (full course release, Spring 2019)
- Participant Fellowship, “Philosophy Without Teachers” Residency, Elon University, June 5-10, 2016
- Best Submission by a Graduate Student, SPEP 2013
- Center for Women at Emory Graduate Fellowship, Emory, 2013-2014
- Graduate School of the Arts and Sciences Fellowship, Emory, 2008-2013
- Lazlo Versenyi Award for outstanding major in Philosophy going on to graduate school, Williams College, 2008
- Dean’s List, Williams, 2004-2008 (seven out of eight semesters)
- Alumni Scholarship toward an internship in feminist non-profit work, Williams, 2006

PROFESSIONAL SERVICE & LEADERSHIP

- 2018 -2020 Program Committee, Foucault Circle
- 2017 -present [Assistant Director](#), philoSOPHIA
- 2015 -present Executive Committee, philoSOPHIA (local host, 2017)
- 2015 -2017 Faculty Fellow, Peace, Justice, and Human Rights Initiative (PJHR)
- 2014 -2017 Advisor, Philosophy Club, Florida Atlantic University
- 2013-2014 Advisor, The Vagina Monologues, Emory
- 2008-2013 Communications Officer, Graduate Philosophy Society at Emory
- 2006-2008 Founding Board Member, Williams Women’s Center
- 2005-2008 Student Coordinator, Berkshire Food Project, North Adams, MA

PROFESSIONAL ASSOCIATIONS

- Society for Phenomenology and Existential Philosophy (SPEP); philoSOPHIA: Society for continental feminism; Foucault Circle; Society for the Philosophy of Disability (SPD)

CLEVIS R. HEADLEY

CURRICULUM VITAE

(Updated: 12/01/17)

Department of Philosophy
SO 280 – P.O. Box 3091
Florida Atlantic University
777 Glades Road
Boca Raton, Florida 33431-0991
headley@fau.edu

EDUCATION

Ph.D. Philosophy (1991)
 University of Miami

Dissertation: *Frege's Epistemology*

Masters of Arts Philosophy (1989)
 University of Miami

Bachelor of Arts Philosophy (1985)
 Sewanee: University of the South

Summer Internship International Politics (1984)
 University of London

Areas of Specialization

- Africana Philosophy (African, African-American, Afro-Caribbean)
- Critical Race Theory
- Epistemology
- Analytic Philosophy
- Philosophy of Language
- Philosophy of Mathematics

Areas of Teaching Competence

- Ethics
- History of Philosophy
- Modern Philosophy
- Philosophy of Mind
- Existentialism
- Post-Structuralism
- Pragmatism

PROFESSIONAL EXPERIENCE

- 1997-Present** Associate Professor
Department of Philosophy
Florida Atlantic University
- 1993-1997** Assistant Professor
Department of Philosophy
Florida Atlantic University
- 1991-1993** Assistant Professor of Philosophy
Florida A & M University
- 1990-19991** Assistant Professor of Philosophy
St. Cloud State University

ADMINISTRATIVE EXPERIENCE

- 2008-2010** Chair
Department of Philosophy
Florida Atlantic University
- 2007-2010** Director
Liberal Studies Program
Florida Atlantic University
- 2006-2010** Director,
Center for Interdisciplinary Studies
Florida Atlantic University
- 2003-2010** Director
Ethnic Studies
Florida Atlantic University

2003-2006 Special Assistant to the Dean for Diversity Initiatives
Dorothy F. Schmidt College of Arts and Letters
Florida Atlantic University

SPECIAL APPOINTMENTS

2014-Present Commissioner and Vice-Chair
Palm Beach County Commission on Ethics (COE)
Appointed by President of Florida Atlantic University

RESEARCH AND SCHOLARSHIP

NATIONAL GRANTS AND AWARDS

1992 National Endowment for the Humanities Summer Seminar
1990 Summer Minority Fellowship St. Cloud State University

REFEREED PUBLICATIONS

Edited Books

2013

Haiti and the Americas, edited by Carla Calarge, Raphael Dalleo, Luis Duno Gottberg,
and Clevis Headley (University of Mississippi Press, 2013).

2006

Shifting the Geography of Reason: Gender, Religion and Science, edited by Marina
Banchetti and Clevis Headley (London; Cambridge Scholars Press, 2006).

Chapters, Articles, Reviews, and Encyclopedia Entries

2018

“What can the Philosophy of Chemistry Contribute to Critical Philosophy of Race: The
Case of Phlogiston and Race,” *Foundations of Chemistry* - Forthcoming.

“Contextualization and Reconstruction in mainstream Philosophy: defending the Relevance and Significance of Philosophy in an Age of Pluralism “, *Florida Philosophical Review* - Forthcoming.

“Bergson, Senghor and the Philosophical Foundations of Negritude: Intellect, Intuition, and Knowledge,” in *Beyond Bergson: Race, Gender, and Colonialism*, eds. Andrea Pitts and Mark William (New York: Sunny Press) – Forthcoming.

“James Baldwin’s Existential Ontology: On Writing, Race, Being and Existential Philosophy,” *Thinking Through Baldwin*, edited by James Haile (Columbia University Press) - Forthcoming.

2017

“On Afro-Caribbean Philosophy: Metaphilosophical Inquiry and Black Existence,” *APA Newsletter on Philosophy and the Black Experience*, Volume 16, Number 2, Spring 2017: 2-6.

“On Race” interview in *On Race: 34 Conversations in a Time of Crisis*, ed. George Yancy (Oxford: Oxford University Press): 279-291.

“Between Africa and the Caribbean: The Nature of Afro-Caribbean Philosophy,” *Handbook of African Philosophy*, edited by Adeshina Afolayan and Toyin Falola (London: Palgrave, 2017): 269-286.

2016

“Three Recent Texts in Africana Philosophy: Overcoming Disciplinary Decadence,” *Journal of World Philosophies*, volume 1 (Winter 2016): 141-149.

2015

“Glissant’s Existential Ontology of Difference,” *Theorizing Glissant: Sites and Citations*, edited by John Drabinski and Marisa Perham (Lanham, MA, 2015): 53-84.

“On Africana Philosophy: Overcoming Decadence Through the Teleological Suspension of Philosophy,” *Critical Philosophy of Race*, Volume 5, Number 1, 2017: 70-90.

2014

“On Why Race Matters: Teaching the Relevance of the Semantics and Ontology of Race,” *Pedagogical Ups and Downs: Scholars of Color Reflect on Exploring Race in Predominantly White Classrooms*, edited by George Yancy and Maria del Guadalupe Davidson (New York: Routledge, 2014): 110-127.

2013

“A Study in Africana Ontology; Rum as a Metaphor of Existence,” *Diogenes*, Volume 59, Number 3: 106-125.

“Philosophy and The Problem of Whiteness: Working Through George Yancy’s *Look, A White! Philosophical Essays on Whiteness*”, *Philosophia Africana*, Volume 15, Number 2: 81-87.

2012

“Glissant’s Existential Ontology of Difference,” *The C.L.R. James Journal; A Review of Caribbean Ideas*, Volume 18, Number 1 (Fall 2012): 59-111.

“Monahan on the Ontology of Race: Race, Being, and Purity,” *The C.L.R. James Journal; A Review of Caribbean Ideas*, Volume 18, Number 1 (Fall 2012): 201-211.

2011

“Une Ontologie Existentielle de l’Africanité’ : Le Rhum Comme Métaphore de l’Éxistence,” *Diogène*, No. 235-236, (July-October) : 145-173.

“George Lamming and the Epistemology of Exile: Ways of Seeing, Singularity and Colonialism,” *The George Lamming Reader; The Aesthetics of Decolonization*, edited by Anthony Bogues, (Kingston: Ian Randle Publishers, 2011): 287-310.

“Afro-Caribbean Philosophy,” *The Oxford Handbook of World Philosophy*, edited by Jay Garfield and William Edelglass (Oxford: Oxford University Press, 2011): 482-501.

“On the Semantics and Ontology of Race: Constructivism Against Realism,” *Caribbean Journal of Philosophy*, Volume 3, Number 1 (2011).

2010

“The Existential Turn in African American Philosophy: Disclosing the Existential Phenomenological Foundations of Black Bodies, White Gazes: The Continuing Significance of Race,” *The CLR James Journal: A Review of Caribbean Ideas*, Volume 16, Number 1, Spring 2010: 251-263.

“The Existential Turn in African American Philosophy: Disclosing the Existential Phenomenological Foundations of Black Bodies, White Gazes: The Continuing Significance of Race,” *The APA Newsletter on Hispanic/Latino Issues in Philosophy* (Spring 2010).

“Whiteness,” *The Sage Encyclopedia of Political Theory*, edited by Mark Bevir, Spring 2010: 1422-1423.

2009

“The Ethics of Blackness: bell hooks’s Postmodern Blackness and the Imperative of Liberation,” *Critical perspectives on bell hooks, edited by Maria del Guadalupe Davidson and George Yancy* (New York: Routledge 2009): 132-155.

“A Study in Comparative Ontology: Root Metaphors of Existence,” *Conversations in Philosophy: Crossing the Boundaries*, edited by F. Ochieng’ Odhiambo, Roxanne Burton, and Ed Brandon (London: Cambridge Scholars Publishing): 241-256.

2008

“Lewis Gordon’s Existential Phenomenological Project and Deconstruction,” *The C.L.R. James Journal: A Review of Caribbean Ideas*, Volume 14, Number 1: 170-216.

2007

“Rethinking Caribbean Culture: An Opportunity to Rethink Afro-Caribbean Philosophy,” *Shibboleths: A Journal of Comparative Theory, Volume 1, Number 2*: 91-105.

2006

“Introduction: Charting the Shifting Geography of Reason,” in *Shifting the Geography of Reason: Gender, Religion and Science*, edited by Marina Banchetti and Clevis Headley (London; Cambridge Scholars Press, 2006): 1-9.

“The Trace of Africa and Collective Memory: Trauma and Mourning in Afro-Caribbean Philosophy”, in *Shifting the Geography of Reason: Gender, Religion and Science*, edited by Marina Banchetti and Clevis Headley (London; Cambridge Scholars Press, 2006): 166-172.

“Philosophical Analysis and the Problem of Defining Racism, *Philosophia Africana*, Volume 9, Number 1 (March 2006): 1-16.

“Interpretive Communities and Insurgency Texts: Critical Response to Anthony Bogues’ *Black Heretics and Black Prophets: Radical Black Intellectuals*, *C.L.R. James Journal: A Review of Caribbean Ideas*, Volume 12, Number 1, Spring 2006: 183-192.
Review of *White on White/Black on Black*, edited by George Yancy, *Philosophia Africana*, Volume 9, Number 1: 57-65.

2005

“Black Studies, Race, and Critical Race Theory: A Narrative Deconstruction of Law”, *A Companion to African-American Studies*, edited by Lewis Gordon and Jane Anna Gordon (New York: Blackwell Publishers, 2005): 330-359.

“Otherness and the Impossible in the Wake of Sylvia Wynter’s Notion of the ‘After Man’, *After Man, Towards the Human: Critical Essays on Sylvia Wynter*, edited by Anthony Bogues (Kingston: Ian Randle Publishers, 2005): 57-75.

“The Haitian Revolution and Historiography After the Linguistic Turn: Mapping *Modernity Disavowed; Haiti and the Cultures of Slavery in the Age of Revolution*, *Journal of Caribbean Studies* (December 2005): 199-208.

Critical Review of *White on White/Black on Black*, edited by George Yancy, Newsletter on *Philosophy and the Black Experience*, Volume 5, Number 1 (Fall 2005): 21-25.

2004

“Delegitimizing the Normativity of “Whiteness: A Critical Africana Philosophical Study of the Metaphoricity of “Whiteness” in *What White Looks Like: African-American Philosophers on the Whiteness Question*, edited by George Yancy (New York: Routledge, 2004): 87-106.

“Ecological Investigations: A Comparative Study of African Existentialism and Western Existentialism,” in the *C.L.R. James Journal: A Review of Caribbean Ideas*, Volume 10, Number 1 (Winter 2004): 73-105.

Critical Review of Emmanuel Eze’s *Achieving Our Humanity: The Ideal of the Postracial Future*, *Philosophia Africana*, Volume 7, Number 1, (2004): 109-120.

2003

Review of *Caliban’s Reason: Introducing Afro-Caribbean Philosophy* by Paget Henry, Routledge, 2000. *The International Journal of African Historical Studies*, 2003: 189-191.

2002

“Postmodernism and the Question of Black Identity,” in *Of the Quest for Community and Identity: Critical Essays in Africana Social Philosophy*, ed. Robert Birt, (New York: Rowman & Littlefield, 2002): 45-71.

2001

“Cornel West on Prophecy, Pragmatism, and Philosophy: A Critical Evaluation of Prophetic Pragmatism,” in *Cornel West: A Critical Reader*, ed. George Yancy, (Cambridge, MA: Blackwell, 2001): 59-82.

“Race, African American Philosophy, and Africana Philosophy: A Critical Reading of Lewis Gordon’s *Her Majesty’s Other Children*,” *Philosophia Africana*, Volume 4, Number 1, (May 2001): 43-60.

Review of *Three Challenges to Ethics: Environmentalism, Feminism, and Multiculturalism* (New York: Oxford University Press, 2001), by James Sterba, in *Teaching Philosophy*, Volume 24, Number 4, (December 2001): 404-411.

Review of *How to Think About Race* (Belmont, CA.: Wadsworth, 1998), by Naomi Zack, in *Teaching Philosophy*, Volume 24, Number 1 (March 2001): 94-100.

2000

“Philosophical Approaches to the Definition of Racism: A Critique of the Individualistic Perspective.” *Journal for Social Philosophy*, Volume XXXI, Number 2, (summer) 2000: 223-257.

Review of *Caliban’s Reason: Introducing Afro-Caribbean Philosophy* (New York: Routledge, 2000), by Paget Henry, in *Review in Philosophy*, Volume XX, Number 5, (October 2000): 346-348.

1999

“Alain Locke’s Socio-Cultural Conception of Race,” in *The Critical Pragmatism of Alain Locke: A Reader on value Theory, Aesthetics, Community, Culture, Race, and Education*, edited by Leonard Harris, (Rowan & Littlefield): 199-208.

“Wilson Harris and Postmodernism: Beyond Cultural Incommensurability,” *The CRL James Journal: A Review of Caribbean Ideas*, Volume 7, Number 1 (winter), 1999: 20-58.

1998

“Metaphor and Platonism in the Texts of Mathematics: Gödel and Frege on Mathematical Knowledge,” *Man and World: International Philosophical Journal* (currently named, *Continental Philosophy Review*) **30**, 1998: 453-481.

1997

“Eugeniusz Grodzinski and Frege on Truth,” *Semiotica*, Volume **116**, 1997: 297-318.

“Wittgenstein and Frege on Madness: Searching for Logical Aliens,” in *The Role of Pragmatics in Contemporary Philosophy: Contributions to the Austrian Ludwig Wittgenstein Society*, Volume 5, edited by Paul Wein Gartner, Gerhard Schurz, and George Dorn (Kirchberg am Wechsel: Austrian Ludwig Wittgenstein Society, 1997): 390-394.

“Existential Phenomenology and the Question of Race: A Critical Study of Lewis Gordon’s *Bad Faith and Antiblack Racism*,” *Philosophy Today* (summer 1997): 334-345.

1996

“Alain Locke’s Sociocultural Conception of Race,” *APA Newsletter on Philosophy and The Black Experience*, 2 (1996): 8-12.

1995

Review *Bad Faith and Antiblack Racism* (Atlantic Highlands, NJ: Humanities Press, 1995) by Lewis Gordon, in *Teaching Philosophy*, Volume 19, Number. 4 (1995):403-406

“Platonism and Abstract Objects: Gödel and Frege,” *International Union of History and Philosophy of Science, Volume of Abstracts*, (1995): 408.

1994

“Alain Locke’s Value Pluralism,” *Florida Agricultural and Mechanical University Research Bulletin*, (1994).

1991

“Derrida on Language, Philosophy and Postmodernism,” *La Bête*, (1991): 88-92.

WORK IN PROGRESS

Race, Philosophy and Being: Working Through the Contestability of Race and Philosophy (Manuscript under contract with LexingtonBooks).

Manuscript on Afro-Caribbean philosophy: Currently editing a series of previously published and unpublished essays. The main thrust of this work is to conceptualize Afro-Caribbean philosophy as a philosophy of existence, a form of philosophy in critical dialogue with philosophical anthropology. *Groundings in Afro-Caribbean Philosophy: Subjectivity and Existential Ontology from the Underside of Modernity*.

Completing a draft of manuscript on Negritude. This work breaks with the tradition of interpreting negritude as primarily a nationalist, political ideology. Rather, it will argue for the importance of situating Senghor and Césaire within the context of French philosophy in order to understand their respective conceptions of Negritude as, among other things, a critical response to the various epistemological and ontological crises/limitations of the Western philosophy. The tentative title of this manuscript is *Logic, Mathematics and Knowledge: On the Epistemology of Negritude or Negritude as Epistemology*.

INVITED LECTURES

2017

Keynote Address: "Contextualization and Reconstruction in mainstream Philosophy: defending the Relevance and Significance of Philosophy in an Age of Pluralism," "63rd Annual Conference of the Florida Philosophical Association, November 3 and 4, 2017, College of Central Florida.

2015

Keynote Address: "Find Your Community: Multicultural Assembly," Florida Atlantic University, August 20, 2015.

REFEREED CONFERENCE PRESENTATIONS

2017

"What can the Philosophy of Chemistry Contribute to Critical Philosophy of Race: The Case of Phlogiston and Race," International Society for the Philosophy of Chemistry, Laboratory Sphere, University Paris Diderot, Paris, France, July 3-6, 2017.

2014

"William James and the Philosophical Imaginary of Pragmatism: The Use of Chemical Analogies and metaphors in structuring Pragmatists Texts," International Society for the Philosophy of Chemistry, Summer Symposium, London School of Economics, London, England, July 2014.

2013

"Pragmatism and Chemistry: The Role of Chemical metaphors in Shaping the Philosophical Imaginary of Chemistry," International Society for the Philosophy of Chemistry, Summer Symposium, Montevideo, Uruguay, August 2013.

2012

"Creolizing Ontology: Monahan and the Idea of Creolization as a Theory of Being/Existence," Annual Meeting of the Caribbean Philosophical association, The University of the West Indies, St. Augustine, Trinidad, July 19-21, 2012.

2011

“On Africana Philosophy: Overcoming Decadence through the Teleological Suspension of Philosophy,” Washington, D.C, December 2011, Eastern Division of the American Philosophical Association Annual Meeting.

“On the Ontology of Race: Critical Response to Michael Monahan’s *The Creolizing Subject: Race, Reason, and the Politics of Purity*,” Washington, D.C, December 2011, Eastern Division of the American Philosophical Association Annual Meeting.

“Reparations, Hermeneutical Injustice and Disciplinary Decadence: On the Limits of Political Philosophy.” University of the West Indies, Cave Hill Barbados, Chips Philosophy symposium, November 2011.

“Pragmatic Naturalism: Moral Epistemology as Communal Moral Inquiry.” University of Oslo, Center for the Study of Mind in Nature, June 2011.

2010

“On the (im)possibility of Ethics: Logical Positivism and Deconstruction,” University of the West Indies, Cave Hill Barbados, Chips Philosophy symposium, November 2010.

2009

Participant, Author Meets Critics: George Yancy, *Black Bodies, White Gazes: The Continuing Significance of Race*, APA Eastern Division Meeting, December 2009.

2008

“The Epistemology of Negritude: The Evasion of Cartesianism and Modernity,” Caribbean Philosophical Association (Cité des Métiers, Le Raizet, Guadeloupe) June 4-7, 2008.

“The Ethics of Education: bell hooks’s Conception of Education as the Practice of Freedom,” Cave Hill Philosophy Symposium (CHIPS), University of the West Indies (Cave Hill, Barbados), March 2008.

2006

“Solidarity Without Identity and the narrative Conception of Identity,” Caribbean Philosophical Association, Concordia University (Montreal , Canada), August 2006.

“An Essay in Comparative Ontology”, Cave Hill Philosophy Symposium, “Conversations II: Western and Non-Western Philosophies,” University of the West Indies, Cave Hill, Barbados, March 2006.

2005

“The Haitian Revolution and Historiography after the Linguistic Turn: Mapping Modernity Disavowed: Haiti and the Cultures of Slavery in the Age of Revolution,” Second Annual Meeting of the Caribbean Philosophical Association, San Juan, Puerto Rico, June 2005.

2004

“The Trace of Africa and Collective Memory: Trauma and Mourning in Afro-Caribbean Philosophy” Caribbean Philosophical Association, Barbados, May 2004.

2001

“Theorizing Afro-Caribbean Philosophy Through a Reading of Paget Henry’s *Caliban’s Reason: Introducing Afro-Caribbean Philosophy*.” ReThinking Caribbean Culture, University of the West Indies, Cave Hill, Barbados, June 2001.

“Realism and Constructionism in Ontology: Appiah on Taming the Concept of Race.” Annual Meeting of the Florida Philosophical Association, Stetson University, DeLand, Florida, November 2001.

2000

“Egological Investigations: A Comparison of African Existentialism and Western Existentialism.” The Society for Asian and Comparative Philosophy, Columbia, Missouri, September 2000.

“African Philosophy and the Metaphoricity of Philosophy.” International Society for the Study of African Philosophy. Hamline University, Minneapolis, Minnesota, May 2000.

1999

“Postmodernism and the Question of Black Identity,” American Philosophical Association, Pacific Division Annual Meeting, April 1999.

“Critical Evaluation of Cornel’s Prophetic Pragmatism.” Annual Meeting of the Florida Philosophical Association. University of Miami, Miami, Florida, November 1999.

1997

“Wittgenstein and Frege on: Searching for logical Aliens.” 20th International Wittgenstein Symposium. Kirchberg am Wechsel, Austria, August 1997.

1995

“Metaphor and Platonism in the text of Mathematics; Gödel and Frege on Mathematical Knowledge.” 10th International Congress of Logic, Methodology and the Philosophy of Science. Florence, Italy, August 1995.

1994

“The Grounds of Self-Respect: A Philosophical Critique of Afrocentricity.” The Annual Meeting of the Florida Philosophical Association. Gainesville, Florida, 1994.

1993

“Frege and the Naturalization of Epistemology,” Annual Meeting of the Florida Philosophical Association. Tampa, Florida, 1993.

1992

“A Philosophical Investigation of the Concept of Race in Afro-Hispanic Poetry.” Annual Meeting of Ethnic Studies Association. Florida Atlantic University, Boca Raton, Florida, 1992

NON-REFEREED SCHOLARLY PRESENTATIONS, CONFERENCE PARTICIPATION, AND PUBLIC LECTURES

2016

“The Bergsonian Origins of Negritude: Negritude as Epistemology and Ontology.” The 55th Annual SPEP Conference (Society for Phenomenology and Existential Philosophy) hosted by Utah Valley University in Salt Lake City, Utah, October 2022, 2016.

Panelist, Author Meets Critics Panel: Discussion of Neil Roberts’ *Freedom as Marronage*, Eastern Division of the American Philosophical Association, January 2016.

2014

Panelist, Town Hall Discussion on Florida’s Stand Your Ground Law, Florida Atlantic University, October 2013.

2013

Panelist, “Debating Samantha Vice’s ‘How Do I Live in This Strange Place?’”, Rhodes University, Grahamstown, South Africa, May 10, 2013.

“Creolizing Ontology: Monahan and the Idea of Creolization as a Theory of Being/Existence,” Department of Politics & International Studies, Rhodes University, Grahamstown, South Africa, May 10, 2013.

“Race, Being and Purity,” University of Fort Hare, East London, South Africa, May 9, 2013.

2012

“Afro-Caribbean Philosophy as Resisting Hermeneutical Injustice and Disciplinary Decadence,” Florida International University, April 12, 2012.

2010

“Afro-Caribbean Philosophy,” invited lecture, Department of Philosophy, University of the South, (Sewanee, Tennessee), March 2010.

Participant, Alain Locke Conference on “Africana Philosophy in the Age of Barack Obama,” Howard University, February 2010.

2009

“Ontological and Epistemological Significance of the Harlem Renaissance and Negritude,” Alain Locke Conference on “Locke, Philosophy and the Politics of the Harlem Renaissance,” Howard University, February 2009.

Seminar presenter and participant on *Conversations in Philosophy: Crossing the Boundaries*, University of the West Indies, Cave Hill, Barbados, November 2009.

“Logic, Mathematics and Knowledge: On the Epistemology of Negritude or Negritude as Epistemology,” Cave Hill Philosophy Symposium 2009, University of the West Indies, Cave Hill, Barbados.

2008

“Memory and History: Post Sites of Afro-Caribbean Subjectivity,” invited Lecture, Howard University (Washington, D.C.), April 2008.

“On Reparations for African Americans,” Spady Cultural Museum, Delray Beach, Florida, February 6, 2008.

2006

“An Essay in Comparative Ontology,” Cave Hill Philosophy Symposium (CHIPS) University of the West Indies (Cave Hill, Barbados), March 2006.

2005

“Reading *Caliban’s Reason* After the Linguistic Turn: Language, History and Consciousness in Situating Afro-Caribbean Philosophy,” *Recent Africana Philosophy in Three Movements*, Temple University, April 2005.

2004

“A Critical Response to Tony Bogue’s *Black Heretics and Prophets: Radical Political Intellectuals*, the 5th Alain Locke Conference on Value at Howard University (Washington D.C), April 2004.

2003

“The Epistemology of Exile,” *The sovereignty of the Imagination: The Writings and Thought of George Lamming*, Seminar at the University of the West Indies (Mona, Jamaica), June 2003.

2002

Seminar on Afro-Caribbean Philosophy entitled, “Afro-Caribbean Philosophy as an Ontology of Human Existence: Philosophical Anthropology from the Underside of History” University of the West Indies (Cave Hill, Barbados), March 2002.

“Otherness and the Impossible in the Wake of Sylvia Wynter’s notion of the ‘After Man,’” *After Man* Seminar at the University of the West Indies at Mona, Jamaica, 2002.

Panel participant, Phenomenology Roundtable, Brown University (Providence, Rhode Island), June 2002.

2001

Panelist, Phenomenology Roundtable, Brown University (Providence, Rhode Island), June 15-18, 2001.

1999

Panelist, Panel on Josiah Young’s *No Difference in the Fare: Dietrich Bonhoeffer and the Problem of Racism*, New England/Maritime Region of the American Academy of Religion, Annual Meeting, (Boston, Massachusetts), April 1999.

1998

Panelist, Author Meets Critics: Anthony Bogues's *Caliban's Freedom: The Early Thought of C.L.R. James*, American Philosophical Association, Eastern Division Annual, December 1998.

1997

Panelist, Author Meets Critics: Lewis Gordon's *Her Majesty's Other Children: Sketches of Racism and Sexism in a Postcolonial Age*." American Philosophical Association, Eastern Division Annual Meeting, December 1997.

"The New Caribbean Historiography: Beckles' Ontology of Freedom." University of the West Indies, Cave Hill, Barbados, March 1997.

"Autobiographies and the Ethical Responsibility of the Caribbean Student." Florida Atlantic University, Boca Raton Florida, May 1997.

1996

"Philosophical Reflections on the Universal Declaration of Human Rights." Florida Atlantic University, Boca Raton, Florida, November 1996.

"Frege's Critique of Psychologism." Clemson University, Clemson South Carolina, March 1996.

"On the Nature of Philosophy." Clemson University, Clemson South Carolina, March 1996.

1995

"The United Nations, Human Rights and Cultural Relativism." Florida Atlantic University, Boca Raton, Florida, November 1995.

1994

"The Morality of Affirmative Action." Florida Atlantic University, Boca Raton, Florida, 1994.

"The Grounds of Self-Respect." Florida Atlantic University, Boca Raton, Florida, 1994.

1993

"The Psychology of Knowledge." Florida Atlantic University, Boca Raton, Florida, 1993.

“The Role of the Thinker in the Future of the Caribbean.” Florida Atlantic University, Boca Raton, Florida, 1993.

“Gödel and Frege on Mathematical Knowledge.” Florida Atlantic University, Boca Raton, Florida, March 1993.

1992

“Quine and Naturalized Epistemology.” University of North Carolina at Chapel Hill, Chapel Hill, North Carolina, 1992.

“Frege and Psychologism.” University of North Carolina at Chapel Hill, Chapel Hill, North Carolina, 1992.

“Postmodernism and Deconstruction in Art Criticism.” School of Architecture, Florida Agricultural and Mechanical University, Tallahassee, Florida, March 1992.

1991

“Platonism, Realism, and Objectivity in Frege.” St. Cloud State University, St. Cloud Minnesota, 1991.

1990

“Frege on Truth.” St. Cloud State University, St. Cloud, Minnesota, 1990.

TEACHING EXPERIENCE

COMPETITIVE TEACHING GRANTS, FELLOWSHIPS, AND AWARDS

2007 Scholarly and Creative Achievement Fellowship (SCAF), Dorothy F. Schmidt College of Arts and Letters

1995 International Travel Grant, Florida Atlantic University

1994 Schmidt Foundation Summer Fellowship, Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University

1985 Legal Aid Internship, Legal Aid Society of South Central Tennessee

1989 Researcher at the Quality Institute, University of Miami

HONORS AND AWARDS

- 2000** Teaching Incentive Program (TIP) Award
- 1990** Minority Teaching Fellowship, St. Cloud State University
- 1990** Outstanding Graduate Student Award, University of Miami
- 1989** Outstanding Teaching Assistant Award, University of Miami

COURSES TAUGHT

Florida Atlantic University

- Logic
- Critical Thinking
- Analytic Philosophy
- Ethics
- Existentialism
- Late Modern Philosophy
- Senior Seminar
- Philosophy of Religion
- Introduction to Philosophy
- African and African American Philosophy
- Africana Philosophy
- American Philosophy
- Social & Political Philosophy
- Reason and Value
- Naturalized Epistemology (Senior Seminar)
- Alasdair MacIntyre's *After Virtue* (Senior Seminar)

Florida A & M University

- Introduction to philosophy
- Critical Inquiry
- Existentialism
- Aesthetics
- Black Social and Political Philosophy

St. Cloud State University

- Introduction to Ethics
- Introduction to Philosophy
- Existentialism
- History of Philosophy
- Crime, Law and Punishment
- Nietzsche

University of Miami

- Introduction to Philosophy
- Introduction to Ethics
- Introduction to Logic
- Philosophy of Religion
- Contemporary Moral Issues

PROFESSIONAL SERVICE, AFFILIATIONS, AND HONORS

SERVICE TO THE PROFESSION

- 2017** Member, Scientific Committee
International Society for the Philosophy of Chemistry 21st Annual
Symposium
Laboratoire Sphère, Université de Paris Diderot (Paris, France)
- 2017 Member, Diversity Committee
Florida Philosophical Association
- 2016** Co-organizer
Annual Meeting for the International Society for the Philosophy of
Chemistry
Florida Atlantic University
- 2011** Associate Editor
The CLR James Journal: A Review of Caribbean Ideas,
- 2001-2008** Vice President and Treasurer
Caribbean Philosophical Association

- 2001-2008** Co-Editor
Caribbean Philosophical Association Publications
- 2001** Founding Member
Caribbean Philosophical Association
- 1990** Committee for Blacks in Philosophy
American Philosophical Association

MANUSCRIPT PEER REVIEWS FOR PUBLISHERS

- 2016** *Attaining Clarity and Dissolving Confusion: A Pragmatic Way Forward in the Philosophy of Racism* by Alberto Urquidez for Palgrave MacMillan.
- 2015** *Creolizing Hegel* by Michael Monahan — Reviewed for Rowman & Littlefield.
Iranian Identity, American Existence: Race and Oppression (2015) by Roksana Alavi— Reviewed for Lexington Books.
- 2011** *The Center Must Not Hold: White Women Philosophers on the Whiteness of Philosophy* by George Yancy — Reviewed for Routledge Publishers.
- 2005** *The Good Life*, by Burton Porter — Reviewed for Rowman & Littlefield Publishers.
- 2005** *Surviving Race, Ethnicity, and Nationality: A Challenge for the 21st Century*, by Jorge Gracia — Reviewed for Rowman & Littlefield Publishers.
- 2005** *Preface to Philosophy*, 7th edition, by Mark Woodhouse — Reviewed for Wadsworth Thomson Learning.
- 2003** *Philosophy: An Introductory Reader for the New Millennium* — Reviewed for Wadsworth Publishers.
- 2003** *Facing Reality: An Applied Interdisciplinary, and Multicultural Introduction to Philosophy* for Wadsworth — Reviewed for Wadsworth Publishers.
- 2002** *The Philosophical I: Personal Reflections on Life in Philosophy*, by George Yancy Reviewed for Rowman & Littlefield Publishers.
- 2002** *Africana Heretics and Prophets: Radical Political Intellectuals*, by Tony Bogues, Reviewed for Routledge Publishers.
- 1998** *Reflections: An Anthology of African-American Philosophy*, edited by James Montmarquet and William Hardy — Reviewed for Wadsworth Publishers.

- 1997** *An Invitation to Philosophy: Issues and Options*, edited by Stanley Honer, Thomas Hunt and Dennis Okholm — Reviewed for Wadsworth Publishers.
- 1991** *Exploring the Philosophy of Religion*, by edited by David Stewart — Reviewed for Prentice-Hall Publishers.

JOURNAL ESSAY PEER REVIEWS

- 2017** Member of the Scientific Committee (Review Proposals), International Society for the Philosophy of Chemistry, 2017
- 2017** Manuscript review for *Res Philosophica*
- 2016** Manuscript review for *Social Theory and Practice*
- 2016** Manuscript review for *Journal of World Philosophies*.
- 2016** Co-organizer of the Annual Meeting for the International society for the philosophy of Chemistry, Florida Atlantic University, Boca Raton, Florida.
- 2015** Paper Referee for Florida Philosophical Association, 2015.
- 2015** Referee for the *Florida Atlantic University Undergraduate Research Journal*, 2015.
- 2012** Paper Referee for Florida Philosophical Association, 2012.
- 2011** Associate Editor, *The CLR James Journal: A Review of Caribbean Ideas*,
- 2002** Paper Referee for the Florida Philosophical Association, 2002.
- 2001** Paper Referee for the Florida Philosophical Association, 2001.
- 2000** Paper Referee for the Florida Philosophical Association, 2000.
- 1999** Review manuscript entitled, “Appiah’s Uncompleted Argument: Du Bois and the Reality of Race,” for *Social Theory and Practice*.

TENURE AND THIRD YEAR REVIEW EVALUATIONS

- 2010** Donna-Dale Marcano
Department of Philosophy
Trinity College

2011 Michael Monahan
Department of Philosophy
Marquette University

2015 Greg Graham
Department of African and African-American Studies
University of Oklahoma

PROMOTION TO PROFESSOR EVALUATION

2012 George Yancy
Department of Philosophy
Duquesne University

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

- Florida Philosophical Association
- Caribbean Philosophical Association
- American Philosophical Association

SERVICE TO THE UNIVERSITY

THESIS COMMITTEES

2011-2012 Tricia Amiel-Pugh Department of English (M.A.)
Thesis: "Rewriting History in Alejo Carpentier's *The Kingdom of This World* and Michelle Cliff's *Abeng*."

2010-2015 Issac Carter
Comparative Studies (Ph.D.)
Dissertation: "Discourse of the Female Divine: Black Feminist Traditions, Music Making Practices and African Goddess Myth in American from the Civil Rights Era to the Present."

2009-2011 Nora Ayala
Liberal Studies Program (M.A.)
Thesis: "The Influence of Plotinus on Marsilio Ficino's Doctrine of the Hierarchy of Being."

- 2007-2014** Jacqui May
Comparative Studies (Ph.D.)
Dissertation: “Americans All! Re-Imaging Ethnicity in America-Italian and Jewish Immigrants in America, 1939-1949”
- 2007-2008** Mark Gobeo
Liberal Studies (M.A.)
Thesis: “The Philosophy of Magic”
- 1996-1997** Ronald Antonin
Communication and Multi Media Studies (M.A.)
Thesis: “Black Female Discourse on Interracial Relationships”
(Department of Communication)

COLLEGE AND UNIVERSITY SERVICE

- 2011-Present** Undergraduate Advisor,
Department of Philosophy
Florida Atlantic University
- 2017** Faculty Advisor
FAU Philosophy Club
- 2017** Member of the University Faculty Senate
Honors and Awards Committee.
- 2016** Member, search Committee, English Department
- 2016** Member, search Committee, History Department
- 2015** Member, President’s Committee on Faculty Salaries
- 2013-2015** Technology Fees Committee
- 2013-2014** Member, Search Committee
Instructor in International relation/Comparative Politics
Department of Political Science
- 2014** Member, Search Committee Director of Housing
- 2013** Member, Search Committee Director of Housing
- 2012-2015** Member, Technology Fee Committee

- 2011-Present** Undergraduate Advisor
Department of Philosophy
- 2010-2012** Coordinator of Events, Constitution Day
2010 Co-organizer of International Conference: “Haiti and the Americas”
Florida Atlantic University
- 2010** Member, Search Committee Dean of Students
- 2010-2012** Coordinator, Ethics, Law and Society Certificate Program
- 2009** Chair, Search Committee Diversity Officer
Florida Atlantic University
- 2008-2010** Co-Chair, University Diversity Committee
Florida Atlantic University
- 2008** Organized Interdisciplinary Symposium: “Affirming Diversity”
Florida Atlantic University
- 2006** Organizer of Panel Discussion entitled “Trauma and History” for
Symposium on “Post-Trauma, Violence, Trauma and Moral Repair”,
Sponsored by Center for Interdisciplinary Studies
Florida Atlantic University
- 2005-2006** Member-at-Large of Faculty Assembly
Dorothy F. Schmidt College of Arts and Letters
- 2005-2006** Member of Search for position in Race and Ethnicity,
- 2004-2013** Coordinator, Black History Month Activities Africana Lecture Series
- 2004 2008** Member, Asian Studies Committee
- 2004** Member, Religious studies Certificate Program Committee
Dorothy F. Schmidt College of Arts & letters
- 2004-2010** Chair, Master’s in Liberal Studies Executive Committee
- 1999-2004** Member, Committee for Research and Other Creative Activity
Dorothy F. Schmidt College of Arts & Letters
- 2001-2004** Promotion and Tenure Committee
Dorothy F. Schmidt College of Arts & Letters

- 2003-2006** Member, Executive Committee
Center for Interdisciplinary Studies
- 2003-2004** Co-Chair, Search Committee
Associate Professor of Africana Studies
- 2003-2004** Member of Search Committee
Assistant professor of African American History
- 2003-2004** Member of Search Committee
Assistant Professor in African American Literature
- 2003-2004** Member, Search Committee
Dorothy F. Schmidt Eminent Scholar in the Humanities
- 1999-2002** Chair, Committee for Research and Other Creative Activity
Dorothy F. Schmidt College of Arts & Letters
- 1999-2001** Member University Research Committee
Florida Atlantic University
- 1998-1999** Member, Search Committee
Dean of the Dorothy Schmidt College of Arts & Letters
- 1998-1999** Member, Curriculum Committee, Comparative Studies Program
- 1998-1999** Member, Search Committee
Associate Professor for the Comparative Studies Program
- 1998-2000** Member, Committee on Research and Other Creative Activities
Dorothy F. Schmidt College of Arts & Letters
- 1997-1998** Member-at-Large, Faculty Assembly
Dorothy F. Schmidt College of Arts and Letters
- 1997-1998** Member, Academic Petitions Committee
- 1996** Member, Provost Task Force on the Freshman Experience
- 1996** Member, Humanities Building Renovation Committee
- 1995** Member, Compression/Inversion Committee
- 1995** Member, Search Committee Assistant Professor of English
- 1995** Member, Search Committee Director of Ethnic Studies

- 1994-1995** Member, University Commission on the Status of Women
- 1994-1995** Member, Ethnic Studies Committee
- 1994** Member, Search Committee
Dean of Student Services, Florida Gulf Coast University
- 1994** Member, University Scholarship Committee
- 1994** Member, Search Committee for Eminent Scholar
Christine Lynn College of Nursing
- 1994** Member, African American History Month Committee
- 1993-1996** Faculty Advisor, FAU Philosophy Club
- 1993-1994** Member, University Curriculum Committee
- 1993** Marshall, Undergraduate Commencement

2017-18 Departmental/Program Strategic Planning Template

Values

Critical thinking, depth and clarity of thought, analysis and synthesis of ideas, sound argumentation.

Goal One

Goal One for the department of philosophy is to contribute to the University's STEM initiative by implementing a minor track in philosophy specifically geared to students in the STEM disciplines, and by implementing a lecture series that addresses these various issues, and by encouraging faculty to engage in research projects that intersect with STEM disciplines.

Implementation Strategy

The first implementation strategy is the development of a STEM minor track in philosophy, to serve students who are majoring in one of the STEM fields and who have an interest in the ethical, ontological, and epistemological issues within these fields. The courses included in the STEM minor track in philosophy are already part of the philosophy curriculum and include Symbolic Logic, Philosophy of Science, Philosophy of Mind, Environmental Ethics, Philosophy of Medicine, Philosophy of Psychiatry, Philosophy of Aging, and Philosophy of Technology.

Philosophy of aging is particularly relevant, in this context, because the course serves students who are pursuing degrees in medicine and nursing. But it also ties into the increasingly aging population in the South Florida area.

The second implementation strategy is the development of a lecture series in "Ethics and Philosophy of Science" that would bring in some of the leading international researchers working on ethical, ontological, and epistemological issues in the sciences.

The third implementation strategy is to encourage faculty research and scholarship in areas that address STEM issues from a philosophical perspective and to encourage grant applications to the NIH and NEH, since these organizations offer grants for philosophical scholarship in the philosophy and history of science, as well as in the philosophy of medicine and of aging.

Assessment

The department is already making progress towards this goal, since the proposal for the STEM minor track in philosophy has already been submitted to and approved by the Undergraduate Programs Committee and is ready to be implemented beginning Fall 2018.

The department will advertise the STEM minor track to students in the STEM disciplines and will keep track of the number of students who declare the STEM minor in philosophy, as well as the number of students who register for the courses (listed above) that address STEM issues from a philosophical perspective.

The department will approach the Dean of Science for co-sponsorship of the lecture series, which we will implement beginning academic year 2018-19, and will keep track of attendance at the lectures in the lecture series to gauge interest in these topics.

Some of the faculty in the department of philosophy have already published extensively, collaborated with other researchers, and established an international reputation in the areas of philosophy and history of science, more specifically, in the philosophy and history of chemistry. The department faculty hope to continue enhancing the visibility of Florida Atlantic University through publication, conference participation, and collaboration with other researchers working in these areas of research.

In particular, the department of philosophy hopes to enhance its efforts in the area of grant application with various organizations that fund research in philosophy and history of science, medicine, and other STEM-related areas.

Alignment with University Strategic Plan

See <https://www.fau.edu/provost/files/approved.plan2015.pdf>

Pillars

- Healthy Aging
- Neuroscience
- Ocean Science/Environment
- Sensing/Smart Systems

Platforms

- Big Data Analytics
- Community Engagement and Economic Development
- Diversity
- Global Perspective and Participation

	<input type="checkbox"/> Leadership, Innovation, and Entrepreneurship <input checked="" type="checkbox"/> Peace, Justice, and Human Rights <input checked="" type="checkbox"/> South Florida Culture <input type="checkbox"/> Undergraduate Research and Inquiry
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<p>Goals</p> <p><input type="checkbox"/> Boldness: A uniquely competitive and globalized student body Build a geographically-diverse population of students who excel in focused academic areas and engage in enriching activities that drive them to timely graduation and successful futures.</p> <p><input checked="" type="checkbox"/> Synergy: Prominent teams of researchers and scholars Invest in focused pillars and platforms—connecting the most talented faculty, staff and students to expand on the robust culture of nationally respected research and inquiry.</p> <p><input checked="" type="checkbox"/> Place: Deep engagement with South Florida’s global communities Partner with a diverse set of local stakeholders and enhance the physical spaces to build upon the unique cultural, demographic and environmental characteristics of each campus community – striving for leadership in developing the South Florida culture and economy.</p> <p><input type="checkbox"/> Quality: Continuously-assessed and evolving best practices Design a resilient, lean organization—based on best logistical practices—that identifies economies of scale and incorporates new technologies to promote institutional development.</p> <p><input checked="" type="checkbox"/> Brand: National reputation for excellence Communicate the incredible stories of the University to an increasingly eGlobal audience, so that key internal stakeholders can link with external constituency groups.</p> <p><input type="checkbox"/> Strategy: Wise and innovative allocation of resources “Budget to the plan” and pursue new revenue streams in order to make FAU self-reliant and thriving in the midst of competitive public and private funding opportunities.</p>
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Goal Two
<p>To serve the South Florida community by enhancing access to critical thinking education local high school students and critical thinking pedagogy for local K-12 educators.</p>

Implementation Strategy

The development of the FAU Critical Thinking Institute (CTI) which will incorporate three different, but related, components:

The first component of the CTI will be the Critical Thinking Summer Camp for local high school students, which will offer courses in critical thinking on the FAU campus. These courses will incorporate a traditional lecture course with a lab section, in which student will use the latest cutting-edge online platforms to do exercises and practice, develop, and enhance the skills that they have learned in the classroom.

The second component of the CTI will be the Critical Thinking Lecture Series, which will bring to campus the leading authorities on critical thinking. The lecture series will be especially interesting to FAU faculty and local K-12 teachers who wish to implement critical thinking pedagogy in their own teaching.

The third component of the CTI will be a series of workshops on Critical Thinking pedagogy, which will bring in leading authorities on critical thinking pedagogy and will serve to enhance the work of FAU faculty and local K-12 teachers as they work to insert critical thinking pedagogy in their classrooms.

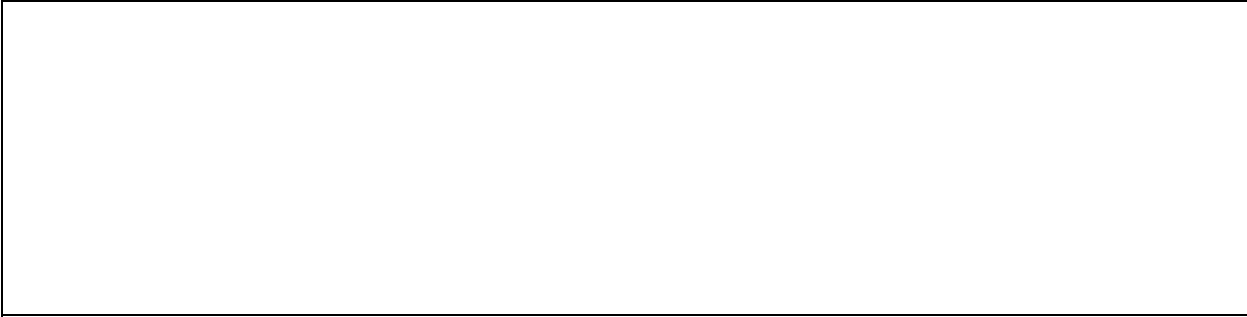
Assessment

The department is working to implement the first component of the CTI for Summer 2018. We have applied for a Tech Fee award to purchase 10 PCs for the Critical Thinking Summer Camp labs. We are also approaching other departments that offer summer camps to understand the logistics of organizing summer camps, as well as strategies and best practices for advertising summer camps to the local community and making them successful.

The success of the Critical Thinking Summer Camp will be gauged by the number of local high school students participating and their success in the courses.

The success of the lecture series and workshop series will be gauged by the number of faculty and teachers participating, as well as a survey that will establish how satisfied the participants are with their experience and with what they have learned.

If the CTI is successful, the department will apply for a grant next year to help fund the hiring of adjuncts for the summer camp and the participation of national and international authorities on critical thinking in the lecture series and workshop series.



Alignment with University Strategic Plan

See <https://www.fau.edu/provost/files/approved.plan2015.pdf>

Pillars	Platforms
<input type="checkbox"/> Healthy Aging <input type="checkbox"/> Neuroscience <input type="checkbox"/> Ocean Science/Environment <input type="checkbox"/> Sensing/Smart Systems	<input type="checkbox"/> Big Data Analytics <input checked="" type="checkbox"/> Community Engagement and Economic Development <input type="checkbox"/> Diversity <input type="checkbox"/> Global Perspective and Participation <input type="checkbox"/> Leadership, Innovation, and Entrepreneurship <input type="checkbox"/> Peace, Justice, and Human Rights <input type="checkbox"/> South Florida Culture <input type="checkbox"/> Undergraduate Research and Inquiry

Goals

Boldness: A uniquely competitive and globalized student body
Build a geographically-diverse population of students who excel in focused academic areas and engage in enriching activities that drive them to timely graduation and successful futures.

Synergy: Prominent teams of researchers and scholars
Invest in focused pillars and platforms—connecting the most talented faculty, staff and students to expand on the robust culture of nationally respected research and inquiry.

Place: Deep engagement with South Florida’s global communities
Partner with a diverse set of local stakeholders and enhance the physical spaces to build upon the unique cultural, demographic and environmental characteristics of each campus community – striving for leadership in developing the South Florida culture and economy.

Quality: Continuously-assessed and evolving best practices
Design a resilient, lean organization—based on best logistical practices—that identifies economies of scale and incorporates new technologies to promote institutional development.

Brand: National reputation for excellence

Communicate the incredible stories of the University to an increasingly eGlobal audience, so that key internal stakeholders can link with external constituency groups.

Strategy: Wise and innovative allocation of resources

“Budget to the plan” and pursue new revenue streams in order to make FAU self-reliant and thriving in the midst of competitive public and private funding opportunities.

Goal Three

To encourage undergraduate research and inquiry by making this a component of the major in philosophy in the following two ways.

The creation of an Honors in Philosophy designation requiring students to write an Honors Thesis. Students wishing to graduate with the Honors Thesis designation are required to apply two semesters in advance of graduation and to register for the Honors Thesis research course for two semesters, prior to completing and defending the thesis. This requirement ensures that the students devotes two semesters of research to the thesis, working closely with a faculty thesis director. The students are required to format the thesis in accordance with the Graduate College's thesis/dissertation formatting requirements, including a cover page and signature page, properly modified to account for the fact that the Honors Thesis represents undergraduate research. This gives students practice not only in conducting research and using findings to sustain arguments in defense of a thesis but also gives them practice in properly formatting written work and defending their arguments. This practice will serve them well in their future endeavors, especially if they attend graduate school or law school. Honors theses that are successfully defended and that result in the awarding of Honors designation in philosophy are published on the philosophy department's website.

The creation an online undergraduate philosophy journal called 'Athene Noctua: Undergraduate Journal in Philosophy' to publish outstanding papers from the capstone course 'Senior Seminar in Philosophy'. This variable-topic, writing-intensive course is offered each Fall for those majors who are graduating either in the Fall or the following Spring. At the end of the semester, the professor teaching the course selects the best papers and works closely with the students to revise the papers for submission to 'Athene Noctua', including paying close attention to references and citations. Once this work is done, the papers are submitted to the editor-in-chief who then forwards the papers to the editorial board of the journal for review. The editorial board is constituted by scholars who are teaching philosophy at other universities. The papers selected by the editorial board are then formatted and published in the online journal.

Implementation Strategy

The Honors in philosophy designation was approved three years ago by the Honors Committee. Several students have since applied for Honors in Philosophy. However, due to the high standards being applied for the approval of the Honors thesis, only one student so far successfully completed and defended the thesis and received Honors designation, in Fall 2017. The thesis was published on the philosophy department website. The department will continue to encourage those students who meet the academic criteria to apply for Honors designation and to encourage faculty to work with these students to write a well-researched and well-argued thesis. Working with students on Honors Theses is recognized in the Annual Evaluation Criteria, as a contribution to teaching and to undergraduate research.

Since Spring 2013, 'Athene Noctua: Undergraduate Philosophy Journal' has successfully published outstanding papers from the 'Senior Seminar'. A total of six papers from the Fall 2017 'Senior Seminar' are being published in the Spring 2018 issue of the journal. Students are told at the beginning of the Fall semester that the best papers will be submitted for publication in the journal and are encouraged to write their research papers with this in mind. Faculty are encourage to work closely with students to work with students to produce publishable papers.

Assessment

The department keeps track of the number of students who apply for and who successfully receive Honors designation in philosophy, actively working to increase these numbers by encouraging faculty to incorporate research and writing in the core curriculum courses for the major so as to develop early on the skills required to write a successful Honors thesis.

The department keeps track of the number of students whose papers are published in 'Athene Noctua' each year, archiving the past issues of the journal to gauge comparative improvement both in quantity and quality of papers published.

Alignment with University Strategic Plan

Pillars	Platforms
<input type="checkbox"/> Healthy Aging <input type="checkbox"/> Neuroscience <input type="checkbox"/> Ocean Science/Environment <input type="checkbox"/> Sensing/Smart Systems	<input type="checkbox"/> Big Data Analytics <input type="checkbox"/> Community Engagement and Economic Development <input type="checkbox"/> Diversity <input type="checkbox"/> Global Perspective and Participation <input type="checkbox"/> Leadership, Innovation, and Entrepreneurship <input type="checkbox"/> Peace, Justice, and Human Rights <input type="checkbox"/> South Florida Culture <input checked="" type="checkbox"/> Undergraduate Research and Inquiry

Goals

Boldness: A uniquely competitive and globalized student body
 Build a geographically-diverse population of students who excel in focused academic areas and engage in enriching activities that drive them to timely graduation and successful futures.

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Brand: National reputation for excellence
 Communicate the incredible stories of the University to an increasingly eGlobal audience, so that key internal stakeholders can link with external constituency groups.

Strategy: Wise and innovative allocation of resources
 “Budget to the plan” and pursue new revenue streams in order to make FAU self-reliant and thriving in the midst of competitive public and private funding opportunities.

Goal Four

To contribute to the University's commitment to diversity, to global perspective and participations, and to peace, justice, and human rights by regularly contributing courses for Women and Gender Studies, Ethnic Studies, and Peace, Justice, and Human Rights programs.

Implementation Strategy

For many years, the department has been regularly offering courses for the Women and Gender Studies, Ethnic Studies, and Peace, Justice, and Human Rights programs. In spite of the small size of the department, we are able to offer these courses regularly because the courses also count towards the major and minor in philosophy, either as core courses or as elective courses.

The courses that we offer, in this regard, are feminist philosophy, Africana philosophy, ethics, social and political philosophy, environmental ethics, and philosophy of law.

The fact that all these courses are part of the curriculum for the major and minor in philosophy demonstrates that the department is committed to promoting diversity, a global perspective, and social justice as integral parts of the major and minor in philosophy, regardless of whether our majors or minors are also seeking degrees in the Women and Gender Studies, Ethnic Studies, or Peace, Justice, and Human Rights programs.

Assessment

The department has been making great progress in this regard for many years, as our courses continue to constitute integral parts of the Women and Gender Studies, Ethnic Studies, and Peace, Justice, and Human Rights programs.

The department is committed to continuing to contribute in these areas and will assess continued progress by keeping a record of how many courses we offer each year in these areas and of the enrollment in those courses. This will help us gauge demand and work towards developing new courses in the future, if and when new faculty joins the department, that contribute to this goal.

To incorporate the ability and desire to develop courses that contribute to this goal as part of future job descriptions, when conducting searches for new faculty.

Alignment with University Strategic Plan

See <https://www.fau.edu/provost/files/approved.plan2015.pdf>

Pillars	Platforms
<input type="checkbox"/> Healthy Aging <input type="checkbox"/> Neuroscience <input type="checkbox"/> Ocean Science/Environment <input type="checkbox"/> Sensing/Smart Systems	<input type="checkbox"/> Big Data Analytics <input type="checkbox"/> Community Engagement and Economic Development <input checked="" type="checkbox"/> Diversity <input checked="" type="checkbox"/> Global Perspective and Participation <input type="checkbox"/> Leadership, Innovation, and Entrepreneurship <input checked="" type="checkbox"/> Peace, Justice, and Human Rights <input type="checkbox"/> South Florida Culture <input type="checkbox"/> Undergraduate Research and Inquiry

<p>Goals</p> <p><input checked="" type="checkbox"/> Boldness: A uniquely competitive and globalized student body Build a geographically-diverse population of students who excel in focused academic areas and engage in enriching activities that drive them to timely graduation and successful futures.</p> <p><input type="checkbox"/> Synergy: Prominent teams of researchers and scholars Invest in focused pillars and platforms—connecting the most talented faculty, staff and students to expand on the robust culture of nationally respected research and inquiry.</p> <p><input checked="" type="checkbox"/> Place: Deep engagement with South Florida’s global communities Partner with a diverse set of local stakeholders and enhance the physical spaces to build upon the unique cultural, demographic and environmental characteristics of each campus community – striving for leadership in developing the South Florida culture and economy.</p> <p><input type="checkbox"/> Quality: Continuously-assessed and evolving best practices Design a resilient, lean organization—based on best logistical practices—that identifies economies of scale and incorporates new technologies to promote institutional development.</p>
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Brand: National reputation for excellence

Communicate the incredible stories of the University to an increasingly eGlobal audience, so that key internal stakeholders can link with external constituency groups.

Strategy: Wise and innovative allocation of resources

“Budget to the plan” and pursue new revenue streams in order to make FAU self-reliant and thriving in the midst of competitive public and private funding opportunities.

Additional Goals / Initiatives

Two decades ago, the B.A. program in philosophy at FAU was considered one of the strongest undergraduate philosophy programs in the Florida state university system, providing solid foundational training in philosophy as preparation for advanced graduate work, law school, theological seminary, and other careers. Due to loss of faculty, the B.A. in philosophy no longer enjoys the stellar reputation that it once had, although it still remains a solid program that serves our students well. One long-term goal is for the B.A. program in philosophy to regain and maintain its stature as one of the best undergraduate philosophy programs in the Florida SUS, although this goal can only be achieved if the department's faculty resources increase. It will, however, not be enough that we increase the number of faculty who teach in our program. We must also continue to focus our efforts towards providing undergraduate philosophy majors with a solid foundation in the traditional areas of philosophy, so as to better prepare them for advanced work in the field as well as for other careers. This means resisting 'fads' or 'trends' in education that distract us from providing students with a solid foundation and, instead, affirming our commitment to teaching analytical writing, critical thinking, logic, the history of philosophy, ethics, social and political philosophy, and the canonical issues and texts in the various subdisciplines of our field.

An aspirational goal is to develop a Master's program in philosophy with a distinctive identity and focus to prepare students for further graduate work towards the Ph.D. or for other careers that benefit from advanced skills in logic, critical thinking, analytical writing, and argumentative ability. This goal is aspirational and may seem like a 'stretch' at this time, because the department does not yet have the resources to implement a strong Master's program, while maintaining the high standard of quality that we have established for our B.A. in philosophy.

Vision Statement

In spite of its currently small size, the philosophy program at Florida Atlantic University offers a solid and comprehensive undergraduate program of study that prepares students for various career opportunities. Due to the excellent and well-rounded program of study that

we offer, students acquire an excellent preparation not only for advanced study in philosophy but also for the study of law and many other non-academic careers, such as the clergy, journalism, consulting, publishing, etc. Several philosophy majors from Florida Atlantic University have successfully pursued their graduate/professional education at institutions such as Oxford University, Columbia University, Princeton University, The New School University, SUNY Stony Brook, and SUNY Binghamton.

Although it is not common for faculty who do not teach in a graduate program to devote a great deal of time to research and publishing, the philosophy department at Florida Atlantic University seems to be an exception to this. In fact, the quality of the philosophy program at Florida Atlantic University is enhanced by an active research faculty that produces numerous professional publications and conference presentations, both at the national and the international level.



DOROTHY F. SCHMIDT COLLEGE OF ARTS & LETTERS

Student Learning Outcomes Assessment

CONTENT KNOWLEDGE (Declarative Knowledge): Students will understand be able to use basic philosophical concepts and vocabulary. Students will demonstrate an understanding of various philosophical theories, as well as the philosophical positions of historically important philosophers.

Assessment will be based on comprehensive research papers or bibliographical essays that are written in PHI 4938 (Senior Seminar), the capstone course of the Philosophy curriculum.

CRITICAL THINKING (Analytical Skills): Students will be able to apply basic logical principles and principles of logical analysis to philosophical topics. They will be able analyze a philosophical argument for its validity, soundness and inductive strength. They will be able to construct effective counter-arguments to and respond to critical objections against philosophical positions.

Assessment will be based on a series of written essays completed by students in PHI 4938 (Senior Seminar), the capstone course of the Philosophy curriculum.

COMMUNICATION (Written Communication); CONTENT KNOWLEDGE (Research Skills): Students will be able to do the library research for and write philosophical essays. They will demonstrate that they have mastered the fundamental procedures of philosophical research, such as idea generation, library research skills, and review of philosophical texts. They will be able to write in a style and format that confirms to accepted standards for philosophical writing. Their writing will be grammatically correct, well-organized and properly formatted.

Assessment will be based on final papers written in PHI 4938 (Senior Seminar), the capstone course of the Philosophy curriculum.

DEPARTMENT OF PHILOSOPHY

ANNUAL EVALUATION CRITERIA

Revised and Adopted / February 20, 2017

Amended / May 1, 2017

Amended / December 10, 2017

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- **Annual Performance Evaluation Criteria – p. 170**
 - **Instruction – p. 170**
 - **Scholarship, Research, and Publication – p. 171**
 - **Service – p. 173**

Consistent with Florida Atlantic University policies and the BOT/UFF collective bargaining Agreement, each year the department chair shall be responsible for completing a written assessment of faculty member's (other than eminent scholars, who are evaluated by the Dean) performance during the preceding academic year. Evaluations are based on the faculty member's annual assignment. Faculty members in the department of Philosophy are normally evaluated in terms of three general categories: (A) Teaching; (B) Research, and (C) Service.

The results of the evaluations are recorded on the college evaluation form, signed and dated by the chair and then reviewed and signed by the faculty member. The signature indicates only that the concerned faculty member has read the review not that she/he agrees with the assessment. Tenure-earning faculty are also provided a progress toward tenure report from the chair. These documents are then sent to the Dean of the college for review and assessment. Each faculty member under review is responsible for providing the chair with a properly completed assessment form and all appropriate supporting material in a timely fashion. Normally, such information is called for at a time sufficiently before the end of the spring semester to enable the chair to complete the evaluations by the deadline.

Annual evaluations play a significant role in promotion and tenure recommendations, merit awards and other matters requiring faculty assessment.

The Chair's overall rating of a faculty member's annual performance shall be in accordance with the following criteria:

Exceptional: Must receive an overall rating of Exceptional in Research and Instruction, and Outstanding in Service.

Outstanding: Must receive an overall rating of Outstanding in two categories and at least Good in the other category.

Good: a) Must receive an overall rating of At least Good in all three, or b) Outstanding in one and at Good in one, or c) Exceptional in one, and at least Good in one.

Needs improvement: Must receive an overall rating of Needs Improvement in at least two, and at most Good in the other.

Unsatisfactory: Must receive an overall rating of Unsatisfactory in all three categories.

Annual Performance Evaluation Criteria

The rating of a faculty member in an assigned category is a judgment of the departmental chair and should be informed by the evaluations criteria articulated below, which are based upon the usual teaching load, and research and administrative assignment. In accordance with college policy, each faculty member shall be rated in each assigned category as excellent, above satisfactory, satisfactory, below satisfactory.

A. INSTRUCTION

Factors in Evaluation of Instruction may include, but may not necessarily be limited to:

- Type of courses taught.
- Student assessment (SPOT form).
- Honors, awards, etc.
- Peer evaluation (departmental or outside review as appropriate).
- DIS supervision, and thesis and dissertation committee membership.
- Participation in teaching enhancement activities.
- Participation in undergraduate research activities, including OURI designated research-intensive courses and research-focused independent studies.
- Participation in undergraduate research projects, including OURI grant participation.
- Production of pedagogical publications and/or course proposals.
- Other materials as referred to in the contract at (10.4(a)).

Evidence of significant instructional achievement may include, but may not necessarily be limited to:

1. Receiving an average rating of 2.20 or better on question #6 of the university evaluation form or SPOT evaluation (1.0 being the highest rating and 4.0 being the lowest rating on SPOT evaluations).
2. Receiving a peer reviewed teaching award or grant.
3. Developing one or more new courses, or significantly revising one or more existing courses.
4. Publication(s) addressing new instructional methods and/or strategies for teaching philosophy, or providing materials geared to teaching philosophy.
5. Active participation in teaching enhancement activities, including teaching WAC courses.
6. Good peer (faculty) evaluation that include a written evaluation and critique of the faculty member's teaching, completed by a tenured member of the Florida Atlantic University philosophy faculty based on at least one classroom visit.

7. Supervising Directed Independent Study.
8. Participating in thesis or dissertation committee.
9. Chairing thesis or dissertation committee.

Instructional Ratings:

Exceptional: Must meet at least 3 of 9 instructional criteria listed, at least one of which must be from 1-6.

Outstanding: Must meet at least 2 of 9 instructional criteria listed, at least one of which must be from 1-6.

Good: Must meet at least #1 instructional criterion.

Needs Improvement: Evidence of some teaching activities, but none of the items listed in 1-9.

Unsatisfactory: None of the Above

B. SCHOLARSHIP, RESEARCH AND PUBLICATION

Contributions to the above are generally understood to include the following:

- Contributions that offer new knowledge.
- Research that aids colleagues in the discipline in advancing their own research
- Critical evaluation of new or traditional arguments and/or evidence to determine their validity and/or truth.
- Develop new perspective upon a philosophical issue.
- Integration of philosophical concepts into other disciplines in ways that advance knowledge.
- Integration of concepts from other disciplines into philosophy in ways that advance new areas of philosophical inquiry

Evidence of significant contributions to scholarship, research and/or publication include, but are not necessarily limited to, the following;

List #1

1. Publication (in print or online) of:
 - a. Articles in professional journals
 - b. Refereed or invited authored books
 - c. Edited books (including anthologies, textbook, journals or special editions thereof)
 - d. Chapters in edited volumes (including substantial encyclopedia and dictionary entries and articles in symposia)
 - e. Substantial introductions or commentaries
2. Acceptance and/or presentation of paper at a professional meeting and/or conference
3. Translation of significant philosophical work
4. Acceptance of the above by publishers or editors (receipt of final contract in List #1, acceptance by publishers in List #2).
5. Demonstrable evidence of works in progress (publishable manuscripts, articles, chapters, and other substantial work in progress, evaluated on the basis of scholarship and progress).
6. Receipt of a fellowship, grant, or equivalent award

List # 2

1. Book reviews or book notes in or accepted by referred publications (print or electronic)
2. Discussant at a session of a scholarly meeting
3. Submission of a grant application, whether or not the application successfully results in the receipt of a grant
4. Demonstrable evidence of substantial progress made towards completion of an article or book.
5. Note much philosophical research is part of multi-year investigation, research and writing, which should also be born in mind *vis a vis* assessment.
6. Where applicable, publication outlets, as well as publications, will be judged in relation to the pertinent school of thought

Scholarship, Research and Publication Ratings:

The Chair's judgment will take cognizance of the faculty member's annual assignment. The ratings guidelines below are for a full-time faculty member with a normal research assignment. Any significant deviating from such a normal assignment will be taken into account and assessed appropriately.

Exceptional: a) 2 in List # 1 or b) at least 1 in List #1 and another 2 from List #2.

Outstanding: 1 in List #1 and a further 1 in List #2.

Good: At least 2 in List #2.

Needs Improvement: 1 in list #2.

Unsatisfactory: None of the Above

C. SERVICE

Factors in evaluating Service may include, but may not necessarily be limited to:

1. Type of service
2. Assessment from committee chairs, committee peers, and other appropriate individuals
3. Peer evaluation (departmental or outside reviewers as appropriate)

Service Criteria may include, but may not necessarily be limited to:

1. Departmental Service

- Chairing a departmental committee
- Officer of a committee
- Chairing or serving on a search committee
- Membership on departmental standing or *ad hoc* committee
- Advising a Student Club or Honor Society
- Building the university library collection or departmental library collection in one's discipline
- Fundraising
- Promoting Intellectual life of department beyond normal instructional activity. For example, organizing and/or participating in a symposium or lecture in, or for, the department.
- Serving as a mentor to other faculty in the department

2. College and University Service

- Directing a certificate program
- Chairing college or university committee
- Membership on college or university committees
- Managing or serving on college or university Initiative
- Serving as a mentor to faculty in other departments.

3. Professional Service

- Refereeing manuscript for scholarly journals, presses, and grant proposals for funding agencies
- Serving as officer or as an editorial board member for a professional journal
- Serving as an officer or as a board member for a professional organization
- Serving as outside reviewer for promotion and tenure candidates at other universities
- Serving as outside reviewer for program evaluation at other universities
- Organizing sessions at professional meeting
- Organizing seminar, symposium or conference
- Received (appropriate) rewards or honors for service to a professional organization
- Serving in a professional capacity connected to philosophy on a community board
- Presenting a public lecture.
- Serving as a chair at a scholarly meeting

4. Community Engagement

- Giving public lectures in the local community
- Organizing courses in philosophy for local high school students (e.g., summer camps in philosophy)
- Visiting local schools to talk about the benefits of studying philosophy

Service Ratings:

Exceptional: A total of any 4 items from the list of Department, College or University service.

Outstanding: A total of any 3 items from the list of Department, College or University service.

Good: A total of any 2 item from the list of Department, College or University service.

Needs Improvement: A total of any 1 item from the list of Department, College or University service.

Unsatisfactory: None of the Above

DEPARTMENT OF PHILOSOPHY

PROMOTION AND TENURE CRITERIA AND PROCEDURES

**Revised and Adopted / February 20, 2017
Amended / January 6, 2017**

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GENERAL POLICY

Faculty members applying for tenure and promotion to a higher rank in the Department of Philosophy of the Dorothy F. Schmidt College of Arts and Letters are evaluated in three areas: Research, Teaching and Service.

The candidate applies for tenure during the sixth year of continuous service as an Assistant Professor, unless the candidate's letter of offer contains prior academic service credit or the Provost approves the professor's written request to apply earlier. Such a request should have the support of the candidate's Chair in consultation with the voting departmental colleagues.

Unless the candidate is already an associate or full professor, the application for tenure is also an application for promotion to Associate Professor. When a candidate applies for both tenure and promotion to Associate Professor, the department committee considers both, voting separately on each. The review and vote on the promotion must precede the vote on tenure, since a candidate must meet the relevant criteria for promotion to Associate Professor in order to be eligible for tenure. Although these are separate processes, the candidate submits one set of materials for both votes.

When the university awards tenure, it makes a long-term commitment to the professor, based upon the expectation of continued excellence in publication and teaching appropriate to the needs of the department, the college, and the university. The professor will have contributed to the field of philosophy through published original work and quality teaching in the best traditions of the professoriate. A candidate for tenure will also have demonstrated willingness to serve effectively the department, the college, and the university through participation on administrative committees and other forms of university governance.

Any untenured member of the faculty may request an informal review of tenure prospects with the Department Chair at any time. Prospective candidates should consult the current issue of the University Promotion and Tenure Guidelines, in order to acquaint themselves with expectations for tenure and for promotion at each rank.

The Department encourages untenured faculty members to attend College and University workshops on preparing for the third-year review and/or the tenure and promotion process.

THIRD-YEAR REVIEW

A committee consisting of all tenured members of the Philosophy Department will conduct the Third-Year Review. The Department Chair will select a Chair for this committee. The committee will formally review and evaluate the professor's progress toward tenure in the three categories of teaching, research, and service. This review does not replace the normal annual review in that year. The primary purpose is to provide the professor with an evaluation of progress and constructive advice about specific needs for improvement, if any.

The Third-Year Review will take place during the Spring term of the faculty member's third year of employment. It will be done in the Spring term of the first year of employment for those who are granted two years toward tenure at the time of hire and the Spring of the second year for those who are granted one year at the time of hire.

Candidates are advised to begin assembling materials in the Fall term prior to the term of the portfolio's submission. The Third-Year Review portfolio will be assembled by the candidate and submitted to the Department Chair by the end of the second week in January. It will contain everything required in the university's "Tenure Portfolio Guidelines" except the letters of evaluation.

The departmental committee will review the portfolio, and the chair of that committee will write a report of the discussion, evaluating the candidate's performance in research, in teaching, and in service. The report should accurately summarize the different points of view expressed during the discussion and solicited from the department. It should describe the perceived strengths and weaknesses of the candidate's record rather than reporting on who said what. *No vote is taken.*

The goal of this process is to provide helpful information to the candidate about his or her progress. The committee's report will include a summary assessment of the faculty member's progress toward tenure, including a clearly negative or clearly positive conclusion; if negative, the report will include a recommendation of specific steps to be taken by the candidate to improve tenure prospects.

A copy of this report will be provided to the assistant professor under review and the Department Chair, and will be made available to the tenured members of the department. The Department Chair and the faculty member must sign the report, indicating that they have received it. The Department Chair forwards the portfolio with the relevant letters to the College Promotion and Tenure Committee.

The College Promotion and Tenure Committee will review the candidate's portfolio and provide the committee's suggestions on the candidate's progress towards tenure and promotion to Associate Professor. The Chair of the College and Promotion Committee shall write a report to the candidate with further recommendations. The candidate must sign this letter to indicate that she or he has received the report.

TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

Tenure recognizes that the faculty member has attained an appropriate position in the discipline for a long-term member of the academic world. This includes active and creative participation in the growth of knowledge in the candidate's field through a commitment to publishing scholarship at a high level, the ability and willingness to communicate knowledge through quality teaching and dedication to the profession and institution demonstrated by service.

The evaluation of candidates for promotion and tenure shall reflect their assignments and, with reference to those assignments, be based primarily on their accomplishments in teaching, research, and other scholarly or creative work, and service/administration.

Application Process

By March 1 of the Spring of the candidate's fifth year, the Department Chair, with help from the other tenured faculty in the Department, should compile a list of potential referees who are preferably Full or Emeritus Professors from Ph.D. granting institutions or nationally recognized four-year colleges. The candidate shall have the opportunity to review the list for any conflicts of interest. From this list, the Chair shall solicit, at a minimum, five current letters from referees outside the university, or whatever number is specified in the Provost's guidelines for the given year. These should be letters from independent experts in the field who can evaluate the faculty member's work; letters from co-authors, dissertation advisors, and personal friends are never appropriate. The candidate's portfolio should also include letters from colleagues internal to FAU, again, in accordance with the Provost's guidelines for the given year. All letters received go into the portfolio.

The candidate should prepare two copies of the complete portfolio (and hold a third aside as a back-up) following most recent memorandum from the Provost on Promotion and Tenure Materials, as well as the college's Promotion and Tenure Guidelines. The candidate then submits them to the Department Chair. Ultimately, one copy of the portfolio remains with Academic Affairs and one with the department. The three major divisions of the portfolio reflect the candidate's faculty assignments in teaching, research, and service.

Review Process for Promotion and Tenure

A committee of the tenured Department members is formed. The committee elects a Chair to run the meeting and to take notes. The committee discusses and evaluates the candidate's accomplishments and provides a written recommendation to the Department Chair. The Committee votes first on promotion and then on tenure. A positive vote for promotion to Associate is a necessary condition for the committee to vote on the Candidate's tenure.

The Committee Chair writes a letter to the Department Chair, reporting the Committee's deliberations and subsequent votes. The Department Chair offers an independent analysis judgment of the Candidate's portfolio and recommends for or against the Promotion and Tenure separately. The Candidate is given a copy of the letter and has five days to write a written response before the portfolio moves to the College Promotion and tenure Committee.

CRITERIA FOR EVALUATION

1. Teaching

The Department of Philosophy highly values good teaching. Teaching includes such matters as achieving course objectives and remaining current in knowledge of the field, new courses initiated, numbers of courses and preparations, assistance to students outside class through advising and mentoring, as well as student and peer evaluations of teaching.

At a minimum, the candidate should demonstrate teaching by earning an overall evaluation of good or better on his/her annual evaluations. Candidate's evaluation will be based on SPOT evaluations, peer-review of the candidate's teaching, and evidence of participation in a substantial number of pedagogical activities demonstrated by such materials as:

1. Course syllabi, including course objectives, and, if available, course web sites.
2. Titles of theses and dissertations for which the candidate has served as director or reader, including student names and state of progress.
3. Evidence of curriculum/program development including the substantial revision of currently offered courses and the documented development of new courses or programs and teaching materials.
4. Reports from peer-reviewers invited by the department Chair.
5. List of undergraduate research activities, including OURI designated research-intensive courses and research-focused independent studies.
6. List of undergraduate research projects, including OURI grant participation.
7. List of teaching and/or advising awards, with copies of letters and announcements.
8. List of GTAs supervised, by course and semester.
9. Student evaluation data, by course and semester.
10. Participation in pedagogy workshops, with dates and descriptions, or presentations concerning teaching methods.
11. Titles of courses offered as Directed Independent Study, with names of students and semester taught.
12. List of students advised or mentored, by semester.
13. List of courses, by semester.
14. List of freshman honors and WAC courses taught, by semester.
15. List of grants obtained in support of curricular and pedagogical development, by amount, term, and name of funding agency.
16. List of guest lectures given in colleagues' courses, by course, title, and date, with a copy of the invitation.
17. Copies of SPOT scores.

2. Research and Scholarship

Research is assessed according to the quality and quantity of publications. The Department expects research productivity consistent with having earned an overall rating of excellent for research on annual evaluations for the majority of years since appointment.

While the ranked status of the journal or other venue in which the publication appears may be helpful for assessing a publication, ultimately, the judgments of the external reviewers and the Departmental colleagues are more important. In some cases, reviewers will remark on the stature of a journal or book series, and their observations should be treated as helpful for those departmental colleagues who work outside of the candidate's area.

The key publications include articles in refereed journals, single-authored books, blind-reviewed chapters in books of scholarly essays from good university or trade-academic presses, and co-authored refereed works. The candidate's work should show clear development beyond the Ph.D. dissertation. Pedagogical works, while important in the profession, in most cases, count for teaching, rather than research.

Another indication of commitment to research is the submission of grant applications, whether or not the faculty member successfully receives the grant. Faculty members will receive recognition for submitting grant applications, though greater recognition will be given to those applications that successfully result in the receipt of a grant.

3. Service

Service includes service to the university, service to the profession, and community engagement. In addition to committee work, service can include such activities as helping with departmental curricular revisions, taking responsibility for an invited speaker, working with student organizations, giving lectures in the community, participating as a Program Chair at a conference, and/or representing the Department on a College committee.

Community engagement and outreach includes giving public lectures and developing community-based academic and/or research activities.

It is important for an Assistant professor to become a citizen of the College and University, to attend College meetings and take an interest in the presentations and performances given by colleagues.

PROMOTION TO FULL PROFESSOR

Candidates for promotion to Full Professor should review the online Provost's Guidelines on promotion for current information on criteria. Typically, candidates will have held the rank of Associate Professor for at least five years. Candidates will have minimally an overall evaluation of Above Satisfactory or better on annual evaluations since their promotion and tenure.

Application Process

A faculty member who wishes to apply for promotion to Full Professor should meet with the Department Chair by March 1 of the term prior to consideration. The Chair, in consultation with the full professors in the department, should compile a list of potential referees who are Full or Emeritus Professors from Ph.D. granting institutions or nationally recognized four-year colleges. The candidate shall have the opportunity to review the list for any conflicts of interest. From this list, the Chair shall solicit, at a minimum, five current letters from referees outside the university. Each will be a major scholar in the relevant field(s) who can speak to the significance and high quality of the candidate's work. Letters from co-authors, dissertation directors/readers and close personal friends are not acceptable. All letters received will be included in the portfolio.

The candidate should prepare two copies of the complete portfolio (and hold a third aside as a back-up) following the most recent memorandum from the Provost on Promotion and Tenure Materials, and the college's Promotion and Tenure Guidelines in every particular, and submit them to the Chair. Ultimately, one copy of the portfolio remains with Academic Affairs and one with the department. The three major divisions of the portfolio reflect the candidate's faculty assignments in teaching, research and service.

Departmental Review

The Department Chair and the department's elected representative to the College Promotion and Tenure Committee shall meet with one Full Professor of the tenured faculty nominated by the candidate to review the portfolio for possible omissions and may suggest changes.

A departmental committee will vote on the candidate's promotion. It must be comprised of at least three Full Professors. If the department has fewer than three Full Professors, the evaluation of an associate professor will be conducted by at least an additional 2-3 Full Professors from other College departments, to be appointed by the Chair in consultation with the Dean. Selection of the outside reviewers must follow the policy for selecting outside reviewers as stipulated in the university policy as articulated in the University Promotion and Tenure guidelines.

Members of the departmental subcommittee shall review the portfolio in advance of a meeting, convened by the Department Chair, where they discuss the application together. The Full Professors will elect one member to chair the meeting and prepare the memorandum described below. The committee members will vote by secret ballot.

The Department Chair does not vote. *Faculty members should abstain from voting when there is a conflict of interest.* Votes cast by email or fax will count only if the voting professor has personally reviewed the contents of the portfolio and has participated in the discussion.

The Chair of this meeting shall prepare a memorandum reporting the numerical results of the vote. This memorandum shall preserve the anonymity of the voting faculty but shall describe the discussion preceding the vote. The memorandum shall be sent to the Department Chair, with a copy to the candidate.

The Department Chair shall write a letter to the Dean reporting the vote of the Full Professors, the tenor of the Committee's discussion, and summarily recommending for or against promotion. The Department Chair's letter shall comprise a detailed analysis and evaluation of the candidate's work emphasizing accomplishments since promotion to Associate Professor, citing the department's written criteria and the candidate's annual assignments and performance evaluations. A copy of this letter will then be given to the candidate, who will have five business days to respond, if the candidate chooses to do so. The Department Chair's letter to the Dean and the candidate's response (if any) shall be included in the portfolio and forwarded on to the College Promotion and Tenure Committee.

CRITERIA FOR EVALUATION

1. Teaching

As teachers, candidates will have continued to develop new courses, to revise and update existing courses, and to challenge and inspire their students in the classroom. Moreover, the Department expects the Candidate to have at least earned an overall rating of good or better for Teaching on Annual Evaluations since being promoted to Associate Professor.

Commitment to teaching is also demonstrated through mentorship of undergraduate research activities, including teaching OURI designated research-intensive courses and research-focused independent studies and/or mentoring undergraduate research projects, including OURI grant participation.

2. Research and Scholarship

During their tenure as Associate Professors, candidates will have published significant, additional refereed philosophical work of high quality. The Department's approach to the evaluation of research is holistic and the quality of research/creative activity is more important than any fixed quantity of publication. *The candidate's record must demonstrate significant additional achievement since the promotion to Associate Professor.* The candidate should have produced works of significant quality that contribute to philosophy.

The works should be substantive in quality and quantity, for example, research articles in refereed journals or books, a book (single-authored) or a combination of articles and co-authored and/or edited books), which together indicate contribution to the field and significant accomplishment since promotion to Associate Professor.

Candidates for promotion to Full Professor should have achieved national and/or international recognition in his or her field. Evidence of such recognition *might* include (among other possibilities) invitations to speak at universities and/or conferences in the U.S. or abroad, publication in journals or books that reach a national and/or international audience, work as an external reader for nationally and/or internationally distributed journals and books, and any competitive research awards, grants, or fellowships received since promotion and tenure. Some evidence of national and international recognition is required.

An indication of commitment to research is the submission of grant applications, whether or not the faculty member successfully receives the grant. Faculty members will receive recognition for submitting grant applications, though greater recognition will be given to those applications that successfully result in the receipt of a grant.

In considering candidates for promotion to Full Professor, the Department adheres to University guidelines and best practices in profession.

For co-authored work published after tenure, the candidate's individual contribution should be clearly specified.

3. Service

Candidates for promotion to Full Professor should have engaged generously, consistently, and effectively in service during their years as Associate Professor. They should have played leadership roles and assumed major responsibilities on Department, College, and/or University committees/initiatives.

The Philosophy Department also expects candidates to have performed significant professional service: for example, serving as officers in national and/or international professional organizations in their field(s), as editor or external reader for journals in their field(s), and as reviewers of manuscripts for university and/or trade presses.

Community outreach and engagement, such as giving public lectures and organizing community-based academic and/or research activities and philosophical activities, such as organizing conferences or colloquia, are also considered service to the Philosophy Department.