

28 June 2011

Board of Officers  
American Philosophical Association  
31 Amstel Avenue  
Newark, DE 19716-4797

Members of the Board:

On behalf of the editorial board of *Questions: Philosophy for Young People*, I am writing to request a continuation of the APA's partial underwriting of our journal. *Questions* was first published ten years ago following a project request from the APA's Committee on Pre-College Instruction in Philosophy. The initial issue was completely funded by the APA; subsequent issues have been subsidized by annual grants of \$500, with the exception of the last (2010 issue). We would like to request that this funding level resume again for the next year as well.

### **Project Purpose and Benefits to Profession**

*Questions* is an annual journal dedicated to providing a medium for young people to contribute their philosophical reflections while also giving them and their teachers resources for engaging in philosophy in the pre-college environment. The variety of work that we publish is fairly broad within those parameters. For example, the 2010 issue included two examinations of the recent studies showing the positive impact of pre-college philosophy programs on students (both written by professional philosophers) and a series of discussion questions posed by fifth grade students in Washington state. We also featured an essay which gave an Aristotelian reading of the film *Groundhog Day* – written by a high school student. Also included in the issue is a reflection by a college student on her own work with pre-college students in philosophy, and a review by a high school student of two books (on Aristotle and Socrates) in Compass Press's series on Ancient Greece. I have enclosed a reprint copy of 2010's issue for you to examine. (The 2011 issue is currently being finalized.)

I have been the primary editor of *Questions* for the last two years. Alison Reiheld and I co-edited the journal for three issues, and Jana Mohr Lone edited it for the first five issues. Both Alison and Jana continue to serve on the larger editorial board. For each of us, an ongoing ambition is to systematically improve the quality and perception of *Questions*. Our eventual goal is to develop *Questions* into a semi-annual publication recognized as a valuable resource to the profession. Our moves to include reviews and balancing work oriented toward instructors with work produced by students, we believe are indicative of our approach to remain true to the mission of the journal while growing it in size, reputation, and readership. The work that Alison and I began five years ago appear to be working; our subscriber base is continuing to grow, though we are still below the level necessary to be self-sustaining.

Over the last ten issues, *Questions* has been serving the profession of philosophy by providing an outlet for philosophers who do pre-college instruction to display and discuss their work. In addition, by providing a mechanism for children to display their ability to do philosophical work we believe that *Questions* is an appropriate entry point for young philosophers to engage in proto-professional work. In the recent (2007) UNESCO report "Philosophy: A School of Freedom", *Questions* was included as one of five journals doing work in the area. Of the five, one of the journals stopped publication in 2000 and three are focused on work in Europe and Australasia. *Thinking*, published by Montclair State University, is the only

other peer resource to *Questions*, and will cease publication in 2011 with no new content currently being accepted. While we had a good working relationship with the folks at *Thinking*, each referring some submissions to the other journal as a “better fit,” I believe that the future will provide for more and better submissions and a stronger subscription base.

### **Timeline of project**

*Questions* is published annually over the summer months. The activities associated with the journal can be broken down into programmatic and production oriented tasks.

#### *Programmatic tasks*

Throughout the year members of the editorial board seek out potential submissions to the journal. I do the bulk of this work myself through outreach, connections, and contact with others at scholarly conferences. For example, between the APA meetings, AAPT conferences, and direct contact with other philosophers, I regularly seek for new voices and new approaches. With the upcoming APA membership category for pre-college teachers and the launch of PLATO from the APA’s Pre-college Instruction in Philosophy committee, I envision a richer range of people to reach out to for content. While Jana Mohr Lone (the initial chief editor), and the larger editorial board had done much to raise awareness of the journal in the early years of its publication, over the last several years Alison and I have reached out to many individuals who have published work in journals which do not specialize in philosophy for children or people who otherwise come to our attention for their current work. I understand these sorts of tasks as program building, in that a contact in one year may result in submissions in later years.

#### *Production oriented tasks*

Since its inception *Questions* has been published in the summer. While the initial deadline for submissions was earlier, we have shifted the deadline to the end of March. This is for two reasons. First, the prior (December 31) deadline apparently was often overlooked in the flurry of activities at end of a term and year. Submissions would routinely be sought out in the spring for the upcoming issue, resulting in larger scramble for content. In addition, we had a working relationship with the Kids Philosophy Slam to publish their winning entries. Since their selection of winning students does not occur until mid-May, and page layout could not occur until their entries were received, it made more sense to time the deadline nearer to their submissions and the actual publication. Starting with the 2010 issue we dropped the association with Kids Philosophy Slam as the quality of the submissions and timeliness of receiving them was inconsistent and problematic. Since we have used the March deadline for several years now we decided to keep it.

As submissions roll in throughout the course of the year, and certainly following the deadline, I am in contact with those who have sent in work to keep them apprised of the status of their work. I also at this point do some preliminary editing work and guide the authors in improvements to their articles. In late spring/early summer I distribute to all members of the editorial board a rubric for article selection along with blind-review copies of all submissions that appear on target. Over a period of several weeks the entire board is in email discussion about the articles, and provides feedback regarding which pieces seem best suited for publication. I then collate the comments, selecting the individual pieces that eventually run in

the journal. Because of the pre-editing process we have little need for additional editing and re-writes at this point. All authors are contacted to let them know the status of their pieces.

Once the accepted articles are known, I begin the process of determining in which order the pieces will run, and sketch out a preliminary layout. All of the content and our ordering of pieces is sent to our publisher, the Philosophy Documentation Center, for initial layout. I review proof copies, make corrections, and when done approve the printing. Our goal is to go to press in July so that the issue will be mailed in August and on hand at the beginning of the academic year.

### **Budget and Finances**

No member of the board, including myself, is compensated for time on the journal. The incidental costs associated with the gathering of submissions and review copies has thus far been absorbed by York College, or previously Michigan State (where Alison and I were both located when we took over the journal from Jana Mohr Lone), and University of Washington (where Lone teaches). As such, the only costs for the project are those associated with typesetting, printing, and mailing. For this reason, the Philosophy Documentation Center retains funds for the journal. We receive quarterly updates related to financial matters.

To put it plainly, *Questions* would not exist without the continued past involvement of the APA. The APA underwrote completely the first issue, and starting with the second issue has contributed \$500 annually. Beginning in 2003 in honor of the death of Lori Fells, an editorial board member and associate director of the PDC, the PDC has “matched” the APA’s contribution to the journal. (Their contribution comes as a credit to our account; in essence they write off a portion of the production costs of the journal.) The 2010 issue was produced without APA funding. As a result of which we used the vast majority of remaining funds on account and the PDC wrote off a larger portion of the production costs.

Subscription rates were low for the early years, partially because the journal was easily available for free at APA conferences. The numbers have been improving more recently, but it remains the case that *Questions* is financed through contributions, not subscriptions. In part because of the early low subscription rates, the Northwest Center for Philosophy for Children at University of Washington (the home of Jana Mohr Lone) covered shortfalls. In one case the shortfall was \$872.

The current funding commitments we have are \$500 annually from York College of Pennsylvania (home to Rory Kraft) and \$200 annually from the Northwest Center for Philosophy for Children. In addition, as mentioned above, the PDC has committed to matching the \$500 contribution from the APA.

Without the APA’s funding (and thus, without the PDC match), we have commitments for \$700 annually. The total production cost for the 2010 issue was \$878.28. Starting with the 2008 issue we moved toward printing on-demand rather than printing a full run, which reduced the overall cost of the issue. At the same time we took advantage of the smaller runs to include more full-color work in the issue. (\$1,500 is a pretty accurate average of the costs for the prior issues.) As our subscriber base increases, the costs will again rise. We hope to return to the approximately \$1,200 level within two years as our content continues to expand and the printing costs increase with additional subscriptions.

Over the last five years we have been seeing an increase in subscriptions and with the upcoming inclusion of *Questions* as part of *POIESIS*, we are hopeful that trend will continue to grow. Additionally, over the last few years as a member of the APA’s Pre-College Instruction in

Philosophy subcommittee I have been able to see ways to more fully integrate *Questions* into the ongoing discussions about how to best raise the profile of pre-college philosophy. (While *Questions* began as a project of the PCIP subcommittee for some time now *Questions* has operated independently of the committee.) I am hopeful that these connections will better serve the committee, the journal, and profession. To the extent that these goals are met, there should be an accompanying increase in subscriptions and financial health.

### **Steering Committee**

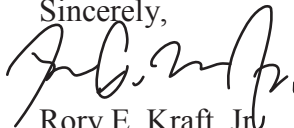
Separately attached are CVs for the academic members of the project steering committee/editorial board. The board is:

Betsy Newell Decyk, University Ombuds, California State University, Long Beach  
Sara Goering, Asst. Professor of Philosophy, University of Washington  
Ashraya Gupta, student, Columbia University  
David Heise, Asst. Professor of Philosophy, Humboldt State University  
Rory E. Kraft, Jr., Asst. Professor of Philosophy, York College of Pennsylvania  
Jana Mohr Lone, Director, Northwest Center for Philosophy for Children  
Megan Mustain, Asst. Professor of Philosophy, St. Mary's University  
Michael S. Pritchard, Willard A. Brown Professor of Philosophy, Western Michigan University  
Alison Reiheld, Asst. Professor of Philosophy, Southern Illinois University - Edwardsville  
David Shapiro, Faculty Member, Cascadia Community College  
Hugh Taft-Morales, Teacher, Edmund Burke High School, Washington, DC  
Wendy Turgeon, Asst. Professor of Philosophy, St. Joseph's College

### **Summary of Request**

*Questions: Philosophy for Young People* is requesting that the APA provide funding of \$500, as it has in years past, for the continued publication of the journal. We believe that we provide a valuable service to current professional philosophers and are an outreach mechanism to attract future philosophers. The impact of the APA's contribution is effectively doubled through the PDC's matching of APA funding. We are thankful for the past support from the APA and hope that continued funding will enable us to continue to grow and serve as an outlet for an underserved area of philosophy.

If you have questions or desire clarifications, please do not hesitate to contact me.

Sincerely,  
  
Rory E. Kraft, Jr.  
Asst. Professor of Philosophy  
York College of Pennsylvania  
Editor, *Questions*  
rkraft1@ycp.edu



# Questions

Philosophy For Young People

No. 10, Winter 2010

## From the Editor



Welcome to the TENTH issue of *Questions*.

There is something very gratifying about reading submissions from all across the world, talking with others who are interested in philosophy with young people, and learning so much about what different methods are used in the various approaches we all take.

This issue contains some very interesting articles, several photos, work by pre-college philosophers, and those who work with pre-college students. I would be particularly interested to hear how you use the *Questions*, and what you think we can do to improve it as we move into our second decade.

Please keep in touch via mail, email, or Facebook.

Best,  
Rory

After regular philosophy sessions throughout the school year, in April a class of fifth grade students at Methow Valley Elementary School in Winthrop, Washington, was asked:

*What do you think is the most important question in philosophy?*

Throughout this issue you will see their questions to ponder. Enjoy!

## New Research on Programs for Classroom Discussion

Maughn Gregory



A recent issue of the *International Journal of Educational Research* (Vol. 47) includes a summary report of a major evaluation study of nine different educational programs for small-group discussion, including Philosophy for Children. "What the discourse tells us: Talk and indicators of high-level comprehension" (372-391), describes one phase of a three-year project funded by the US Department of Education and conducted by four researchers from Ohio State University (Anna O. Soter, Ian A. Wilkinson, Lucila Rudge and Kristin Reninger) and two from Pennsylvania State University (Karen Murphy and Margaret Edwards). The nine classroom discussion programs they evaluated were selected on the basis of (1) being centered around literary texts and (2) having "a recognized and published track record of research and scholarship" (373). The researchers requested four typical, complete transcripts of actual classroom discussions from each of the nine programs. The IAPC provided transcripts from its Philosophy in Schools program conducted in schools near Montclair State University.

The researchers grouped the nine programs into three categories, based on the kind of "stance toward a text" the programs encourage:

- Three programs – *Grand Conversations*, *Book Club* and *Literature Circles*—take the "expressive stance," which encourages students to talk about their personal reactions to the text, giving "prominence to the reader's affective response" (374).
- Three other programs—*Instructional Conversations*, *Questioning the Author* and

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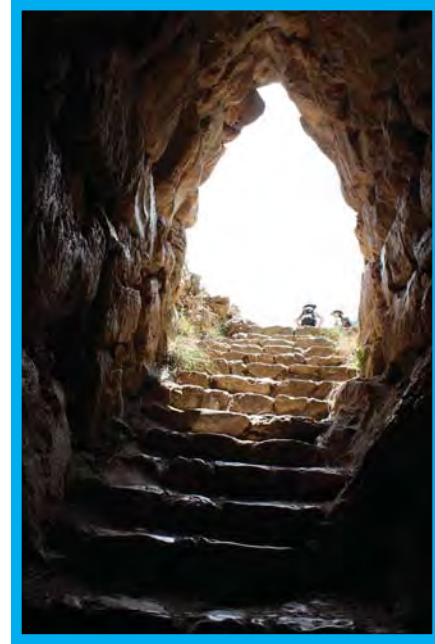


Photo by Wendy Turgeon

*Why is there always light at the end of the tunnel?*

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*Junior Great Books*—take the “efferent stance,” encouraging students to raise questions about the meaning of the text and to work out careful interpretations, by which they “acquir[e] information from the text” (374–375).

- Three other programs—*Collaborative Reasoning*, *Philosophy for Children* and *Paedia Seminars*—take the “critical-analytic stance,” which encourages students to “interrogate or query the text in search of the underlying arguments, assumptions, worldviews, or beliefs” (375–376, 378).

Of course, all three of these attitudes or approaches to a story come up in most classroom discussions, whether about a history book, a news article, a film, a scientific report or a piece of poetry or literary fiction. But this distinction of three different ways to discuss a text is an interesting and instructive part of the report.

The purpose of the evaluation study was to find out to what extent these nine programs use “discourse features” that have been shown in previous research to characterize quality discussions, in terms of “high-level thinking and comprehension” (372). The first task of the researchers, therefore, was to examine the research literature on classroom discussion and to pull from those studies a list of features associated with the highest-quality discussions. For this evaluation study they used the five “discourse features” they took to be the most important (see below). Next, the researchers created a system to identify or “code” these five features in the discussion transcripts they had requested from each program. The researchers evaluated *Philosophy for Children* very highly on each of the five discourse features:

1. **Teachers’ and students’ use of authentic questions, uptake and questions that elicited high-level thinking (generalization, analysis and speculation).** The data showed that all of the programs used these kinds of questions and uptake (taking up something that has already been said rather than saying something unrelated to what has been said), but that in programs taking the “efferent stance” these questions were mostly asked by teachers. In P4C the incidence of these questions was both high and nearly equally divided between teachers and students.
2. **Teachers’ and students’ use of questions that elicited extra-textual connections (affective, intertextual, and shared knowledge).** P4C students had the highest incidence of making connections of shared knowledge, and P4C discussions elicited more affective responses than any other program.
3. **Students’ elaborated explanations.** Students in the critical-analytic approaches gave more elaborated explanations than students in the other approaches, students in *Philosophy for Children* and *Paedia Seminar* discussions gave the longest elaborated explanations, and P4C students gave more of these than students in any other program.
4. **Students’ exploratory talk.** Episodes of exploratory talk were most frequent (though not the longest) in *Philosophy for Children*, *Paedia Seminar* and *Book Club*.
5. **Use of “reasoning words” such as “because,” “so,” “if,” “I think,” “dis/agree,” in contexts of verbal reasoning.** The highest percentage of these words used in contexts of reasoning occurred in *Philosophy for Children* and *Grand Conversations*.

In addition to looking for evidence of these five discourse features, the researchers counted the number and length of turns in each transcript, and found that students in the “expressive” programs contributed to the discussions more than teachers, that teachers in the “efferent” programs contributed more than students,

### Correction:

Stephanie D’costa was the author of “Adventures with the Wonderful Mr. Potato Head.” Her name was unfortunately truncated in the last issue.



## Obituary for Matthew Lipmann

Matthew Lipmann of Montclair State and a central figure in pre-college philosophy passed away 12/26/2010 at his home in West Orange, NJ. Lipmann established the Institute for Advancement of Philosophy for Children in 1972 when he moved to Montclair from Columbia. His many books, articles, and mentoring of others in the movements which together are pre-college philosophy will serve as an enduring legacy of his spirit and wisdom.

and that in the “critical-analytic” programs (including P4C), teachers’ turns were fewer but longer than student turns, and longer than teacher turns in the other approaches. The researchers interpret these results to mean that students have the greatest control over expressive discussions, that teachers have the greatest control in efferent stance discussions, and that teachers and students share control over critical-analytic discussions. This interpretation is consistent with the data on reasoning moves mentioned above, and with one other finding: that students ask more questions than teachers in expressive discussions, that teachers ask more questions than students in efferent discussions, and that teachers and students share questions in critical-analytic discussions (383).

The researchers concluded that the critical-analytic programs—“especially Philosophy for Children and Collaborative Reasoning”—provided the richest opportunities for individual and collective reasoning, due to the way teachers in these programs “model and scaffold students’ talk” (389). The “pedagogical principles” identified by these researchers as “essential to fostering a culture of dialogic inquiry in the classroom,” (376) will be familiar to P4C practitioners: “productive discussions are structured and focused yet not dominated by the teacher. They . . . occur where students hold the floor for extended periods of time, where students are prompted to discuss texts through open-ended or authentic questions, and where discussion incorporates a high degree of uptake. [A]lso . . . a certain amount of modeling and scaffolding on the part of the teacher is necessary to prompt elaborated forms of individual reasoning from students” (389).

Those of us who hold classroom discussions about any kind of text would do well to consider what approach to the text we are asking our students to take, and what we are doing to help our students have insightful, well-reasoned, collaborative discussions. “What the discourse tells us” is an important source of ideas to consider about the ends and the means of these discussions.

## Call for Submissions

*Questions* publishes philosophical work by and for young people, including stories, essays, poems, photographs and drawings, etc. In addition, articles related to doing philosophy with young people, reviews of books and materials useful for doing the same, lesson plans (include description or transcripts of student responses), classic thought experiments redefined/modified for modern audience interests and demographics, transcripts of philosophy discussions, photographs of classroom discussions, and more are sought.

Images, whether photographs, drawings, paintings, et al. should be sent as uncompressed TIFF files (with at least 300 dpi resolution.) Written submissions should be sent in Word, WordPerfect, or Rich Text File formats (as .doc, .wpd, or .rtf). Scholarly articles should conform to the *Chicago Manual of Style* for textual and citation manners; please use endnotes rather than footnotes.

Be sure to include contact information with your submissions. A copyright release is needed for publication. All submissions should go to [QuestionsJournal@gmail.com](mailto:QuestionsJournal@gmail.com)

Submissions for the next issue should be received by **May 31, 2011**. After initial review and editing, they will be blindly reviewed and selected by the larger editorial board.

## What is everything?

*Kelly Hickey here draws on Aristotelian theory and applies it to the 1993 film Groundhog Day, which has become something of a popular cult film (if such a thing could be said.)*

*In the Harold Ramis film, we find Bill Murray’s character (Phil) repeating over and over Groundhog Day in Punxsutawney, PA. Awakening each day to discover that he has to relive it yet again, and is the only person aware that this has all happened before. He tries unsuccessfully to change anything, do anything, find a way out of this apparently eternal time loop. Through the process he repeatedly (and unsuccessfully) tries to woo Andie MacDowell (Rita).*

*While other commentators have drawn out the Buddhist intonations of the film, or drawn parallels to existential angst (after all, Nietzsche did think about eternal recurrence . . .), Hickey here draws different lessons.*

## Aristotelian Morality and Groundhogs: The Moral Evolution of Phil Connors

Kelly Hickey

According to Aristotle the highest of all practical good is happiness. He claimed the only people who can truly experience happiness are virtuous people, and men’s conception of happiness can be read in the lives that they lead (1095b15). Aristotle believed that virtue does not come to us by nature, but rather nature gives us the capacity to receive virtues and to perfect that capacity through habit. In doing good things, we become good, and in doing bad things we become bad. It is our decision which path to follow, depending on our own preferences and our behavior in particular circumstances (1103a25). Moreover, in order to become good, one has to develop two conspicuous types of life: the political and the life of thought (1096a5). Only by developing a moral compass for ourselves and following it by choice and habit can we become happy.

The 1993 film *Groundhog Day* follows one man’s journey to find happiness. In the film, Phil Connors, a rude and cynical weatherman from Pittsburgh, finds himself reliving the same day over and over. Phil goes from one iteration of the day to the next, trying to discover happiness, and is eventually transformed through practice and experience into a virtuous and loving man. Therefore, the film *Groundhog Day* serves as an excellent illustration of Aristotle’s ethics as Phil portrays Aristotle’s views on virtuous character, living well, moral development, and friendship.

As Phil experiences “the heaviest weight,” living *Groundhog Day* over and over, he is able to morally develop his rude, arrogant, and cynical self into what Aristotle would recognize as a virtuous character. Phil begins his moral journey as a mean and lonely weatherman, unable to appreciate himself enough to appreciate others. He seeks happiness by exploiting his own “superiority” and “attractiveness” and by pursuing his own selfish interests, such as comforts, pleasure, fame, and wealth. He refers to himself as “the talent” and claims that a very important station is looking at him for a better job. He rejects any kindness or friendliness offered to him and often offends those trying to help him. Even before he leaves the inn he is staying at in Punxsutawney on his first *Groundhog Day*, he is snappy and rude to a friendly man on the stairs and is sarcastic and nasty toward the owner of the inn. As he walks down the street, he meets a homeless man, whom he ignores, and Ned (a high school acquaintance), who he completely rejects and tries to avoid. Even when Rita, his new producer, attempts to be kind and asks him to dinner, he claims he would rather be alone. Phil also sees the worst in every situation. He is upset about being in Punxsutawney in the first place and

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believes he is above this kind of a story, and when a blizzard comes, he acts as if it is the end of the world. For Phil, even doing his job seems like a chore. Phil is therefore incapable of happiness in the beginning of the film. However, as Aristotle claimed, evil in its nature is infinite, so for Phil, the heaviest weight was beneficial because it allowed him to challenge this principle, develop his own moral code, and thus discover happiness as he relives each day throughout the film (1106a8).

In the second stage of Phil's moral development, as he starts to relive the day, Phil realizes the benefit of his situation and his ability to do virtually anything he wants without consequence. In this stage, Phil exploits his ability to seek pleasure. Aristotle would therefore see him as an ordinary or vulgar person because he equates pleasure with happiness and seeks a life of enjoyment (1095b16). Pleasure makes us do what is base and pain makes us abstain from what is noble, so seeking pleasure would obstruct Phil's ability to become a more virtuous person (1104b9). In his first rebellion and attempt at seeking pleasure, Phil takes-out two drunken men and rides with them on the train tracks, taunting the police and mockingly claiming, "You make choices and you live with them." He then goes on to be inappropriate to the man in the hallways, and keeps knocking-out Ned. He even goes to the movies dressed like the Lone Ranger, symbolizing his inability to have any real friends. He steals money, which, according to Aristotle, is not the key to happiness, for money is useful merely as a means to an end for something else (1096a7). He takes advantage of women like an attractive woman named Nancy and his producer Rita by finding out their likes and dislikes in order to create fake interests and set-up dates. By creating a false virtuous persona and claiming that he likes to "say a little prayer and drink to world peace," and by memorizing poems, he attempts to take advantage of Rita.

Even with all of his tricks, however, he is unable to win over Rita because she can see right through him. He uses Rita for love and for pleasure, only so that he can gain something for himself, a trait of a bad friend according to Aristotle (1155b30). Only "good" people can be friends with each other because if one person in the relationship only cares about him or herself, he or she is not really a friend (1157a18). Because this practice was one of the beginning stages of his moral development, Phil was comparable to Aristotle's perception of youth. Aristotle claimed that young people are, "prone to erotic passion, since this mostly follows feelings, and is caused by pleasure; that is why they love and quickly stop, often changing in a single day" (1156b1). He claimed loving is a feeling and friendship is a state, something Phil would soon figure out himself (1157b29).

Phil's problem with virtues in this stage, according to Aristotle, is that he is not acting in accordance with right reason. He manipulates people and situations and creates a false persona in order to reap rewards. Phil did not find the mean of virtue, because he did not evaluate his situation or look to the intermediate to judge virtue by his own standards; his actions, like theft, and taking advantage of people, are, according to Aristotle, intrinsically wicked (1107b10). Phil's weakness, like so many other people's weaknesses, was his tendency to follow his feelings of pleasure rather than discover what was beneficial to others (1104b31). As Aristotle said so clearly, we must beware of pleasure (1104b35), and love, for a soulless thing, like pleasure, cannot possibly lead to friendship (1155b27).

In his next stage of moral development, Phil enters a depression because of his emptiness and unhappiness. Because he finds no tangible rewards in his attempts to find pleasure and because he finds himself without any friends, Phil attempts suicide dozens of times and even attempts to steal the groundhog as an act of defiance. It is only after countless attempted suicides that Phil realizes he needs to turn his situation around. He tries confiding in Rita and begins to discover the true meaning of friendship. She makes him want to be a better person and he

### Which came first, the chicken or the egg?

realizes how much he really cares for her. "I don't deserve someone like you," Phil tells Rita the day he decides to tell her his secret. He knows she is morally superior to him and that the only way he can deserve her is by becoming moral himself. It is only then that Phil turns his life around. Rita thus becomes Phil's mentor, guiding him in his moral development and helping him become the best man he can be.

For Aristotle, in order to become a morally upright person and to experience friendship and happiness, one must forget oneself and take part in something bigger. As Aristotle claims, "The function of man then is activity of soul in accordance with reason, or not apart from reason," (1098a8). For Phil, this revelation came in the form of studying poetry, playing the piano, and making ice sculptures. By partaking in these activities of the soul in accordance with reason and moreover virtue, and making these activities part of his way of life, Phil was able to develop his life of thought and transcend himself (1102a5). By knowing himself, he was able to focus on others and thus develop friendships and virtues.

As Phil realizes the true benefit of reliving each day, he is finally able to transcend himself and help others. Instead of ignoring the homeless man, he attempts to save him and when the old man dies, he cannot accept that he cannot help. His reaction to the old man's death helps demonstrate Aristotle's conclusion that the pleasure or pain that accompanies actions tests one's moral state (1099a10). His reaction thus shows a transformation in moral state, because before that time, Phil did not even pay attention to the old man. Phil is also less rude to Larry and Rita and genuinely wants to be kind to them. He is finally cordial to the man on the stairs and gives up on trying to be the center of attention. It is clear through his actions that Phil's moral transformation is finally climaxing at this point and that he is finally discovering what it means to be a good person.

In this stage of moral development, Phil has developed not only his life of thought, but also his political life, as he begins to identify happiness with honor, the general end of political life (1097b5). He discovers in this stage that virtue and excellence are beyond the body and in the soul, and the only way to achieve this inner transformation is to cultivate both his intellectual and moral capacities (1103a15). Phil had already developed intellectual skills through his dedication to poetry, piano, and the arts. Until this time, however, virtue had been lacking in Phil's life, and it was only by habit that he eventually acquired such a moral compass (1103a17). He had to adopt the right attitude toward pleasures and pain and deliberately choose to do what was good and noble for its own sake in order to discover such moral virtues (1102b25). In discovering the mean of a virtue, one must consider that deficiency and excess are both equally flawed, as demonstrated by Phil's earlier attempts at being "virtuous." Therefore, the mean of a virtue is the middle ground or the most appropriate virtue applicable. In this stage of his moral development, Phil realizes that thinking and philosophizing about virtue do no more than thinking about playing the piano. He had to act to become virtuous (1105b9). In finding this balance, Phil had to consider that the mean is relative to each person, and therefore had to discover the mean himself (1106b36). Finding this mean is extremely difficult for Phil, as it is for anyone else, because it requires abstinence from the things to which one is most inclined. We are more inclined to pleasure than to pain, and we are more prone to self-indulgence than selflessness (1107b4). In resisting these inclinations we come closer to discovering the moral mean, and therefore becoming moral ourselves, just as Phil discovers as he transforms himself through his acts.

In addition to developing his intellectual and moral self, Phil finally realizes how to become a better friend. In order to become a good friend, according to Aristotle, individuals must be good themselves (1156b9). Because Phil was finally

How can something come from nothing?

How did the world begin?





### What is nothing?

developing morally, he had the capacity to be good himself and find similar virtue in the people in the town, especially Rita. Like moral development, friendships take time to develop, and in this stage, Phil uses his time wisely to know Rita beyond simple acquaintance (1156b24). He is also useful to Rita and the others and strengthens their friendships in small ways, like treating them to coffee (1156b24). Phil thus demonstrates Aristotle's principle that when a good person becomes a friend, he becomes good for his friend (1157b33). The only challenge for Phil at this stage is the distance between him and Rita because she could not consciously relive the days with him. However, he is still able to keep the relationship because, "distance does not dissolve the friendship unconditionally, but only its activity" (1157b1). Therefore, through Phil's moral development and effort, he is able to find true friendship and love climaxing in his final Groundhog Day.

After presumably decades of experiencing Groundhog Day, Phil is able to perfect his morals and talents, culminating in his final Groundhog Day. Phil makes his newscast poetic and beautiful and politely rejects Rita's invitation to lunch, claiming he has to run some errands. During this time, he saves a boy falling out of a tree, helps old ladies with their flat tire, saves a choking man and a young couple's marriage, and buys insurance from Ned. Rita finds him at the community party where he is playing the piano with the band and conversing with all the townspeople who he has helped. Instead of being cocky and egotistical, Phil is modest about all of his good deeds, and claims it was nothing. Because of his transformation, and because friendship is reciprocated goodwill, Rita buys him at the auction and his romantic and humble side is revealed as he sculpts a beautiful portrait of Rita (1155b34). He finally discovers happiness and discovers how much he really loves Rita. The next morning, he wakes up to a new day and a new life.

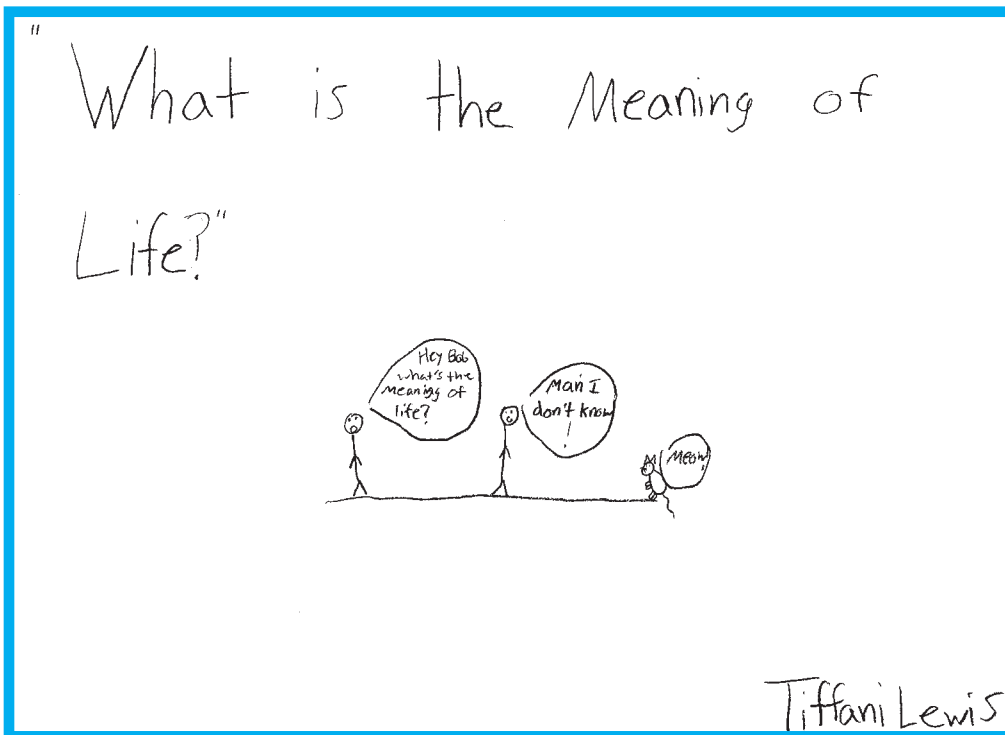
Phil's final Groundhog Day helps illustrate Aristotle's views on ends, or good deeds to be accomplished. For Aristotle, the highest good is clearly something final and the most final is that which is never used as a mean to something else.

### What is the purpose of life?

Happiness, as Phil finally discovers, is an end in itself. When someone finds happiness, he desires nothing more, making happiness truly self-sufficient (1097a15). The final day also helps illustrate Aristotle's view that one cannot perform just and temperate acts simply to be just or temperate. The doer must know what he is doing, deliberately choose to do the act and do it for its own sake as a part of his own firm and immutable character (105a30). On his final day, Phil feels emotions at the right times, for the right reasons, towards the right people, and in the right manner, finally discovering the mean (1106b36). Phil relives the day over and over before this last day because he needed to find such a particular mean. The difficulty of finding the mean in any case is why goodness is rare, praiseworthy and noble. It takes time and effort and self-knowledge to become a truly moral person (1106b30).

Phil discovers during his moral transformation, "For though the good of an individual by himself is something worth working for, to ensure the good of a nation or state is nobler and more divine," (1094b8). Phil started out as a mean, stubborn, rude weatherman, but repeating Groundhog Day gave him the opportunity to change. It was a long and brutal process, especially because he was not able to develop his morals like anyone else can during childhood, but through practice and habit, he was able to develop new and improved moral standards and eventually find happiness (1104b11). He has to find his own personal balance between his sensual, political, and intellectual lives in order to become the virtuous person he always had the capacity to be (1109a19). Along the way, he was able to discover the importance of friendship, a crucial ingredient for happiness in anyone's life (1155a1). In the end, like any virtuous person, he discovers the importance of community and earns praise for his virtues. Finally, Phil discovers Aristotle's most important lesson in morality; our most important responsibility is to keep a certain character in our activities and discover for ourselves what it means to be moral (1109b21). As the film *Groundhog Day* clearly illustrates, the only way to truly discover happiness is to become a virtuous person, live well, develop and discover your own moral compass, and share your happiness with the people you love.

*Tiffani Lewis here presents a humorous examination of how philosophy can, well, go wrong. Perhaps it is not best to start out with the "heavy" questions like what the meaning of life is. (The cat also reminds me of Ludwig Wittgenstein's remark that if a lion could speak we would not understand him.) Be that as it may, we would love to get more philosophically oriented drawings, pictures, collages, or other visual art work.*



Tiffani Lewis



## Engaging in Philosophical Enquiry in the Classroom has Impressive Cognitive, Emotional and Behavioral Benefits

David Heise

Take a look at the charter for any public high school or the Mission Statement for any public university and you will find an invariable emphasis on the skills associated with critical thinking, communication, and moral reasoning as the cornerstones of good-citizenship, good thinking, and life-long education. Educators and administrators are continually in search of the best ways to instill and retain these skills, often in the face of limited, if not dwindling, resources. Philosophers have long contended that studying and doing philosophy is a great way to improve logic based constructive and critical reasoning skills, problem-solving abilities, moral reasoning, and life-long learning skills. Now, two recent studies published in the *British Journal of Educational Psychology*, and a third in the *International Journal of Thinking Skills and Creativity*, suggest they may have been right all along. Those studies show that collaboratively exploring philosophical concepts and issues in the classroom is a highly effective way to improve students' cognitive abilities (reasoning and judgment), IQ, success on achievement exams, emotional intelligence, interactive behavior, and quality of classroom discussion. Furthermore, a follow up study has shown that these gains have lasting effects, staying with students for years, even with no further emphasis on philosophical discussion in the classroom. Perhaps the best part, at least from the administrative perspective, is that improving these areas via the method of philosophical enquiry in the classroom is inexpensive and can be done in traditional sized classrooms, while other proven methods tend to be much more costly (requiring individualized or very small group treatment).

All of this becomes even more promising, once one realizes that students as young as five have shown significant cognitive and behavioral improvement from doing philosophy (more on that later). But first, let's take look at what the studies show.

A program based on a combination of Lipman's 'Philosophy for Children'<sup>1</sup> process and Cleghorn's *Thinking through Philosophy*, was implemented in schools in the UK in order to test the effectiveness of collaborative philosophical enquiry as a cost effective method of improving students' classroom participation and cognitive abilities. A key element of the program is, "the emphasis on developing a community approach to 'enquiry' in the classroom. The process is characterized by use of open-ended Socratic questioning by the teacher, which challenges students to think more independently and promotes reciprocal teacher-pupil and pupil-pupil dialogue."<sup>2</sup>

Randomly selected ten-year-olds were placed in groups that would engage in collaborative enquiry of philosophical concepts and issues for 1 hour per week over 16 months. They otherwise received a standard education. Some of the concepts and issues explored were: What is truth?; What do we mean when we say something is true?; Is it better to tell the truth or tell lies?; What does it mean to be human; what is happiness? The test group included several classes spread across different schools, with different instructors facilitating the philosophical enquiry, and included gender and socioeconomic diversity. A control group followed a normal curriculum. Three recent studies report the results of the experiment.

One study focused on the affects on classroom discussion in particular,

and student behavior in general. It found that "Programme implementation was associated with (i) increased use of open-ended questions by the teacher; (ii) increased participation of pupils in classroom discussion, and (iii) increased rational underpinning for pupil judgments, of both the position of others and their own position," as well as "statistically significant pre-post gains" on such things as "pupil reasoned response to another's view, and pupil reasoned support of own view." This led the researchers to conclude that, "Collaborative philosophical enquiry enhanced reciprocal communicative interaction in the classroom . . . in terms of both quantity and quality."<sup>3</sup>

Such use of higher order, philosophical questioning to facilitate learning has been widely associated with higher student achievement.<sup>4</sup> A second study, based on the same group, which focused on the cognitive effects of philosophical enquiry, found this to once again hold true. Standard cognitive abilities / achievement tests were administered before and after the 16 month trial. Students who collaboratively engaged in doing philosophy "showed significant standardized gains in verbal, non-verbal and quantitative aspects of reasoning, consistent across intervention schools," as well as gender and socioeconomic class, while the control group "did not gain in any aspect." This led the researchers to conclude that, "Philosophical enquiry involving interactive dialogue led not only to significant gains in measured verbal cognitive ability but also generalization to non-verbal and quantitative reasoning ability, consistent across schools and largely irrespective of pupil gender and ability."<sup>5</sup> These findings, while impressive, are all the more impressive when we consider that they are, "from a large-scale field trial larger than those found in research studies in the literature."<sup>6</sup>

In a follow-up study, two years later, researchers tested the duration of the cognitive gains mentioned above. They found that the test group maintained their gains in cognitive abilities, "even when pupils have not had any further experience of collaborative inquiry,"<sup>7</sup> while the control group actually "showed an insignificant but persistent deterioration in scores from pre- to post-test to follow-up," even after two further years of standard education.<sup>8</sup>

The impressive pedagogical affects of collaborative philosophical enquiry are not the only reasons to take notice; it also has a wide range of application and is inexpensive, making it both an implementable and sustainable method of improving student learning and achievement. While it has typically been initiated as a separate activity or course, philosophy can be incorporated into many academic subjects, even with young children, transforming the classroom into a community of enquiry.<sup>9</sup> Furthermore, the previously mentioned studies provide

evidence that it is possible to effectively improve the cognitive and behavioral development of students as young as 10, "across a whole school district through a relatively light intervention of 1 hour per week with normal class sizes (up to 31) and pupil-teacher ratios." The studies also "demonstrated that it was possible to deploy collaborative enquiry successfully within the normal constraints of local authority funding and staff development time."<sup>10</sup>

There are, of course, several reported alternative methods for improving student intelligence and achievement.<sup>11</sup> However, such techniques tend to be "intensive, long-lasting and costly";<sup>12</sup> often involving very low teacher/student ratios.<sup>13</sup> Of course, this has important implications for cost effectiveness, resource allocation, and the ability for such techniques to be implemented or sustained in wide use. Thus, finding a technique, such as collaborative enquiry into philosophical concepts and issues, that can be utilized in normal sized classrooms, at affordable resource costs, is significant.

These impressive results are beginning to move some educators to incorporate philosophy as a central part of their curriculum. For example, Clackman-



Photo by Wendy Turgeon

### Looking at and looking through



## Do we actually have five senses, or do we just imagine it?

nanshire Council (United Kingdom) introduced “thinking through philosophy” as part of its Curriculum for Excellence programme after seeing the research on philosophical enquiry’s affects on IQ and emotional intelligence.<sup>14</sup> After good initial results, Clackmannanshire Council is now working to extend the approach into secondary and nursery schools, and the project seems to be meeting with success. For example, speaking about the seven-year-olds he teaches philosophy to, Pete Worley says,

*Posing philosophical questions like these encourages the children to think in a different way to the one they are used to . . . It’s opening up channels in the brain—teaching them to think for themselves by giving them the tools to do that. And they’re learning skills in how to discuss and argue with people—but constructively. And there is a maturity and a diplomacy in the way that these seven-year-olds tackle the puzzle, digging out the words to help them precis and understand what one another are saying. They don’t always get there—sometimes they lose their train of thought on the way and collapse in giggles—but they are enjoying trying.<sup>15</sup>*

Gallions Primary School (London), trained some of their teachers to teach a philosophy course, which began in 2004, for students five-years-old and up. Five year-olds are asked to “ponder philosophical questions about life, death and God.” Again, the results have been impressive. Students have “shown marked improvement in English, Reading and Writing,” as well as in reasoning and discussion skills. These results are all the more impressive due to the fact that those students largely have histories of behavioral problems. As Head teacher Paul Jackson noted, “Nearly all the children who came to our school did so because they had failed at their previous schools. They, and their parents, were disillusioned with the concept of education.” Teacher Lisa Naylor, who said she had faced a lot of disruption from students, many of whom had spent “several days a week in a Pupil Support Unit for behavioural issues,” noted that, “Within a few months, my class’s ability to listen and respond appropriately improved almost beyond belief. [They were] able to challenge each other’s ideas in an assertive and non-aggressive way. Original thoughts began to be expressed more in the sessions and the children began to demonstrate judgments based on reason.”<sup>16</sup>

Collaborative philosophical enquiry may even be fruitful at still younger ages. In fact, children as young as four are being taught philosophy in nursery school. At that level, “Teachers use stimuli such as a story or picture to encourage learners to think about things at a deeper level. They ask children simple, open-ended questions such as “how do you know that? What shows that?”<sup>17</sup>

The evidence seems clear—collaborative enquiry into philosophical concepts and issues is an excellent and cost effective way to improve: (i) students’ behavior and participation in classroom discussion—both quantitatively and qualitatively; (ii) students’ IQ, cognitive abilities (reasoning and judgment), and success on achievement exams; (iii) students’ reading and writing skills; and (iv) students’ self-esteem and emotional intelligence.

As Dr Trickey, one of the collaborators on the studies, said: “It shows that the time children spend in exploring philosophical concepts through structured inter-active classroom practices such as the ‘Thinking Through Philosophy’ programme, is a good long term investment for their future.”<sup>18</sup> In a world in which the skills listed above are also central pillars of the civic virtues essential to a healthy democracy, it might also be a good long term investment for all of our futures.

These findings, coupled with the relative inexpensiveness of the method compared to other effective intervention techniques, would seem to beckon for a rethinking of the role philosophy might play in education, from elementary school through the university.

## Endnotes

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## What is normal?



## Why do we exist?

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## Does everyone have to agree?

he suggested, "When someone cries you can know something is probably wrong just not exactly what is causing it." This comment illustrated that the act of crying does not establish necessary or sufficient conditions for ascertaining the meaning of that particular behavior. Another student then pointed out that crying can mean two things: "If you are frowning sometimes it would mean that you were probably unhappy, but if you are smiling and crying it is because you are really happy." This student brought to the groups' attention how assumptions made about meaning in a pragmatic sense can be empirically justified and still false.

As the conversation developed, various other students noted that perhaps Trixie was able to communicate with her father, since "Maybe she was successful because she told her father that something was wrong, just not what." What began as a simple attempt to figure out why Trixie's father did not understand what was wrong, soon moved into a philosophical conversation about the form and function of behavior as a means of communication. The children provided various reasons to support the group's collective argument that even when a context is provided, there are possible misinterpretations regarding emotions and behavior. This group provided a strong case for believing that different forms of communication serve to further the understanding of meaning, but that this can only be pragmatically successful if that form of communication has contextual significance for both parties communicating. Otherwise, the result is miscommunication and lack of understanding, like in the case of Trixie and her father.

After tackling the question as to why Trixie's emotional reaction did not spark the necessary response from her father, one student posed the question, "Why didn't Trixie's father get why she was pointing? It is obvious that she was pointing to go back to the Laundromat." Another student responded to this question about the issue of pointing and its intended reference by suggesting that what Trixie's was trying to communicate was not that clear:

*This time pointing could have meant more than one thing, going home or going back. Her father just thought that her pointing and saying 'Aggle flaggle klabble' meant 'we're going home.'*

This comment touched upon a philosophical topic concerning how signals are used. Some philosophers have argued that the content of the signal is interpreted to be whatever goal seems to be served by such pointing. In this case, the father merely misinterprets Trixie's intended goal in pointing. The children then began to question: Why is what is being pointed at not always identified as the same thing among various individuals?

When we communicate with one another, we commonly use expressions which refer to a specific object by using 'this' or 'that' combined with pointing. Individuals have reasons for pointing as they do because they want people to see, avoid, get, or perform some other action. As the children began to think about possible ways in which pointing can be confusing, they quickly realized the ambiguities of reference in communication and moved away from the story in order to begin making connections to their personal experiences. The group recognized that as a nonverbal form of communication, pointing can lack the clarity of meaning that words often can provide.

As the group discusses with each other how they can successfully understand pointing, one child recalled how "sometimes I point to things but people still don't know what I am trying to say." Here, the student was referring to meaning and was touching on the idea of context, as she made the conscious choice to use "what I am trying to say" and not "what I am pointing at." For this student, in order for meaning to have pragmatic significance it required not only a referent in the form of an object, or as she says "things," but also a common understanding by others, or as she says "people," of the meaning that she has associated with the referent. This student's example demonstrates the presupposition that meaning is

## Discussing Language with Children

Ariel Sykes

Language is something that we all use, yet few reflect upon. How does language shape our thoughts? To what extent can we successfully communicate with others? What does it mean to know a word? Can these types of questions really be presented through a children's book? If so, can children really pick up on such philosophically thematic issues? My experience with engaging children in philosophical discussions has led me to believe that children are capable of puzzling about just such philosophical issues. The following paper illustrates how a group of third grade students at Jackson Street Elementary School in Northampton, MA reflected on their notions of language and meaning after reading a story called *Knuffle Bunny* by Mo Willems.<sup>1</sup>

The children's book *Knuffle Bunny* by Mo Willems introduces some problematic aspects of communication and provides a framework in which to discuss several questions concerning the philosophy of language.<sup>2</sup> Trixie, a young girl who has not yet learned how to talk, goes on an errand with her father to the Laundromat. She brings along her favorite stuffed animal, Knuffle Bunny, who then gets left behind in the washing machine. On the way home, Trixie realizes this and turns to her father and says, "Aggle flaggle klabble!" Her father does not understand Trixie, even after she waves her hands, points, cries, and refuses to move. When Trixie and her father arrive at home, Trixie's mother asks, "Where's Knuffle Bunny?" The family runs back to the Laundromat and eventually finds Trixie's beloved stuffed animal. Upon seeing her bunny, Trixie speaks her first words, "Knuffle Bunny."

The idea that Trixie was unable to communicate to her father that she was missing her stuffed animal raises several interesting philosophical issues. Humans communicate in other ways besides words, such as through emotions, signals, and body language. Paul Grice labeled this idea of someone meaning something by a piece of behavior as a "pragmatic notion of meaning."<sup>3</sup> Since Grice, philosophers have been concerned with the usefulness and limits of such linguistic practices. While an action such as crying can be successful in communicating general unhappiness, it is unable to communicate the cause or reason for the person's unhappiness.

As this group of children began to wonder why Trixie's attempts to use emotions and signals to communicate with her father were unsuccessful, one student identified a limitation to the pragmatic notion of meaning proposed by Grice when



### What is love?

both pragmatic and coherent in terms of corroboration suggesting that meaning that is not merely subjective.

This observation prompted the group to think further about how they can avoid misunderstanding pointing. One student proposed that what the pointer is intending to refer to is what matters through his comment, "If I didn't understand I would just ask you what you were pointing at until you named it or I named it." With this statement, the child was taking an opposite stance to the previous student by assuming the pointer must externalize his internal determinations for his signals to be understood and to ensure a common understanding of the referent. This suggestion in many ways resembled Bach's claim that the speaker's intentions when using demonstrative reference is what ultimately determines the referent.<sup>4</sup>

The group of third graders continued to discuss what makes for successful communication, and suggest "you have to pay close attention and listen really carefully" while the speaker needs to "make sure to talk slow." This concept of choosing your words carefully and speaking clearly is found in Locke's *Essay Concerning Human Understanding*, where he suggested that there are ways to counteract the natural imperfections and the abuses of words.<sup>5</sup> Locke argued that we should never use a word without having a clear idea of what it means and that we should assign words the same meaning that others assign them.<sup>6</sup> The comment about needing to "listen really carefully" also points to the earlier theory discussed by the group about intention in signals. Here, the child seemed to suggest that if a person fails to listen carefully, he may not pick up on some meaning in the statement. This position offers a different view of signals by proposing that perhaps sentences themselves can serve as signals that indicate assumptions which contextualize the implicit referents. If a statement that is clear can have implicit and explicit meanings, then this observation supports the previous student's comment on the probability of understanding clear statements.

This discussion led to the group to consider how understanding is linked to knowing the meaning of the words used to communicate an intended message. To know a meaning of a word is problematic for philosophers, and St. Augustine has shown in his works how difficult it is to explain words by exhibiting the things they mean instead of simply repeating lexical referents.<sup>7</sup> This philosophical question about the meaning of words was brought up when the group of third graders

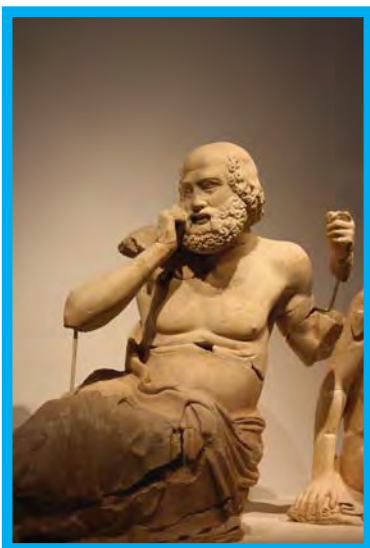


Photo by Wendy Turgeon

*What is he thinking?*

### What is time?

choose to undertake the task of defining the meaning of 'happy.' One member of the group claimed, "Everyone knows the meaning of happy, because everyone feels happy at some point." This position resembled that of Michael Dummett who held that there exists a conventional practice in which meaning is shared and communicable. The child appeared to also support the practice of socially constructing meaning as a convention, as her comment, "Everyone feels happy" implied that a shared experience defines meaning. This social construction of meaning is required to ensure successful communication; if such standards of use did not exist, we would not know that we all attach the same significance to our words.<sup>8</sup> The student's claim that "everyone knows the meaning of happy" said precisely this, that we do know that we all attach the same significance to our words. Dummett's philosophical standpoint follows the ideas that Ludwig Wittgenstein presents in his *Philosophical Investigations*. For Wittgenstein, the meaning of a word was determined by its use.<sup>9</sup> During the philosophy session, one student articulated a similar belief, recognizing the word "happy" is typically accompanied by particular patterns of behavior: "I know that someone is happy because that is what they say when they are excited and smiling."

Locke explained that every idea, such as happiness, is derived from experience either by sensation or reflection.<sup>10</sup> One student reflected Locke's position that knowledge of an idea is based on experience when she asserted that she knows what the word "happy" means due to reflection and emotional sensation.

*I know what happy means because I have been happy before. So I know what happy means to me; when I say happy I am comparing it to other times that I have felt the same way.*

This view was also expressed by John Stuart Mill, who claimed that for meaning to have any significance for our thought and understanding we must explain it in terms of our experience. This student mirrored Mill's view that meaning is understood in terms of words standing for sets of sense impressions when she said, "I have felt the same way."<sup>11</sup>

This issue of how we understand happiness prompted a lively conversation among the children. At one point, one child asked:

*How do you know to use the word happy to describe that feeling though? If you are excited about something and like Jeylene said you are happy, why not say you are excited?*

This question transitioned the group into considering the issue of multiple meanings of words. How the many ambiguities and flexibilities in meaning are overcome and exploited in fixing what speakers mean by their words on particular occasions has fueled this complex philosophical deliberation. The question that the student above posed points to one abuse of language that Locke identifies: the tendency for people to use words inconsistently.<sup>12</sup> Another student attempted to answer this question by suggesting:

*Maybe the different words we use for happy, like excited and things, all have different meanings, so that is why we have them, otherwise we wouldn't be able to say what we really want to say or mean.*

While this comment may appear to initially overlook what the student before was attempting to illustrate, that it is the variation of the usage of such words that confuses others, this statement actually offered an answer to the prior student's question. The student suggested that because "excited" was not what was meant (it means something different than "happy"), this was why she didn't say "excited" when describing her feelings in that particular situation. This student pointed out that within the context of "happiness" as commonly understood, there are also commonly understood degrees of happiness, "like excited and things." Earlier

*(continued on next page)*



## I think all philosophy questions are equally important

(continued from previous page)

when another student asserted that, “everyone feels happy” she does not say, “everyone always feel happy in the same way,” because she realized that what people share is a variable experience, but one that is within a specific and commonly understood context. The determinant of understanding according to both students is common contextual understanding that is, as Locke also suggested, obtainable through consistency.

As the conversation unfolded, the children began to discuss issues of linguistic imperfection. Some students argued that many words can be used to communicate that you are happy, while others thought that each word was selected to convey a specific feeling associated with happiness.

**Tazah:** *So does happy have two meanings then? Can it also mean you are excited?*

**Hannah:** *You can show that you are happy a lot of ways! Like I can say ‘I am happy’ or ‘I am excited’ or ‘I am in a good mood’ or I could just smile or laugh or something.*

**John:** *You can pick whichever way you want to say it. It doesn’t matter.*

**Kinsey:** *I think it does matter which one you use. Say if you are happy, and there are all those ways of communicating you are happy. I think you choose depending on the different scenarios, whichever one is better. You choose the best word or combination of words and smiling to work best at communicating how you feel.*

**Mairead:** *It is kind of like one big family of words that express a kind of feeling, but they all have slightly different meanings.*

This short dialogue illustrated the variance of opinion surrounding the usage and effectiveness of words to convey exact meanings. In many ways what the children talked about parallels Locke’s views on linguistic imperfections: words sometimes do not excite in the hearer the same idea that the speaker is trying to convey.<sup>13</sup> The different words individuals use for happy, which Mairead referred to as a “family of words,” mirrors what Aristotle called “connected meanings.” In her comment, Mairead also recognized that these words mean different things, or what Aristotle called plurality, through her statement, “they all have slightly different meanings.”<sup>14</sup> Mairead’s contribution in the dialogue above shares similarities with the Aristotelian perspective that the nature of meaning and the use of words have a plurality of distinct but connected meanings.

The various highlighted dialogues from the group of third graders at Jackson Street Elementary School in Northampton, MA demonstrate how children can engage in a philosophical inquiry on language. Within a forty minute discussion, the children were able to discuss the functions of language and how it sometimes can aid or hinder communication and understanding. The group explored their ideas about the form and function of language in a way that many philosophers have done throughout the decades. The children’s positions differed; a few students concluded internal and external compatibilism concerning meaning as a way to ensure understanding while others expressed views that were in agreement with Locke, Grice or St. Augustine. Overall, it appeared that the children were compatibilists who believed that what was needed for understanding is some combination of the theories that incorporate both selfish and communal motivations in communication.



Photo by Wendy Turgeon

**The Parthenon: if it is rebuilt, is it still the ancient Parthenon?**

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## Book Reviews

**Cooper, Sharon Katz. *Aristotle: Philosopher, Teacher, and Scientist*. Minneapolis: Compass Point Books, 2007. 111 pages.**

**Dell, Pamela. *Socrates: Ancient Greek in Search of Truth*. Minneapolis: Compass Point Books, 2007. 111 pages.**

"The word philosophy comes from two Greek words: philo, meaning 'love,' and sophia, meaning 'wisdom.' So philosophy really means 'love of wisdom.'" From Compass Point Books Signature Lives series, *Aristotle* and *Socrates* play on kids' natural curiosity to get them hooked into the lives and ideas of famous Greek philosophers.

These books are perfect for kids who love learning, love asking questions, and want to figure out more beyond the classroom. *Aristotle* and *Socrates* are jam-packed with color pictures, maps, and sidebars offering a wealth of information to young philosophers on anything from battles to beliefs. The font is large, the margins wide, and any student from 5th to 8th grade could explore the life and times of a couple of Ancient Greece's most famous philosophers in an afternoon.

Life and times are a major focus of *Aristotle* and *Socrates*. Both books begin with a "hook" chapter to draw the reader in. In *Socrates*, there is a focus on Socrates' military experience. As the book trails through Socrates' life, the author takes advantage of any time served to give the reader background on the wins and losses of the Peloponnesian War. In *Aristotle*, too, the author never omits major battles of the day. While it may seem a bit superfluous, this provides the historical background against which the philosophers did much of their "thinking about thinking" (to borrow a phrase from *Aristotle*), and creates a more engaging book for the target audience.

In *Socrates: Ancient Greek in Search of Truth*, the author promotes curiosity as a tool for learning and discovery. "Question everything" seems the main idea. Socrates believed he lived to encourage people to examine their lives, and the author sets up and builds this in a way that young people can emulate. Dell does a nice job explaining both the questions Socrates asked, and their effect on the society of the day and philosophy in general. Almost as a caution to the over-curious student, though, the author focuses on how annoying other people in Athenian society perceived Socrates as being, and how this led to his eventual death sentence. The "cautionary tale" of a man who exposed the falsity of contemporary power and the repercussions of his actions might deter some students from curiosity. Overall, though, this book, like *Socrates*, encourages young people never to stop asking questions, and extols the value of a well-placed inquiry as the best tool a philosopher could have.

In *Aristotle: Philosopher, Teacher and Scientist*, the author's natural bias as a science educator shows through. Most of Aristotle's ideas in the book are in the context of his achievements as a scientist. *Aristotle* promotes a "discover-for-yourself" method of science; easier, of course, when not much science had been discovered. Even so, the reader is left with an enthusiasm for investigation and discovery—as in science, though, not philosophy. However, the author argues that early science and philosophy were very similar both being based on curiosity and exploration of the world. For science, it is the natural world, and philosophy the intangible mental world.

*Socrates* and *Aristotle* are perfect for kids hungry for knowledge. The books provide a great introduction to their subjects perfect for the suggested age range of 5th to 8th grade. Even older students could find the balance of ideas, culture and history an amusing quick read to complement a more rigorous curriculum. Leave the books out in a classroom and their vibrant orange covers will draw the curious types the books hope to net. Or suggest *Socrates* to a student interested in ancient society as a way to connect philosophy to an existing interest. Or *Aristotle* for the budding scientist. Even the teachers could be interested in reading something as fun and light as Compass Points Books Signature Lives Series' *Aristotle* or *Socrates*

*Alexandra Johnson*



Francis Johnston

### *City Experiment in Gardening New York*

This photo by Frances Johnston is part of the extensive photo collections that the Library of Congress holds. The majority of the images, this one included, can be reused for free as long as acknowledgement is given.

This image from New York in 1922 is a fascinating one for me, and I think it could be an interesting starting off place for discussions on social justice, environmental ethics, aesthetics, gender roles, and more. Please think about this photo and send in your responses to it. We'll run the best of the batch next issue!

## Author Bios

Maughn Gregory, Ph.D., J.D. is Associate Professor of Educational Foundations at Montclair State University, where he also directs the Institute for the Advancement of Philosophy for Children. He publishes and teaches in the areas of Pragmatism, Philosophy for Children, Philosophy of Education, Gender and Education, and Critical Thinking.

Described by her senior English teacher as having a "passion for dialogue," Alexandra Johnson loves questioning and discussing everything. She recently graduated from high school in Washington State and plans to study computer science at Carnegie Mellon University this fall.

David Heise is Assistant Professor of Philosophy at Humboldt State University and the author of articles on ethics, philosophy of law, and philosophy for children.

Kelly Hickey is a senior at Oak Park and River Forest High School in Oak Park, Illinois. She finds Aristotle, her favorite philosopher, touching and inspiring.

Ariel Sykes recently graduated cum laude from Mount Holyoke College with high honors in her major, Philosophy of Education. She will be serving as an AmeriCorps MACC VISTA at Mount Holyoke College for a year before continuing her education at Teachers College in the Philosophy and Education graduate program.

Wendy C. Turgeon is an Associate Professor of Philosophy at St. Joseph's College and works extensively in the areas of philosophy for children, medieval philosophy, and aesthetics. Her wit often comes out in photographs, including philosophical images of vegetables.



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**Northwest Center for Philosophy for Children**, Director.

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Founder and director of non-profit organization dedicated to bringing philosophy into K-12 classrooms. Oversee organization's "Philosophy in the Schools" project, teacher-education workshops, and parent education project.

Experience teaching philosophy to students from kindergarten through high school, including the development of a junior high class on Moral Philosophy and the Holocaust. Overall responsibility for the organization's administration, including development, fundraising, legal issues, finance, and public relations.

**Department of Philosophy, University of Washington**, Affiliate Faculty.  
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*Questions: Philosophy for Young People*, Editor-in-Chief (2000-2005) and Member of Editorial Board (2005-Present).  
Founder and editor of journal illustrating K-12 students engaged in studying philosophy.

**Center for the Advancement of Philosophy in Schools, Department of Philosophy, California State University at Long Beach**, Advisory Board Member, 2000-Present.

**American Philosophical Association**, Pre-College Instruction in Philosophy Committee Member, 1997-2000.

**Liberal Studies Program, University of Washington/Bothell**, Visiting Assistant Professor, Winter/Spring 1997.  
Visiting professor for upper-level undergraduate courses in Ethics and Society, and Ethics and the Environment.

**Institute for the Advancement of Philosophy for Children**, Montclair State University, New Jersey.  
Participant in international conferences for scholars on doing philosophy with children, August 1995 and May 1996.  
Certified in 1995 as a teacher-educator by the International Council for Philosophical Inquiry With Children.

**Department of Philosophy, University of Washington**, Instructor/Predoctoral Teaching Associate, 1992-1994  
Introduction to Ethics, Contemporary Moral Problems, and Introduction to Philosophy.

## EDUCATION

**Ph.D. Philosophy**, University of Washington, Seattle, Washington, 1996.

**Title of Dissertation:** *The Ideals of Law: Judging and the Constitution.*

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**American Fellow**, American Association of University Women Educational Foundation, 1993-1994.

**M.A. Philosophy**, University of Washington, Seattle, Washington, 1990.

**J.D.**, George Washington University Law School, Washington, D.C., 1985.

Notes Editor, *Journal of International Law and Economics*.

Graduated cum laude.

**B.A. Philosophy Honors Program**, University of Massachusetts, Amherst, Massachusetts, 1982.

Certificate in Women's Studies.

Graduated magna cum laude.

## PUBLICATIONS

- "Notes from the Field," Transcript of Fifth Grade Classroom Discussion, *Thinking*, vol. 15:3 (2001).
- "Does Philosophy for Children Belong in School At All?" *Analytic Teaching*, vol. 21:2 (2001).
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- "Poetry and the Philosophical Understanding of Children," *Bookbird: World of Children's Books*, vol. 3 (1996).

## LEGAL EXPERIENCE

- Cody & Mohr**, Partner.  
Seattle, Washington. 1988-1991  
Litigation family law practice, including marital and domestic partnership dissolutions, prenuptial contracts, adoptions, and child custody cases. Expertise in children's issues and laws concerning family violence.
- Perkins Coie**, Associate Attorney.  
Seattle, Washington. 1986-1987  
General litigation practice in state and federal courts.
- New Hampshire Supreme Court**, Law Clerk.  
Concord, New Hampshire. 1985-1986  
Assisted in drafting opinions in proceedings before the state's highest court.

## PROFESSIONAL AND COMMUNITY ACTIVITIES

- Award Recipient, Educational Service District "Friend of Children" Award**, Wenatchee, Washington, 2007.
- Public School Funding Alliance**, Winthrop, Washington. 2003-Present  
Founding president of Board of Directors of organization dedicated to raising funds to support Methow Valley public schools. Primary person responsible for development, fundraising, administration and public relations.
- Methow Valley Education Foundation**, Winthrop, Washington. 2006-2008  
Member of Board of Directors of organization providing post-secondary scholarships to Methow Valley students.
- Visiting Committee, Department of Philosophy, University of Washington**, Seattle, Washington.  
Chair (2008-Present) and Member (1998-2008)  
Assist department with development and fundraising, community outreach, and advising.
- Little Star Montessori School**, Winthrop, Washington. 2001-2004  
President and member of Board of Directors.
- Business and Professional Women's Cabinet, Jewish Federation of Greater Seattle**. 1997-1999  
Member of Cabinet dedicated to raising funds for the benefit of the Seattle Jewish community.

- Northwest Women's Law Center**, Seattle, Washington. 1987-1997  
President (1990-91), Member of Legal Committee (1988-91, 1995-97), Chair of Personnel Committee (1991-95), Major Gift Campaign Ambassador (1989-94), and Member of Legislative Committee (1988-90) of organization dedicated to the advancement of women's rights in the Northwest. Involved in program, development, personnel, long-range planning and other administration issues. Cooperating attorney in litigation and legislative issues involving domestic violence, sexual abuse, gay rights, children's rights, women's health care, surrogate parenting, child support and custody, and the rights of battered women in prison. Drafted the first U.S. legislation to enlarge the statute of limitations in civil childhood sexual abuse cases (passed in Washington in 1988), and worked to pass similar laws in other states.
- Vashon Island Domestic Violence Task Force**, Founding Board Member. 1998-1999
- Vashon Island Connections Mentorship Program**, Volunteer Mentor. 1994-1997
- Vashon-Maury Island Public Health and Safety Network**, Founding Board Member. 1994-1995  
Board member of state network formed to develop long-term plan to serve children and families.
- The Children's Alliance**, Seattle, Washington. 1992-1994  
Member of Public Policy Committee (responsible for analyzing the legal and public policy implications of various children's rights and family law issues) of organization devoted to statewide advocacy for children.
- Books for Kids**, Seattle, Washington. 1992-1994  
Member of founding Advisory Board of Directors and Development Committee (responsible for grants and fund development) of organization distributing books to children from low-income families to promote literacy.
- Seattle Jewish Family Service**, Big Sister. 1987-1994
- Shelters for Battered Women and Their Children**, Board Member and Volunteer. 1981-1991  
Worked with domestic violence shelters in Massachusetts, Washington, D.C., New Hampshire, and Washington State to provide information and support, including direct-service work, legal advocacy, and fund development.

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- Sept 2002- Present: Cascadia Community College, Bothell, WA, *Founding Faculty in Philosophy and Foundations*: Teach the full range of Philosophy classes including Intro, Moral Problems, Ethics, Business Ethics, Logic, Critical Thinking, and Philosophy of Human Rights
- Summer 1997-2002 University of Washington, Seattle, WA: *Graduate Instructor*: Taught range of Philosophy classes, including Intro to Ethics, Contemporary Moral Problems, Intro to Philosophy, Medical Ethics, Philosophy for Children, and Business Ethics
- Spring 1994-Present Puget Sound Area Schools: *Philosophy for Children Instructor*: Teach philosophy to pre-college students in classes from kindergarten to high-school; have taught at more than a dozen Puget Sound area schools.
- 1996-present Education Director, Northwest Center for Philosophy for Children  
The NW Ctr. for Philosophy of Children is a non-profit organization that brings philosophy into the lives of children through schools, community forums, and social service groups. As Education Director, I design and implement programs, curriculum models, and classroom activities to engage young students in philosophical discussions. I also volunteer on the average of once a week doing philosophy with primary and secondary students in and around Seattle. I have worked with kindergartners to 12th graders and find it both illuminating and humbling to my growth and development as a philosopher and a teacher.

## **PUBLICATIONS**

*Claiming Your Place at the Fire*, co-authored with Richard J. Leider, San Francisco: Berrett-Koehler Publications, 2004).

*Whistle While You Work*, co-authored with Richard J. Leider, San Francisco: Berrett-Koehler Publications, 2001).

“Some Alternatives to Reading in Philosophy for Children,” *Analytic Teaching: The Community of Inquiry Journal*, (Volume 21, No. 1, November 2000).

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*Choosing the Right Thing to Do*, (San Francisco: Berrett-Koehler Publications, 1999).

*Repacking Your Bags: Lighten Your Load for the Rest of Your Life*, co-authored with Richard J. Leider, (San Francisco: Berrett-Koehler books, 1994).

## **SELECTED PRESENTATIONS**

“Utilitarian Justification and the Patriot Act,” presented at Cascadia Community College Day of Learning, Seattle, WA, January 2006

“Success: Staying and Leaving,” Faculty Speaker at Graduation Ceremony, Cascadia Community College, Spring 2005

“Do You Reap What You Sow?” Great American Think-Off, New York Mills, MN, June 2004

“Using Role Plays to Explore Topics in Applied Ethics,” Presented at the 13<sup>th</sup> Annual Association for Practical and Professional Ethics, San Antonio, TX, March 2004.

“Feeling Bad for Good Reasons: Guilt, Shame, Empathy, and Moral Education,” Presented to the 11th Annual Association for Practical and Professional Ethics, Cincinnati, OH, March 2002.

“What Do Rights Look Like?: An Interactive Exploration into the Nature of Rights for Middle-School and High-School Students.” Presented to the 3rd Moral Education in a Diverse Society Conference, April, 2001.

“Strategies and Techniques for Teaching Ethics Across the Curriculum.” A full-day workshop presented to the Tuskegee University National Center for Bioethics, August, 2000.

“Some Alternatives to Reading in Philosophy for Children.” Presented to the 5th Meeting of the North American Association for the Community of Inquiry,” June 2000.

“Action Learning and Moral Philosophy with Children.” Presented to the Western Division APA, April, 2000.

“Teaching Ethics from the Inside-Out: Some Strategies for Developing Moral Reasoning Skills in Middle-School Students.” Presented to the 1999 Conference on the Social and Moral Fabric of School Life,” Edmonds, WA, October 1999.

“Ethics Education in Elementary Schools: Using a Prisoner’s Dilemma Game to Teach the Value of Cooperation.” Presented to the 8th Annual Association for Practical and Professional Ethics, Washington, DC, 1999.

“Normative ‘Oomph’ Without Non-Cognitivism: Allen Gibbard’s ‘Norm Expressivism’ and Secondary Quality Accounts of Moral Terms” Presented to the American Philosophical Association Pacific Division Conference, 1997. Won Graduate Student Travel Award.

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Sandra Fowler-Hill, Executive Dean, Cascadia C.C., (425) 352-8169

Jean Hernandez, VP of Student Learning, Cascadia C.C. (425) 352-8255

Jana Mohr, Director, NW Center for Philosophy for Children, (509) 996-8253

Ken Clatterbaugh, Professor, Chair, Dept. of Philosophy, U. of WA, (206) 543-5086

Bill Talbott, Professor, Department of Philosophy, University of WA, (206) 543-5095

# Curriculum Vitae Wendy C. Turgeon

Address: 133 Fourth Street  
St. James, New York 11780  
Telephone: 631-862-9384  
E-mail: turgeon@optonline.net  
wturgeon@sjcny.edu  
Office phone: 631-447-3335

## Educational History

### Montclair State University

Philosophy for Children Teacher Trainer Workshops  
January 1993, June 1997

### Saint Louis University, St. Louis, Missouri, 1972-1977

Graduate Studies in Philosophy  
M.A. (Research), May 1975; James Reagan, Director  
Ph.D., April 1981; James Marsh, Director  
Dissertation: *A Piagetian Aesthetics*

### Southern Illinois University, Edwardsville, Illinois, 1969-1972

Major in Philosophy; minor in Music  
B.A. Summa cum Laude, June 1972

## Teaching Experience

### Associate Professor and Chair

St. Joseph's College, Patchogue, New York  
1991 - present (fulltime from Spring 2003; part-time prior)

### Department of Philosophy

- Chair of the Philosophy Department
- Teaching responsibilities include Introductory courses in Logic, Introductory Philosophy, Greek Thought, Ethics and upper division courses
- Developed new courses in Philosophy of Childhood, Mediaeval Philosophy, Philosophy and Women, and a Multicultural Approach to Ethics, Philosophy and Myth
- Led the development of a minor in Women's Studies
- Participated on the development and implementation of the Freshman Honors Program. Since Fall 2006, I have been the coordinator of the Honors Program as well as teach one of the core courses
- Collaborated on an integrative curriculum model, "The Lyceum", which uses the Community of Inquiry method to interrelate core courses

### S.U.N.Y.-Stony Brook (adjunct)

### Department of Philosophy

Spring 1980, Fall 1982 - undergraduate courses  
Fall 1985 - present, School of Professional Development and Continuing Education  
(graduate courses)

- Philosophy and Children, Developmental Theories of Value, Philosophy of Education, Educational Foundations, Business Ethics
- Developed a concentration in philosophy and children within the Masters of Arts in Liberal Studies program

**Molloy College**, Rockville Centre, New York (part-time)

Spring 1985-1989

- Department of Philosophy

## **Teaching Strengths and Interests**

In the History of Philosophy:

Greek and Mediaeval Philosophy

Major Figures: Plato through Kant

Modern Philosophy: The British Empiricists and the Continental Rationalists

Philosophy for Children

Educational theory and practice

The nature of childhood

Formal curriculum and implementation

In Philosophical Issues:

Women and Philosophy

Introduction to Philosophical Problems

Introduction to Ethics

Critical Thinking/ Introduction to Logic

Aesthetics: Historical survey, Contemporary Issues

Contemporary Moral Theories

Philosophy of Education

## **Administrative Experience**

Chair, Philosophy Department, St. Joseph's College

2007-present

Honors Program Coordinator, St. Joseph's College

2005-present

Assistant Registrar, State University of New York at Stony Brook

September 1978-1985, 1986-1991

Admissions Counselor, State University of New York at Stony Brook

September 1977- 1978

Admissions Officer, St. Louis University

September 1975- 1977

## **Publications**

- "Choosing Not to Play the Game", *Thinking*, Vol. 11, No. 3-4
- "Pixie: a Methodological Check," *Thinking*, Vol. 12, No. 1
- "Can Trees Be Happy?" (with Kevin Luby), *Analytic Teaching*, Vol. 17, No. 1
- "Reviving Ophelia: A Role for Philosophy in Helping Young Women Achieve Selfhood", *Thinking*, Vol. 13. No. 1



- “John of Salisbury: An argument for philosophy within education”, *Analytic Teaching*, vol. 18, no. 2.
- “E.D. Hirsch’s *The Schools We Need*”, book review, *Thinking*, vol.13, no.3
- “Emotion recollected in Tranquility?,” a chapter in *Talking to Children about Responsibility and Control of Emotions*, Detselig, 2006.
- “The Heroic Adventure: Thinking about Beowulf,” *Gifted Education International*, Vol. 22 No 2/3, 2006
- “Crisis in the Humanities: Philosophy and children, re-envisioning education”, *International Journal for the Humanities*, 2007
- “Nature and the Child.” *Creative Engagement with Children: Thinking and Creativity*, ebook 2009
- Editor of the ebook *Creative Engagement with Children: Thinking and Creativity*, December 2009
- Book reviews in *Thinking*, Spring 2010
- “Confessions of a Departmental chair on Assessment”, in *Analytic Teaching and Philosophical Praxis*, forthcoming in 2010.
- “Max in his wolf suit—the borders of animality/humanity and childhood as discovered within children’s literature”, an essay in *Negotiating Childhoods*, 2010
- Co-editor of ebook: *Negotiating Childhoods*, December 2010
- “Moral Education for Young People”, **Philosophy Now**, March 2011.

## Papers Presented

- International Council of Philosophical Inquiry with Children (ICPIC) presentation: “The Use of Children’s Literature within Philosophical Inquiry with Children”, June 1997
- World Congress of Philosophy, Boston, MA., presentation: “The Metaphysical Horizons of Philosophy for Children,” August 1998
- ICPIC presentation: “Towards a model of Aesthetic Inquiry” July 1999
- ICPIC presentation: “Why hasn’t Philosophy for Children Flourished in the United States? Lessons to be Learned”, July 2001
- North American Association for the Community of Inquiry (NAACI) Conference, Montclair State University, New Jersey, paper: “Multiculturalism: Politics of Difference, Education and P4C”, and Workshop: “Community of Inquiry in Aesthetic Education” June 2002
- Conference on Instructional Technologies (CIT) presentation: “Ghosts in the Machine: Recognizing The Self In Online Learning,” June 2004
- University of Quebec in Montreal: “Talking to Children about the Emotions, “Music and the Emotions”, May 2006
- NAACI, Quebec City, Université Laval: “Training teachers in Philosophy”, June 2006
- Humanities Symposium, Columbia University, presentation: “Crisis in the Humanities: Philosophy For Children, Re-Envisioning Education Through Philosophical Enquiry”, Feb. 2007
- Southern Illinois University Edwardsville, Edwardsville, Illinois, John Broyer Memorial Symposium: “John of Salisbury - An Argument For Philosophy Within Education”, March 2007
- Liberal Arts Colloquium at St. Joseph’s College presentation: “Music and Emotion: a philosophical puzzle”, March 2007
- Commentator on a paper presented at the Committee for Pre-College Philosophy, APA, December 2007.

- NAACI Conference: “The Persistence of Gender Stereotypes in the 21<sup>st</sup> century and what we can do about it”, June 2008
- American Association of Philosophy Teachers Conference: “Pedagogy for the Unimpressed: discussion and workshop on the challenges of teaching philosophy to the unprepared and uninterested,” August 2008.
- “Nature and the Child.” *Creative Engagements Conference*, Oxford, England, July 2009
- Eastern division of the APA: papers at a session of the AAPT and at the Committee on Pre-college philosophy, December 2009
- “Children and Nature” at the Hofstra Conference on Children and Play, March 2010.
- “Philosophy in Philosophy for Children”- paper presented at the NAACI conference in Queretaro, Mexico, June 2010
- “Max and his Wolf Suit: the borders of animality/humanity and childhood” “Nature and the Child.” *Childhood Conference*, Oxford, England, July 2010
- “Travels with Cicero” American Association of Philosophy Teachers, August 2010
- “Teaching Philosophy through interviews”, co-presented with Michael L. McClain at the American Association of Philosophy Teachers, August 2010
- “Preparing teachers to teach philosophy” at the Mini-Conference on Philosophy and Children, held as part of the Pacific Division APA in April 2011.

My other publications have tended to be nontraditional and have appeared in *Long Island Newsday*, *The New York Times* and the *East Hampton Star*.

Topics include:

- Feminist Perspective Against Abortion
- Our Culture's Fascination With Computers
- Philosophizing And The Advent Of Children
- Suburban Isolation
- Music And Memory

### **Conferences and Seminars**

- New York University FRN seminars, June 2003, June 2008, June 2009, June 2011
- NEH summer workshop at Miami University on “Mining Meaning in Children’s Literature”, presentation on aesthetic education, July 2004
- APA Eastern Division Meeting, December 2005, December 2007, December 2008, December 2009
- NAACI and ICPIC conferences, ongoing
- AAPT (American Association of Philosophy Teachers), August 2008, August 2010
- NAACI, June 2010

Recommendations available upon request

## **Curriculum Vitae Alison C. Reiheld**

35 East Holmes Hall  
Lyman Briggs College  
Michigan State University  
East Lansing, MI 48825-1107

323 North Walnut St. #711  
Lansing, MI 48933  
Cell: (517) 410-9638  
[reiheld@msu.edu](mailto:reiheld@msu.edu)

### **EDUCATION**

B.A., Biology, Kalamazoo College, Kalamazoo, MI  
Ph.D. program in Philosophy, Michigan State University, East Lansing, MI  
Anticipated graduation: August 2009  
Dissertation (title subject to change):  
    “*Memoria moralis*: On the Ethics of Remembering and Forgetting”  
Chair of Dissertation Committee: Dr. James Nelson

### **AREAS OF SPECIALIZATION**

Ethics and Value Theory  
Bioethics

### **AREAS OF COMPETENCY**

Social and Political Philosophy  
Informal Reasoning  
History and Philosophy of Science and Technology  
Epistemology  
Feminist Philosophy

### **PROFESSIONAL EXPERIENCE**

Assistant Professor, Department of Philosophy, Southern Illinois University –  
    Edwardsville, beginning August 2009.  
Visiting Instructor (faculty), History, Philosophy, and Sociology of Science, Lyman  
    Briggs College, Michigan State University, 2008-2009.  
Instructor, History, Philosophy, and Sociology of Science, Lyman Briggs College,  
    Michigan State University, 2004-2008.  
Adjunct Professor, Department of Humanities, Social Sciences and Communication,  
    Lawrence Technical University, Spring 2004.

### **PEER-REVIEWED AND ACADEMIC PRESS PUBLICATIONS**

“Patient Complains of...: How Medicalization Mediates Power and Authority.”  
    *International Journal of Feminist Approaches to Bioethics* 3(1). 2010.

Book Chapter, working title: "Women's Work: Motherhood Through the Lens of Domestic Labor." In *Motherhood and Philosophy*, ed. Sheila Lintott. Hoboken, NJ: Wiley-Blackwell.

## COMMENTARIES AND SOLICITED PUBLICATIONS

- "Paying for the Possibility of Disease: How Medicalization of Risk Conditions Affects Health Policy and Why We Must Bear It In Mind." *Medical Humanities Report* 29(4). 2008.
- "Remembering the 'pan' in 'pandemic': considering the impact of global resource disparity on a duty to treat." *American Journal of Bioethics* 8(8): 37-8. 2008.
- "Feminism, food, and the politics of home cookin'." *APA Newsletter on Feminism and Philosophy* Autumn 2008.
- "Consent By Survey: Losing Autonomy One Percentage Point At A Time." *American Journal of Bioethics* 7(12): 53-4. 2007.
- "An Unexpected Opening to Teach the Impact of Interactions Between Clinical Personnel." *American Journal of Bioethics* 6(4): 29-30. 2006.
- "Erasure of the Past: How Failure to Remember Can Be a Morally Blameworthy Act." *American Journal of Bioethics* 6(5): 25-6. 2006.

## PROFESSIONAL ACTIVITIES

- Co-Editor of the journal *Questions: Philosophy for Young People*, October 2005 – present.
- "My flesh faileth of fatness': on obesity as a disease and the implications for diagnosis, treatment, and public health agendas." To the Philosophy Department and Lyman Briggs College, Michigan State University, January 27, 2009.
- "Patient Complains Of...: How Medicalization Mediates Power and Authority." 7<sup>th</sup> International Congress of Feminist Approaches to Bioethics meeting jointly with the 9<sup>th</sup> World Congress of Bioethics, 2008.
- "*Memoria Moralis*: on moral responsibility for individual memory." To the Department of Philosophy, University of Kentucky, January 25, 2008.
- "Bringing Philosophy to a Middle School." One Hundred and Third Annual Meeting of the Eastern Division of the American Philosophical Association, co-presenter Rory Kraft, 2006.
- "Justice and Caregiving: Familial, National, and Transnational Perspectives." American Society for Bioethics and the Humanities, 2006.
- "To Care Is Human: Just Caring for Unpaid Caregivers Wherever They May Be." 6<sup>th</sup> International Congress of Feminist Approaches to Bioethics, presented in a joint session with the 8<sup>th</sup> World Congress of Bioethics, 2006.
- "Philosophy as a Life Skill: Teaching Philosophy to Seventh and Eighth Graders In A Discussion-Based Setting Without Formal Texts." American Association of Philosophy Teachers, 16<sup>th</sup> International Workshop-Conference on Teaching Philosophy, 2006.
- "Merits and Difficulties of An Agent's Life Plan as a Covering Value for Resolution of Incommensurable Goods, In Three Parts." Commentary on Jeremy Neill's "Commensurability and Basic Goods." Seventh Annual Michigan State University Graduate Student Philosophy Conference, 2006.

- “Just Caring for Caregivers: What Society and the State Owe to Those Who Render Care.” American Society for Bioethics and the Humanities, 2005.
- “A Temporary Dip In What, Exactly?” Commentary on Russell DiSilvestro’s “The Presumption Against Killing and the Problem of the Temporary Dip.” Sixth Annual Michigan State University Graduate Student Philosophy Conference, 2005.
- Commentary on Celia Barwell-Jones’s “The Role of Pragmatism in Feminist Epistemology—Feminist Border Politics and Josiah Royce.” Society for the Advancement of American Philosophy, meeting with Pacific Division of the American Philosophical Association, 2004.
- “Engleson’s Unjustified Rejection of Dworkin’s Justified Paternalism.” Commentary on Mark Engleson’s “Dworkin’s Theory of Justified Paternalism.” Fifth Annual Michigan State University Graduate Student Philosophy Conference, 2004.
- “Who Does the Work of Justice? The Just Pursuit of Justice in a Global Context.” Association for Feminist Ethics and Social Theory, 2003.
- “Who Does the Work of Justice? Moral and Political Agency on the Scale of Global Justice.” Student Philosophy Conference, California State University – Long Beach, 2003.
- “Big Thoughts, Little Containers: Philosophy for Young People.” Community Sharing for Healthy Caring Conference, co-presenter Rory Kraft, 2002.
- Commentary on Sanjay Lal’s paper “Considering truth apart from justification and the relationship of belief to explanation: A reply to Harman and Thomson.” Third Annual Michigan State University Graduate Student Philosophy Conference, 2001.
- “The Role of Science Fiction in Masking and Revealing Objective Possibilities About Race.” Science Fiction Research Association, 2001.
- “This Reader’s Quest For Developmental Depth.” Commentary on Michael Weinman’s “Natural and Artificial, but Never Arbitrary: Humean Morality and Post-Rationalist Political Possibilities.” Second Annual Michigan State University Graduate Student Philosophy Conference, 2000.
- “Law/Ethics and Neurology Practice: Death and Dying.” Clinical Ethics Presentation to Neurology Rounds, Froedtert Hospital, Milwaukee, Wisconsin, 1999.
- “Health Care Power of Attorney: Basics and Troubleshooting.” Clinical Ethics Presentation to General Internal Medicine Rounds, Froedtert Hospital, Milwaukee, Wisconsin, 1999.

## **TEACHING EXPERIENCE**

### **Course Instructor**

#### **UPPER DIVISION COURSES**

- Lyman Briggs College, Michigan State University  
*Technology and Culture*, Summer 2008, Spring 2009  
*Senior Seminar: Defining Disease*, Spring 2008, Fall 2008  
 Department of Humanities, Social Sciences and Communication, Lawrence  
 Technical University  
*Ethics*, Spring 2004  
 Department of Philosophy, Michigan State University  
*Ethical Issues in Health Care*, Summer 2001, Summer 2002, Summer 2003

#### **LOWER DIVISION COURSES**

- Lyman Briggs College, Michigan State University

*Introduction to History, Philosophy, and Sociology of Science*  
Fall 2004 – Spring 2009  
Department of Philosophy, Michigan State University  
*Introduction to Philosophy*, Fall 2006 and Fall 2004  
*Logic and Reasoning*, Summer 2006

## **Teaching Assistant**

Department of Electrical and Computer Engineering, Michigan State University  
Professional Ethics unit of *Senior Design*, Spring 2005 - Spring 2006  
Integrative Studies in the Arts and Humanities, Michigan State University  
*Self, Society and Technology*, Fall 2005, Spring 2003, Fall 2002  
Department of Philosophy, Michigan State University  
*Introduction to Philosophy*, Spring 2002  
*Ethical Issues in Health Care*, Fall 2001  
Department of Biology, Kalamazoo College  
*Physiology and Ecology*, Fall 1997

## **NON-TEACHING WORK EXPERIENCE**

International Network on Feminist Approaches to Bioethics, Website [www.fabnet.org](http://www.fabnet.org),  
Webmistress, March 2001 – September 2006.  
*Hypatia*, Website [www.msu.edu/~hypatia](http://www.msu.edu/~hypatia), Webmistress, August 2003 – March 2004.  
Research Assistant, Dr. Paul Thompson, Kellogg Endowed Chair, Department of  
Philosophy, Michigan State University, August - December 2003.  
Medical College of Wisconsin Physicians and Clinics, Rehab Clinic, Clinic Assistant,  
September 1998 - July 1999.  
University of Aberdeen, Aberdeen, Scotland, Laboratory Assistant, January - March  
1997. Supervisor: Dr. R.G.P. Pugh-Humphreys, Zoology Department, University of  
Aberdeen. Resultant undergraduate thesis:  
*The Effects Of Heparinoids On An E14 Ascites Lymphoma As Mediated  
By Basic Fibroblast Growth Factor In Vivo Using A C57/BL10 Mouse  
System And In Vitro Using Murine Cell Lines*

## **UNIVERSITY AND COMMUNITY SERVICE**

Michigan State University Grandparents University, session on technologies we often  
fail to perceive as such and their impact on society, June 30, 2009.  
HPS Film Series (conceived, organized, and implemented), Lyman Briggs College, Fall  
2008 and Spring 2009.  
Metrics Committee, Lyman Briggs College, Fall 2008.  
Lyman Briggs College 2<sup>nd</sup> Annual Research Symposium, “Just Caring for Caregivers  
Wherever They May Be”, April 21, 2008.  
Lyman Briggs School of Science Hot Topics Speaker Series, “Medical Migration, or,  
Why My Last Three Doctors Were Born Outside of America,” April 16, 2007.  
Lyman Briggs School of Science Hot Topics Speaker Series, “To Hack or Not to Hack:  
the Ethics of Codebreaking,” November 12, 2006.

Lyman Briggs School of Science Hot Topics Speaker Series, "Global Disease, Social Crisis: How HIV/AIDS Is Affecting Societies Around the World," September 11, 2006.  
College of Veterinary Medicine, Michigan State University, ethics proctor for veterinary ethics discussion sections and legislative lobby exercises of VM 521 *Veterinary Perspectives*. February and April, 2006.  
Chippewa Middle School, Okemos, Michigan, Philosophy for Kids program, an elective philosophy course for 7<sup>th</sup> and 8<sup>th</sup> graders. March-June 2003, March-June 2004, March-June 2005.  
Publicity Committee, 6<sup>th</sup> Annual Michigan State University Graduate Student Philosophy Conference, April 2004 – February 2005, 5<sup>th</sup> Annual Michigan State University Graduate Student Philosophy Conference, March 2003-February 2004, 4<sup>th</sup> Annual Michigan State University Graduate Student Philosophy Conference, March-September 2002.  
Organizing Committee for the 3<sup>rd</sup> Annual Michigan State University Graduate Student Philosophy Conference, Co-chairperson, November 2000-October 2001.

## **HONORS AND AWARDS**

Michigan State University Excellence-in-Teaching Citation, 2008 (awarded annually to only six of the nominees from across the university).  
Graduate Fellowship for special work on Michigan State University's "Philosophy for Kids" program, Spring 2005.  
Michigan State University Distinguished Fellowship, Fall 2000-Spring 2004.  
Philosophy Department Fellowship, Spring 2004. Award supports professional travel.  
Graduate Office Fellowship, Fall 2003. Award supports professional travel.

## **PROFESSIONAL AFFILIATIONS**

International Network on Feminist Approaches to Bioethics, member since 2006  
American Philosophical Association, member since 2003  
American Society for Bioethics and the Humanities, member since 1999

## **CURRICULUM VITAE – DAVID HEISE**

Last Updated: June, 2008

### **CONTACT INFORMATION:**

Work: Department of Philosophy  
Humboldt State University,  
1 Harpst Street, Arcata, Ca. 95521  
Office Phone: (707) 826-5766,  
E-mail: [daveheise@aol.com](mailto:daveheise@aol.com)  
Fax: (707) 826-4122

Home: 4513 Valley West Blvd. Apt. A, Arcata, Ca. 95521

### **EDUCATION:**

Ph.D. Philosophy  
Southern Illinois University, Carbondale, Dec. 2006

M.A. Philosophy  
Southern Illinois University, Carbondale - 2001

B.A. Philosophy  
California State University, Sacramento – 1998

### **AREAS OF SPECIALIZATION / COMPETENCE:**

AOS: Social and Political Philosophy.

AOC: Asian & Comparative Philosophy, Ethics (Theory & Applied), Logic  
The Empiricists, Philosophy of Sex & Love.



**TEACHING EXPERIENCE:** (Reviews available upon request)

**Humboldt State University:** Assistant Professor (Fall, 2006 – )

PHIL 104: Asian Philosophy

PHIL 106: Moral Controversies

PHIL 304: Philosophy of Sex & Love

PHIL 306: Moral Theories

PHIL 371: Contemporary Social & Political Philosophy

PHIL 383: History of Philosophy – The Empiricists & Kant

PHIL 386: History of Philosophy – India

PHIL 392: Philosophy Conference (experiential learning course)

PHIL 485: Senior Seminar - Marx

**Southern Illinois University, Carbondale:** Lecturer (2002-2006)

PHIL 102: Introduction to Philosophy

PHIL 105: Logic

PHIL 308i: Asian Religions

PHIL 309i: Philosophy of Law, Politics and Justice

**John A Logan College, Carterville, Illinois:** Adjunct Instructor (2000-02)

PHIL 101: Introduction to Philosophy

PHIL 105: Ethics

PHIL 200: Asian Philosophy

**HONORS AND AWARDS:**

- Dissertation Research Award, Southern Illinois University, Carbondale (SIUC), 2004
- S. Morris Eames Scholarship in Philosophy, SIUC, 2004
- Doctoral Fellowship, SIUC, 2003
- Teaching Award, Illinois Board of Education, 2003
- Outstanding Research Assistant, Special Collections Research Center, SIUC, 2003
- Andrew P. Smith Memorial Essay Contest winner (writing across the curriculum), SIUC, 2002
- Paul Arthur Schilpp Graduate Scholarship in Philosophy, 2001
- SIUC, Graduate Tuition Scholarship, 1998-1999
- Tuition Scholarship, CSUS, 1997
- Golden Key National Honors Society, 1996
- Philosophy Dept. Essay Contest winner, CSUS, 1996

## **PUBLICATIONS:**

“Ethics in Everyday Life”, *Questions*, no. 5, Summer 2005.

“Should Plea-Bargaining Be Abolished?: Competing Notions of Justice and Concrete Ethical Dilemmas“ in *Twentieth-Century Values*, Ed. Kenneth F.T. Cust (The Society for Value Inquiry, 2002).

[http://value-net.org/Publications/20thCentury\\_Values/20thcentury\\_values.html](http://value-net.org/Publications/20thCentury_Values/20thcentury_values.html)

Contributing Editor, Instructor’s Manual for, *Business and Society: Ethics and Stakeholder Management*. 4<sup>th</sup> edition. Archie B. Carroll and Ann K. Buckholtz. (Southwestern College Publishing, 2000). ISBN# 0-324-00103-7

[I wrote the “Case Analysis” section of the instructor’s manual outlining the ethical issues and implications of the 40 case histories appearing in the textbook]

## **PROFESSIONAL PRESENTATIONS:**

### **INTERNATIONAL:**

“Nietzsche’s Ontology of Force and the Instability of the *Übermensch*”

2<sup>nd</sup> International Conference on Philosophy

Athens Institute for Education and Research, Athens, Greece, June 4-5, 2007

“Confucian Democracy: A Kasulian Approach to Cross Cultural Dialogue on ‘Human’ and Minority Rights.”

Society for Asian and Comparative Philosophy

Asilomar Conference Center, Monterey, California, October, 20-23, 2005

“Making Ethics Concrete and Practical”

Future Discourse: Learning and Teaching in Philosophy

University of Leeds, United Kingdom, July 1-2, 2005

“Kymlicka’s Multicultural Justice: Juridical or Political?”

22<sup>nd</sup> World Congress on Philosophy of Law and Social Philosophy

University of Granada, Granada, Spain, May 24-29, 2005

“12 Ways to Become a Philosophical Resource in Your Community”

3<sup>rd</sup> Hawaii International Conference on Arts and Humanities

January 13-16, Sheraton Waikiki Hotel & Conference Center, Hawaii

“A Student Interest Based Approach to Teaching Philosophy”

American Association of Philosophy Teachers 15<sup>th</sup> International Workshop /  
Conference on Teaching Philosophy, University of Toledo, August 4-8, 2004

“Confucianism, Aristotle, and Environmental Virtue Ethics”  
Society for Asian and Comparative Philosophy  
Asilomar Conference Center, Pacific Grove, Ca. June 20-23, 2004

“Rawls and the Liberal Principle of Legitimacy”  
21st World Congress on Philosophy of Law and Social Philosophy  
University of Lund, Lund, Sweden, August 12-18, 2003

“Does Dworkin Defeat Legal Pragmatism?”  
20<sup>th</sup> World Congress on Philosophy of Law and Social Philosophy  
Vrije Universiteit, Amsterdam, The Netherlands, June 19-25, 2001

“The Doctrine of Karma and Modern Science”  
Invited Presentation  
12<sup>th</sup> International Congress on Vedanta  
Miami University, Oxford, Ohio, September 13-17, 2000.

“The Need for a Demarcation between Justification and Excuse in Self-Defense”  
19<sup>th</sup> World Congress on Philosophy of Law and Social Philosophy  
Pace University, New York. June 24-30, 1999.

**NATIONAL:**

“Rachels and Foot on Killing vs. Letting Die: The Role of Consent”,  
35<sup>th</sup> Value Inquiry Conference (The American Society for Value Inquiry) –  
Theme: Medical Ethics, The College of New Jersey, April 4-5, 2008.

“A Student-Interest-Based Approach to Teaching Philosophy and the Humanities””,  
National Association for Humanities Education  
San Francisco, Ca, Feb. 28 – Mar. 3, 2007

“Can a Confucian Ethic Be Extended to Our Relationships with Nature?”  
Values, Rational Choice and the Will: A Special Conference on Values  
University of Wisconsin, Stevens Point, April 1-3, 2004

“Moral and Legal Integrity in Dworkin’s Thought”  
41<sup>st</sup> Conference of the Institute for Advanced Philosophic Research  
Conference Theme: “Integrity as a Moral Imperative”  
Saint Francis College, Pa., August 12-17, 2001.

“Bringing Buddhism to America: D.T. Suzuki and Paul Carus”  
Invited presentation, The Open Court Publishing Company, in conjunction  
with the Council for a Parliament of the World’s Religions  
LaSalle and Chicago, IL., Nov. 30 – Dec. 4, 2001.

“Justice and the Legal Exclusionary Rule: Is It Time for a Change?”  
28<sup>th</sup> Conference of the American Society for Value Inquiry.  
Lamar University, Beaumont, Texas, April 13-15, 2000

“Should Plea Bargaining Be Abolished?: Competing Notions of Justice and Concrete Ethical Dilemmas“  
27<sup>th</sup> Conference of the American Society for Value Inquiry  
Central Missouri State University, at Warrensburg. April 22-24, 1999

**STATE:**

“Integrating Values: A Practical Approach to Ethics”  
Keynote Address, 6<sup>th</sup> Ethics in Everyday Life Conference  
Southern Illinois University, Carbondale, September 21-23, 2005

“Discussing Ethical Issues in the Classroom”  
Invited presentation  
Illinois Teacher’s Association Professional Development Conference  
Saint Louis, Illinois, August 2005

“The Moral Dimensions of Everyday Life”  
Keynote Address, 5<sup>th</sup> Ethics in Everyday Life Conference  
Southern Illinois University, Carbondale, September 23, 2004

“Cheating”  
5<sup>th</sup> Ethics in Everyday Life Conference  
Southern Illinois University, Carbondale, September 22-24, 2004

“Leadership Ethics”  
4<sup>th</sup> Ethics in Everyday Life Conference  
Southern Illinois University, Carbondale, September 22-24, 2003

“Teaching Ethics in the Curriculum”  
5-hour seminar, invited presentation  
Vermilion County Teachers’ In-Service Day  
Westville High School, Westville, Illinois, October 12, 2002

“Incorporating Ethics into the Curriculum”  
Invited presentation, Illinois Teacher’s Association Professional Development Conference, Rend Lake Resort Conference Center, Rend Lake, Illinois, July 29-31, 2002

“Weighing Competing Goods”  
3<sup>rd</sup> Ethics in Everyday Life Conference - Theme: Violence: Local and Global  
Touch of Nature Conference Center, Carbondale Illinois, April 15-17, 2002

“Practical Ethics” (4 Hour Workshop)  
2cd Ethics in Everyday Life Conference  
Touch of Nature Conference Center, Carbondale Illinois, April 17-19, 2001

“The Advancement of Realism: A Critical Look at Kitcher’s, *The Advancement of Science*”  
Tennessee Philosophical Association  
Vanderbilt University, November 6-7, 1999

**Local:**

“The Spirit of Capitalism: What Philosophical Anthropology Can Teach Us About Economic Values”  
Andrew P. Smith Memorial Essay Contest Awards (writing across the curriculum), Southern Illinois University, Carbondale, IL. February, 12, 2002

“Struggling With Myself: The Problem of Personal Identity”  
17th California State University, Sacramento Philosophy Symposium  
April 22-24, 1996

**RESEARCH POSITIONS:**

Research Asst. - Special Collections & Archives Research Center - SIUC: (1999 – 2003)

I organized and catalogued historically and philosophically important manuscripts, notes, correspondence, photographs, and page proofs (many unpublished or early drafts) from *Open Court Publishing Company*, *The Monist* and *The Library of Living Philosophers*, as well as some individual collections. Some notable figures included: Thomas S. Kuhn; Albert Einstein; W.V.O. Quine; D.T Suzuki; Paul Carus; Soyen Shaku; Charles S. Peirce, William James, John Dewey, and Steven Pepper.

These papers gave me an insight into the lives and personalities of these and other important thinkers – making them come alive in a way their published work could not – and sometimes shed important light on their philosophies as well.

Of particular note is the role that *Open Court* played in the transmission of Buddhism to America. Its editor, Paul Carus, along with Soyen Shaku and his student D. T. Suzuki, were the first persons to bring widespread attention to Buddhism in the west and were primarily responsible for the transmission of Zen to America. I catalogued hundreds of correspondence and several manuscripts and proof pages from and between these figures.

Research Assist. - Oxford University Press: (2003)

I was hired to do research for *The Death of Truth: Thomas S. Kuhn and the Evolution of Ideas* (2006), by Keay Davidson. I researched Kuhn’s archived, unpublished manuscripts and correspondence relating to the unfinished volume of *The Library of Living Philosophers* on Kuhn, as well as the collected papers of Stephen C. Pepper as they related to Kuhn’s life and thought.

## **OTHER:**

### **Co-coordinator, “Ethics in Everyday Life” Project:**

For the past five years I have been involved with the “Ethics in Everyday Life” project, which is sponsored by a grant from the Illinois board of Education, and seeks to promote moral education and practical and professional ethics. Along with participating in the program’s annual, three-day ethics conference in various ways - planning, running workshops, presenting talks, facilitating small-group discussions, and developing programs in moral education appropriate to the attending schools’ campuses - I have also visited several high school campuses to give talks and facilitate discussions on ethical issues or to run teacher’s in-service seminars on discussing ethical issues in the classroom. I have applied the techniques we have developed for the program to college teaching and have presented several papers and workshops on this. I am currently pursuing further grant opportunities to expand the program.

## **UNIVERSITY SERVICE:**

### **Humboldt State University:**

- Curriculum Committee, College of Arts and Humanities: 2007 – 2010
- Advisor, Philosophy, 2006 -
- Student Advising: 2006 -
  - Mandatory student advising (each semester) in Major & GE (10 students)
- Faculty Hearing Panel: Fall 07 – Summer 09
  - Hear and try to resolve faculty workplace grievances.

### **Presentations:**

- Panelist, HSU Ethics Forum on “Privacy, Safety and Globalization”, March 4th & 11<sup>th</sup>
- University Presentation: “Nietzsche’s *Übermensch*: the Ontological, Psychological and Axiological Ground”, November 28, 5:30-8:00.

## **DEPARTMENT SERVICE:**

### **Humboldt State University:**

- Dept. Curriculum Committee, 2006 –
- Peer Teaching Reviews, 2006 –
- College of the Redwoods Recruiting Day: Dept. Representative, Sep. 13, 2006
- Advisor, Humboldt Orientation Program, Spring Session, Jan. 11-12, 2007
- HSU Summer Preview: dept. rep. 2007
- Area C Learning Outcomes Assessment Committee: Spring 07
- RTP Criteria and Standards Committee, Philosophy Dept.: Fall 07
  - Developed new departmental criteria and standards for Retention, Tenure, and Promotion (required by HSU).
- Assessment Committee - Student Exit Exams: Fall 07

### **Presentations:**

- “Graduate Studies in Philosophy”, HSU Philosophy Club: 10-19-06

- “Seeking the Good Life in the Modern Age of Advertising”, HSU Philosophy Club, November, 9, 2006

Southern Illinois University, Carbondale:

- Assistant to Director of Undergraduate Studies, 2001, 2003
  - Recruitment, student tracking, running undergraduate philosophy club
- Executive Board, Undergraduate Philosophy Club SIUC: 2001, 2003

Presentations:

- “Deep Ecology and Social Change”, HSU Philosophy Club, SIUC, November 11, 2002
- “Ethical Issues in Human Cloning”, Philosophy Club, SIUC, January 29, 2002

**PROFESSIONAL SERVICE:**

Evaluation of Manuscripts for Journals:

- Editor, “Human Rights”, *Essays in Philosophy* (volume 9, number 2), summer 2008
- Editorial Board, *Questions*, July 2002 –
- Editorial Board, *Kinesis*, August 1999 – 2003

Membership in Professional Organizations:

- American Philosophical Association, 2004 –
- American Association of Philosophy Teachers, 2004 – 2006
- Association for Political Theory, 2004 –
- Society for Asian and Comparative Philosophy, 2004 –
- International Association for Philosophy of Law and Social Philosophy, 2007 –
- Society for Ethics, 2007 –
- North American Society for Social Philosophy 2007 –
- Society for Indian Philosophy and Religion, 2007 –
- International Society for Chinese Philosophy, 2007 -

**COMMUNITY SERVICE:**

Humboldt State University:

- Humboldt County Human Rights Commission: 2007

Presentations:

- Invited presentation: “God vs. The Big Bang: Theistic and Secular Cosmologies”, St. Alban’s Forum, June, 8, 2008.

Southern Illinois, University:

- Carbondale High School Philosophy Club:
  - Co-founder & Advisor – 2001 – 2006

- Invited Presentations: “How to Approach Ethical Issues”, “Ethical Issues in Emerson and Thoreau”, and “Terrorism and War” - Pat Marshall’s English courses, Carbondale High School, Carbondale Illinois: (Oct. 11-13, 2005)
- Invited Presentations: “How to Approach Ethical Issues” and “Ethical Issues in Race, Class and Gender” - Mary Jane Chapman’s Adult Living and Career Explorations courses, Carterville High School, Carterville, Illinois: (Sept. 14-16, 2005)
- Keynote Address: “Integrating Values: A Practical Approach to Ethics”, 6<sup>th</sup> Ethics in Everyday Life Conference, Southern Illinois University, Carbondale, Illinois, September 21-23, 2005:
- Invited Presentation: “Discussing Ethical Issues in the Classroom”, Illinois Family and Consumer Sciences Teacher’s Association Professional Development Conference, 2005, Fairview Heights, Illinois: July 31 – Aug. 3.

#### **PROFESSIONAL DEVELOPMENT:**

- International Workshop/Conference of the American Association of Philosophy Teachers, 2004
- Individual Advisor Training Workshop, HSU Advising Center: Feb. 27, 2006
- Greece Archeological Tour: Summer 2007
  - I visited archeological sites of philosophical significance in Athens (National Museum, Agora, Stoa, Acropolis, Parthenon, Theater of Dionysus), Delphi (Temples of Apollo and Athena, Stadium of Pythian Games), and the Aegean islands of Porros, Hydra and Aghena.
- HSU Faculty Development Workshop: “Making the Classroom Learning-Centered for All Students: Universal Design for Learning”: 8-15-07



## REFERENCES:

Dr. Michael Goodman, Professor of Philosophy, Dept. Chair  
Humboldt State University, 1 Harpst St. Arcata, Ca. 95521  
(707) 826-5758 – [mfg1@humboldt.edu](mailto:mfg1@humboldt.edu)  
(Reviewed teaching and research, served on committees together)

Dr. Mary Bockover, Professor of Philosophy  
Humboldt State University, 1 Harpst St. Arcata, Ca. 95521  
(707) 826-5752 – [mib1@humboldt.edu](mailto:mib1@humboldt.edu)  
(Reviewed teaching and research, served on committees together)

Dr. John Powell, Assoc. Professor of Philosophy  
Humboldt State University, 1 Harpst St. Arcata, Ca. 95521  
(707) 826-5733 [jwp2@humboldt.edu](mailto:jwp2@humboldt.edu)  
(Reviewed teaching and research, served on committees together)

Dr. Benjamin Schaefer, Assoc. Professor of Philosophy  
Humboldt State University, 1 Harpst St. Arcata, Ca. 95521  
(707) 826-5755 – [hbs1@humboldt.edu](mailto:hbs1@humboldt.edu)  
(Reviewed teaching and research, served on committees together)

Dr. George Schedler, Professor of Philosophy, Dept. chair  
Southern Illinois University, Carbondale, IL. 62901  
(618) 453-7442, [geosched@siu.edu](mailto:geosched@siu.edu)  
(Dissertation & thesis director, taken 4 courses with)

Dr. Kenneth Stickers, Professor of Philosophy  
Southern Illinois University, Carbondale, IL. 62901  
(618) 453-7433, [kstikker@siu.edu](mailto:kstikker@siu.edu)  
(Dissertation committee, taken 2 courses with, worked with on “Ethics in Everyday Life” project)

Dr. Tao Jiang, Assistant Professor of Religious Studies  
Rutgers University, Loree Rm.140, Douglas Campus  
New Brunswick, New Jersey, 08901-8525  
(732) 932-9641, [tjiang@rci.rutgers.edu](mailto:tjiang@rci.rutgers.edu)  
(Studied Asian Philosophy with - 4 courses)

Dr. Pat Manfredi, Associate Professor of Philosophy, Director of Undergraduate Studies  
Southern Illinois University, Carbondale, IL. 62901  
(618) 453-3161, [manfredi@siu.edu](mailto:manfredi@siu.edu)  
(Dissertation and thesis committee, taken one course with)

## SARA GOERING

### ADDRESS

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Department of Philosophy  
345 Savery, Box 353350  
University of Washington  
Seattle, WA 98195  
(206) 616-2102

### EDUCATION

Ph.D. June 1998      University of Colorado, Boulder  
Dissertation: The Ethics of Human Genetic Therapies: A Proposal for Setting  
Moral Limits on How We Change Our Genes  
Committee: N. Ann Davis, Dale Jamieson, Claudia Mills, Annette Dula, Patrick Hopkins  
Special training 1996      Denver Health Sciences Center, University Hospital and Children's Hospital  
Clinical Bioethics Rotation  
M.A. May 1994      University of Colorado, Boulder  
B.S. May 1989      University of Illinois, Urbana-Champaign  
Psychology (neuropsychology), with distinction

### AREAS OF SPECIALTY

Biomedical Ethics, Ethical Theory

### AREAS OF TEACHING COMPETENCE

Feminist Philosophy, Social & Political Philosophy, Philosophy of Education

### PROFESSIONAL WORK EXPERIENCE

Assistant Professor, 2003-present  
Department of Philosophy and Program on Values in Society  
University of Washington, Seattle

Assistant Professor, 1999-2003  
Director, Center for Applied Ethics, 1999-2003  
Managing Director, Center for the Advancement of Philosophy in Schools, 1999-2003  
Department of Philosophy  
California State University, Long Beach

Instructor, Summer 2002  
Summer Philosophy Discovery Institute  
Stanford University

Instructor, 1998-1999  
Department of Philosophy  
University of Colorado, Boulder

Acting Director, 1996-1998  
Center for Values & Social Policy  
University of Colorado, Boulder

Co-founder and Assistant Director, 1994-1999  
Summer Philosophy Institute of Colorado  
Faculty Advisor: Professor Claudia Mills

Co-founder and Co-Director, 1996-1998  
Philosophy Outreach Program of Colorado  
University of Colorado, Boulder

## **TEACHING EXPERIENCE**

### Courses taught at University of Washington, Seattle

Philosophy and Disability – Spring 2008  
Diagnosing Injustice: Ethics, Power and Global Health – Fall 2006  
Topics in Feminism (Feminism and the Family) – Spring 2006  
Medical Ethics – Fall 2003, Fall 2004, Winter 2006, Winter 2007  
Moral Problems (large lecture format) – Winter 2004  
Moral Issues in Life and Death – Winter 2004, Winter 2007  
Philosophy of Medicine – Winter 2006  
Ethics Matters, graduate seminar in values for Values in Society graduate certificate students – Spring 2007, Winter 2008  
Program on Values Graduate Capstone workshop – Spring 2008  
Graduate seminar on Dependency and Disability in Moral and Political Thought – Spring 2004  
Graduate seminar on Bioethics: Justice, Genomic Medicine and the Medically Underserved – Fall 2005

### Courses taught at California State University, Long Beach

Graduate seminar in Feminist Bioethics – Fall 2002  
Graduate Seminar in Bioethics – Fall 2000  
Medical Ethics (interdisciplinary capstone) – Spring 2003  
Special Topics in Value and Evaluation: Defining Normality – Spring 2000  
Philosophy in Education (service learning capstone) – Fall 2002, Spring 2003  
Directed studies: Philosophy for Children – Fall 2000, Spring 2001, Fall 2001, Spring 2002  
Introduction to Ethics – Spring 2000, Fall 2000, Fall 2001, Fall 2002 (large lectures)  
Ethical Theory, Special Section for Nurses – Spring 2001  
Ethical Theory - Fall 1999  
Introduction to Philosophy - Fall 1999 (two sections)  
University Odyssey: The Challenge of Citizenship (large lecture) – Fall 2001

### Courses taught at the University of Colorado, Boulder

Philosophy and Education - Spring 1999  
Philosophy and Society - Spring 1999 (large lecture), Fall 1998 (two sections)  
Bioethics - Spring 1999, Fall 1998, Summer 1998  
Introduction to Philosophy - Fall 1995, Spring 1996 (two sections)  
Philosophy and the Sciences - Spring 1995 (two sections)  
Historical Introduction to Modern Western Thought - Fall 1994, Summer 1995

### Other Teaching Experience:

Instructor, Bioethics course for high school students, Stanford University, Summer 2002.  
CSULB Summer Philosophy Program for Teens (in conjunction with the Youth Development Center), Summer 2001  
CSULB Center for the Advancement of Philosophy for Children, 5<sup>th</sup> grade philosophy class, Fall 2000  
UCB Philosophy Outreach Program workshops and lectures - 1995-1998  
UCB Philosophy Elder Hostel of Colorado - 1998-1999  
Summer Philosophy Institute of Colorado - 1995-1997  
Sixth grade philosophy course, Westview Middle School - Spring 1997  
UCB Summer High School Scholars Program - CU - Summer 1997

### Thesis Supervision and Independent Studies

Eric Schmidt -- “Expanding the Child’s Range of Open Futures” (committee member) – defended Fall 2004  
Carla Calogero – “Health Disparities, Justice as Recognition and Mental Illness” (MA supervisor in MHE), defended Spring 2006  
Amanda Chan – undergraduate independent study (focus: bioethics and intersex surgeries) Spring 2007  
Bridget Brazelton -- undergraduate independent study (focus: bioethics, Kenya & AIDS) Spring 2007  
Daisy Ko – undergraduate independent study (focus: global health and bioethics) Winter 2006  
Doug Blaty – undergraduate independent study (focus: depression and competency) Winter 2006  
Alexandra Ashley – undergraduate independent study (focus: culture, identity and bioethics) Spring 2006  
Dena Freeman – graduate MA thesis committee on attitudes toward new genetic testing in mothers of children with Down Syndrome (Public Health Genetics, 2008)  
Mahdi Hedayat – undergraduate independent study (focus: Deaf culture) Spring 2008

Owen Taylor – undergraduate independent study (focus: disability studies and community organizations) Spring 2008  
Cyndy Pawlikowski -- undergraduate independent study (focus: philosophy and disability) Spring 2008

## **PUBLICATIONS**

### **Books**

"*It Just Ain't Fair!*" - *The Ethics of Health Care for African Americans*, edited with Annette Dula, Praeger/Greenwood Publishing, 1994.

### **Articles and chapters**

"Postnatal Reproductive Autonomy: Promoting Relational Autonomy and Self-Trust in New Parents" *Bioethics* (forthcoming).

"'You say you're happy, but...': Contested Quality of Life Judgments in Bioethics and Disability Studies" *Journal of Bioethical Inquiry* (forthcoming, 2008).

"Race-based Medicine and Justice as Recognition: Exploring the Phenomenon of BiDiI" with Joon-Ho Yu and Stephanie Fullerton *Cambridge Quarterly of Healthcare Ethics* (forthcoming, volume 18, winter 2009).

"Transforming Genetic Research Practices with Marginalized Communities: A Case for Responsive Justice" with Suzanne Holland and Kelly Fryer-Edwards *Hastings Center Report* 38(2): 43-53, 2008.

"Finding and Fostering the Philosophical Impulse in Young People: A Tribute to the Work of Gareth Matthews" invited for a special volume of *Metaphilosophy* (edited by Tom Wartenburg) to honor Gareth Matthews 39(1): 39-50, 2008.

"Integrating Philosophy for Children and Young Adults into the Public Schools: Tales from Long Beach, California" with Debbie Whittaker, invited for special issue of *Theory and Research in Education*, 5(3): 341-355, 2007.

"Conformity through Surgery and Genetics: The Medical Erasure of Race and Disability" *Science and Other Cultures: Issues in Philosophies of Science and Technology* (editors, S. Harding and R. Figueroa), New York: Routledge, 2003.

"Choosing Our Friends: Moral Partiality and the Value of Diversity" *Journal of Social Philosophy* 34(3): 400-413, 2003.

"Beyond the Medical Model? Disability, Formal Justice, and the Exception for the 'Profoundly Impaired'" *Kennedy Institute of Ethics Journal*, 12(4): 373-388, 2002.

"The Ethics of Making the Body Beautiful: What Cosmetic Genetics Can Learn from Cosmetic Surgery" *Philosophy & Public Policy Quarterly* 21(1): 21-27, 2001; this piece was reprinted in the Center for the Study of Ethics in Society paper series from Western Michigan University, 13(3): 1-20, 2001.

"Gene Therapies and the Pursuit of a Better Human" *Cambridge Quarterly of Healthcare Ethics* 9 (3): 330-341, 2000.

"The Summer Philosophy Institute of Colorado: Building Bridges" with Robert Figueroa, *Teaching Philosophy* 20(2): 155-168, 1997.

"Patient Consumerism and Health Care Reform: Compromise without Commodification" Commentary on the UK Radical Statistics Group document: In Defense of the NHS, *Health Care Analysis* 4:324-327, 1996.

"Women and Underserved Populations: Access to Clinical Trials" in "*It Just Ain't Fair!*" - *The Ethics of Health Care for African Americans*, (eds. Annette Dula & Sara Goering), Greenwood Publishing, 1994.

### **Reports**

*Cultural Barriers to Pollution Prevention*, edited with Dale Jamieson and Klasina Vanderwerf, for the Environmental Protection Agency, 1996.  
*Pitfalls in Practical Ethics: A Study of Unintended Moral Failures*, with Kevin Gibson, monograph for Ethics in Business Research Fund, 1995.

### **Book reviews & book notes**

Mary Warnock's *Making Babies: Is There a Right to Have Children?* Oxford: Oxford University Press, 2002, in *Journal of Moral Philosophy* 3(3):378-380, 2006.  
Terrance McConnell *Inalienable Rights: The Limits of Consent in Medicine and the Law* in *Ethics* New York: Oxford University Press, in *Ethics* 113(2): 461, 2003.  
Michael Fox *Deep Vegetarianism* Philadelphia, PA: Temple University Press, in *Ethics* 111(3):632-634, 2001.  
John F. Kilner, Rebecca D. Pentz, and Frank E. Young (eds). *Genetic Ethics: Do the Ends Justify the Genes?* Grand Rapids, MI: Wm. B. Eerdmans Publishing Co., 1997 in *Ethics* 109(2): 482, 1999.  
Daniel Dombrowski *Babies and Beasts: The Argument from Marginal Cases* Urbana, IL: University of Illinois Press, 1997 in *Ethics* 109(1): 226, 1998.

### **Other**

Short commentary "What Makes Suffering 'Unbearable and Hopeless'?" Advance directives, Dementia and Disability" *American Journal of Bioethics* 7(4): 62-63, 2007.  
Short commentary "Reasonable People, Double Jeopardy and Justice" with Annette Dula *American Journal of Bioethics* 4(4): 37-39, 2004.  
Short commentary "Facing the Consequences of Facial Transplantation: Individual Choices, Social Effects" *American Journal of Bioethics* 4(3): 25-27, 2004.  
"Autonomy" in *Encyclopedia of Science, Technology, and Ethics* (ed. Carl Mitcham) Detroit: Macmillan Reference USA, 2005.  
"Cosmetics" in *Encyclopedia of Science, Technology, and Ethics* (ed. Carl Mitcham) Detroit: Macmillan Reference USA, 2005.  
Short entries on "Alison Jaggar" and "Gender Bias in Intelligence Studies" for the *Encyclopedia of Feminist Theories*, edited by Lorraine Code, NY: Routledge, 2000.

### **Anthologized pieces**

"Choosing Our Friends: Moral Partiality and the Value of Diversity" in *Sex, Love and Friendship: Studies of the Society for the Philosophy of Sex and Love, Volume 2: 1993-2003*, eds. A. Sobel and P. Marino, Rodopi, Value Inquiry Book Series, 2008.  
"The Ethics of Making the Body Beautiful: What Cosmetic Genetics Can Learn from Cosmetic Surgery" in *Genetic Prospects*, edited by Verna Gehring, Rowman & Littlefield, 2003.  
"Gene Therapies and the Pursuit of a Better Human" in *Applied Ethics: A Multicultural Approach*, 3<sup>rd</sup> edition (eds. May, Collins-Chobanian, and Wong), Prentice-Hall, 2001; *International Library of Medicine, Ethics, and Law* (ed. Sheila McLean) Aldershot: Ashgate Publishing (forthcoming).  
"Women and Underserved Populations: Access to Clinical Trials" in *Intervention and Reflection: Basic Issues in Medical Ethics*, 6<sup>th</sup> edition (ed. Munson), Belmont CA: Wadsworth, 1999.

### **Editing**

Guest editor, *Philosophical Studies* 132(1): 1-136, 2007; Best papers from the Pacific APA, 2007.

### **Grants**

Greenwall Foundation grant: "Testing Justice II: Using Responsive Justice to Shape Policy on Genetic Medicine and the Underserved" -- 10% FTE summer support, total grant \$49,770 (Co-investigator with Kelly Fryer-Edwards and Suzanne Holland).

Greenwall Foundation grant: "The Ethical and Policy Implications of Attenuating Growth in Children with Profound Developmental Disabilities" (co-investigator with Ben Wilfond, Paul Miller, Denise Dudzinski, and Doug Diekema), support for workshop on growth attenuation, April 2008, total grant \$40,000.

Simpson Center grant funded for support of the Critical Medical Humanities Research cluster (with Helene Starks, Janelle Taylor, Linda Nash, Kelly Fryer-Edwards, Rachel Chapman, James Pfeiffer, and Mark Sullivan), for visiting speaker series, total grant \$7,430.

Simpson Center grant funded (2008) for support of second growth attenuation meeting (in conjunction with Greenwall grant above), total grant \$16,000.

“Testing Justice: Framing the Normative Issues of Genetic Medicine for the Underserved” Co-investigator with Kelly Fryer-Edwards (UW Medical History and Ethics) and Suzanne Holland (University of Puget Sound), funded by the Greenwall Foundation, Interdisciplinary Program in Bioethics (May 2004), \$25,000; extension funding via the University of Washington Center for Genetics and Healthcare Equality, summer 2006.

“Challenging Democracy: Religious Diversity and Political Institutions on a Global Scale” with Thomas Schmidt (CSULB Dept. Philosophy), funded by the California Council for the Humanities, 9/11 Community Dialogue Fund, to run a one-day conference by the same title (March 8, 2002), \$1500.

“Summer Philosophy Program for High School Students” with Russell Daley (CSULB grad student), funded by the City of Long Beach, Youth Development Center, to run an 8-week summer philosophy program for “at-risk” teens in Long Beach, \$19,000.

“Center for Applied Ethics Development” to the CSULB University and College Extension Services (UCES) to support two small conferences, other activities, and general Center development (Spring 2001) \$16,000.

#### **PAPER PRESENTATIONS**

“Rethinking Impairment: Disability Studies and Bioethics” at Washington State University, November 2007.

“Transforming Justice: Recognition, Responsibility and the Medically Underserved” for the student philosophy conference, Seattle University, May 2007.

“Testing Justice: Recognition, Responsibility and Redistribution” at the Pacific Society for Women in Philosophy meeting, Sacramento, CA, October 2006.

“Genetic Justice and Disability” University of Colorado, Boulder, April 2006.

“Making up our Minds about Making up our Bodies” with Shelley Eriksen at the Feminist Approaches to Bioethics Conference, Sydney Australia, November 2004.

Comments on “Procedural vs. Substantive Theories of Autonomy: Reinterpreting the Connection between Good Values and Autonomy” for the Northwest Philosophy Conference, Bellevue WA October 2004.

“The Feminist Relational Self: Who Chooses, Who Controls?” invited paper for the Cal State Long Beach spring symposium, April 2004.

“How Open is Open Enough: Choosing for Disability and Respecting Children's Rights to Future Opportunities” at the Association for Practical and Professional Ethics, Cincinnati, OH February 28, 2004.

Authors meet critics *Genetic Prospects* (for “The Ethics of Making the Body Beautiful”) Association for Practical and Professional Ethics, Cincinnati, OH February 28, 2004.

“Reclaiming Gossip: The Ethical Significance of Idle Talk” at the Association for Practical and Professional Ethics, Charlotte, NC, February 28, 2003.

“‘I’m doing it for me!’ Cosmetic Surgery and Individual vs. Collective Responsibility for Beauty Norms” with Shelley Eriksen, at Feminist Approaches to Bioethics conference, Brasilia, Brazil, October 29-30, 2002; and at the American Society for Aesthetics, Miami Florida, November 1-2, 2002.

“Medical Normalizing and Justice for the Disability Rights Community: Finding Common Ground” at the Pomona Polytechnic University, Conference on Ethics and the Biotech Revolution, April 25-26, 2002.

“Beyond the Medical Model? The Disability Rights Movement and the Exception for the ‘Profoundly Impaired’”, American Philosophical Association Pacific Division meeting, Seattle, WA, March 27-30, 2002.

“On the Value of Mental Disability” at the Association for Practical and Professional Ethics, Cincinnati, OH February 2002.

“In the Eye of the Beholder: An Interdisciplinary Survey Project to Examine Aging and Appearance in American Society” with Shelley Eriksen, IV International Scientific Workshop “Women on the Threshold of the XXI Century” Havana, Cuba, November 12-16, 2001.

Panel presentation on “Cultivating Philosophers” with Susan Verducci and Rob Reich, Stanford University, California Association for Philosophy of Education, UCLA, October 21, 2001.

“Social Goods, Individual Interests, and Genetic Information: A Proposal for Setting Moral Limits on Genetic Testing” for the California State University, Los Angeles, Department of Chemistry and Biochemistry, Biomedical Sciences Seminar Series, October 5, 2001.

“The Ethics of Making the Body Beautiful: From Cosmetic Surgery to Cosmetic Genetics” invited lecture for the Cal Poly Pomona Student Philosophy Club, May 10, 2001.

“Using Philosophy to Enrich the Teaching of Literature” at the Central APA Meeting, Minneapolis, MN, May 5-8, 2001.

Comments on “Killing *by* Letting Die” by John Davenport, American Philosophical Association Pacific Division meeting, San Francisco, CA, March 29-April 1, 2001.

“The Disability Rights Movement and the Exception for the ‘Profoundly Impaired’” at the Association for Practical and Professional Ethics, Cincinnati, February 2001.

“The Ethics of Making the Body Beautiful: Lessons from Cosmetic Surgery for a Future of Cosmetic Genetics” invited lecture for the Western Michigan University Ethics Center, Kalamazoo, MI, February 2001.

“Choosing Our Friends: Moral Partiality and the Value of Diversity” invited lecture for the Department of Philosophy, University of Redlands, CA, October 2000.

“On the Prospects of Human Genetic Engineering: Choosing Enhancements and Comparing Lives” invited lecture for the Department of Philosophy, University of Redlands, CA, October 2000.

“Using Literature to Enrich the Teaching of Philosophy” at the American Association of Philosophy Teachers conference, Milwaukee, August 2000.

Comments on “Health of Organisms and Health of Persons: an Embedded Instrumentalist Approach” by Ken Richman and Andrew Budson, American Philosophical Association Pacific Division meeting, Albuquerque NM, April 5-8, 2000.

“Alienation, the University Machine, and a Good Course in Ethics” invited paper for the California State Fullerton Philosophy Symposium *The University Machine and Alienation: Philosophy in Higher Education*, March 21-14, 2000.

“Fighting Cultural Dopes and Hypocrites: Lessons from Cosmetic Surgery for the Future of Cosmetic Genetics” at the Association for Practical and Professional Ethics annual meeting, Washington DC, February 24-27, 2000.

“Biotechnology and Medicine: Using Genes in Medicine” invited paper for the Pomona College conference *Biotechnology and Beyond*, February 18-19, 2000.

"The Tricky Task of Teaching Ethics to Teens" with Christina Bellon and Robert Figueroa at the Central American Philosophical Association meeting, New Orleans, May 1999.

"Genetics, Cloning and Business Ethics" at the University of Wyoming Ethics Center Conference "Genetics and Cloning" April 1999.

"Teaching Bioethics as a Service Learning Course" at the Association for Practical and Professional Ethics meeting in Washington DC, February 1999.

"Choosing Enhancements, Comparing Lives: Some Tests for Assessing Genetic Technology" at the University of Calgary, Department of Philosophy, February 1999.

"Choosing Enhancements, Comparing Lives: Some Tests for Assessing Genetic Technology" at California State University at Long Beach, Department of Philosophy, February 1999.

"Our Food Looks Better, Tastes Better, Lasts Longer: So Why Are We So Concerned?" for the University of Wisconsin Biotechnology Group, Madison WI, January 1999.

"Much More Than Corrupting the Youth: Programs for Philosophy in Education Throughout the Lifespan" with Elizabeth Slokar, at the Far Western Philosophy of Education Society conference, Manoa, HI, January 1999.

"Choosing Our Friends: Moral Partiality and the Value of Diversity" for the Society for the Philosophy of Sex and Love, at the American Philosophical Association, Eastern Division, Washington D.C., December 1998.

"The Ethics of Human Genetic Therapies: A Proposal for Setting Moral Limits on How We Change Our Genes" at California State University at Northridge, Department of Philosophy, December 1998.

"The Ethics of Human Genetic Therapies: A Proposal for Setting Moral Limits on How We Change Our Genes" at Montclair State University, NJ, Department of Philosophy, December 1998.

"Beginnings and Endings: Working Effectively with the Service Learning Cycle" with Sally Susnowitz at the Community-Campus Partnerships for Health regional conference, Denver, CO, October 1998.

"Problems in Teaching Toleration: Diversity and Moral Education" at the American Association of Philosophy Teachers, Mansfield, PA, August 1998.

"Problems with Teaching Values at School" with Robert Figueroa at the American Association of Philosophy Teachers, Mansfield, PA, August 1998.

"Choosing Our Friends: Moral Partiality and the Value of Diversity" at the 8th Symposium of the International Association of Women Philosophers, Boston, MA, August 1998.

Comments on "Law, Ethics, Cloning and the Slippery Slope" by Daniel Lasker, Avoda and Ibada: Liturgy and Ritual in Islamic and Judaic Traditions, University of Denver, Denver, CO, March 1998.

"Deafness, Difference, and Diversity: The Debate Over Cochlear Implants and the Culture of Deafness" at the Seventh Annual Meeting of the Association for Practical and Professional Ethics in Dallas, TX, February 1998.

"Philosophy and the Value of Teaching Values at School" with Robert Figueroa, Duke University's Kenan Ethics Center conference "Moral Education in a Diverse Society" Durham, NC, February 1998.

"Medical Futility and the Limitations of the Autonomy Argument" University of Texas at San Antonio Philosophy Symposium, San Antonio, TX, November 1997.

"Some Ethical Issues in Cloning" Panel presentation for "Double or Nothing: The Implications of Mammalian Cloning" University of Colorado Phi Beta Kappa Symposium, April 1997.

"The Summer Philosophy Institute of Colorado" with Robert Figueroa and Claudia Mills, Invited Symposium on Summer Institutes, American Philosophical Association, Central Division, Pittsburgh, PA, April 1997.

Comments on "Medical Futility, Autonomy and Golden Lies" by Eric Gampel, American Philosophical Association, Central Division, Pittsburgh, PA, April 1997.

"Fitting Philosophy into the Curriculum" Invited Symposium: Philosophy in the High Schools: Doing It Successfully, American Philosophy Association Conference, Pacific Division, Berkeley, CA, March 1997.

"Dodging Disadvantage and Disease: Genetic Therapies and the Pursuit of a Better Human", Sixth Annual Meeting of the Association for Practical and Professional Ethics, Arlington, VA, March 1997.

"Genetic Therapies and the Pursuit of a Better Human", III World Congress on Bioethics, San Francisco, CA, November 1996.

"Dodging Disadvantage and Disease: Genetic Therapies and the Pursuit of a Better Human", Mountains-Plains Philosophy Conference, Stillwater, OK, September 1996.

"Teaching Philosophy at the High School Level: The Summer Philosophy Institute of Colorado" with Robert Figueroa, 11th International Workshop-Conference on Teaching Philosophy, Norfolk, Virginia, August 1996.

"Life, Liberty and the Pursuit of a Better Human: The New Genetics" panel discussion, 48th Annual World Affairs Conference, Boulder, Colorado, April 1996.

"Bringing Philosophy to the High School", with Robert Figueroa and Claudia Mills, University of Colorado Morris Colloquium on Philosophy in Education, March 1996.

"Bridging an Educational Gap: The Summer Philosophy Institute of Colorado", with Robert Figueroa and Claudia Mills, The Professional Apprenticeship: TAs in the 21st Century, The Fifth National Conference on the Education and Employment of Graduate Teaching Assistants, November 1995.

"Hidden Factors that Hinder Doing the Right Thing", University of Colorado Morris Colloquium on Business and Social Responsibility, February 1995.

#### **OTHER PRESENTATIONS**

"Disability Studies Curriculum and Pedagogy: An Informal Discussion" with Sherrie Brown, Jose Alaniz, Joanne Woiak and Dennis Lang, Society for Disability Studies, June 2, 2007.

"The ethics of cosmetic surgery" radio interview for NPR's Weekday, September 29, 2005.

"Including Disability as Diversity in our Teaching" panel presentation for the UW Bothell and Seattle campuses, January 18 and 25, 2004.

"On the distinction between cheating and collaboration" presentation and discussion for the Dean of Students and student government leaders, CSULB, February 2003.

"Honor codes and creating moral community on campus" discussion for the College of Liberal Arts Faculty Retreat, January 2003.

"Reclaiming Philosophy: Philosophy Outside the Academy" talk for Women and Philanthropy, CSULB, November 6, 2002.

Panel discussion, 2002 Alyce Vrolyk Conference on Bioethics, CSU Northridge, October 18, 2002.

"On the Art of Doing Philosophy with 200 Students at Once, or Some Strategies for Successful Large Lecture Courses" at the American Association of Philosophy Teachers conference, August 2002, Crestview Hills, Kentucky

"The CSULB Philosophy in Schools Program" with Debbie Whittaker and Janet Horrigan, for the Society for Women in Philosophy, Southern California meeting, May 4, 2002.

"From Philosophy to Sorcery and Back Again: Philosophy for Children in Harry Potter" for the CSULB Faculty Supper Club, May 2, 2002.

"The Ethics of Human Enhancement" for the LA Ethical Culture Society and the LA Humanist Society, November 4, 2001.

"Social Goods, Individual Interests, and Genetic Information: A Proposal for Setting Moral Limits on Genetic Testing" for the Long Beach chapter of the American Association of University Women, October 6, 2001.



“Assessment in Philosophy for Children” at the Sixth International Conference on Philosophical Practice, Oslo, Norway, July 2001.

“The Philosopher’s Role in Teacher Education” with Russ Daley, presentation for roundtable sponsored by the APA Pre-College Philosophy Committee (at the Pacific APA meeting, March/April 2001).

“Philosophy Outreach for Children” with Robert Figueroa, ” invited workshop for the Western Michigan University Ethics Center, Kalamazoo, MI, February 2001.

“Philosophy for Children Workshop” panel with Rob Figueroa and Betsy Decyk for the Student Philosophy Association, CSULB, March 31, 2000.

"Teaching Ethics" panel for the Chautauqua Forum Series, Chautauqua Foundation, Boulder, CO, July 1998.

"The Berkeley Developmental Studies Project: Ethics and Social Philosophy in K-12", a guest presentation for the Broomfield Middle School Continuing Education course on science education and democratic citizenship, January 1998.

"Ethics and Democracy in Education", a presentation of data from the Critical Issues in Education project sponsored by the DeWitt Wallace/Reader's Digest Incentives Awards for Teacher Education, University of Colorado School of Education, August 1997.

"The Berkeley Developmental Studies Center Project", a video presentation and discussion of the Berkeley project for implementing ethics and social issues into K-12 schools, University of Colorado School of Education, August 1997.

### **SERVICE/COMMITTEE ACTIVITIES**

Faculty co-director and participant, UW disability studies curriculum transformation project, Winter-Spring 2006

Member, Hiring committee – bioethics, environmental ethics, and public policy, UW (2003); bioethics (2006)

Member, Critical Medical Humanities Research Cluster/Reading Group, UW (2004-2008)

Member, Medical History and Ethics Advisory Board, UW (2006-8)

Member, UW Common Book Faculty Seminar (to prepare study guide for the common book), Spring 2006

### **CONFERENCES/MEETINGS ORGANIZED**

Pacific Philosophical Association Meeting, Portland OR, March 2006 (Program chair).

Society for Women in Philosophy (SWIP), Northern Pacific Meeting (Eugene, OR), October 2004.

Society for Women in Philosophy (SWIP), Southern California Meeting (UCLA), May 2004.

Society for Women in Philosophy (SWIP), Northern Pacific Meeting (Eugene, OR), October 2003.

Society for Women in Philosophy (SWIP), Southern California Meeting (Fullerton), May 17, 2003.

Ethical Issues in Stem Cell Research and Human Cloning, CSULB, April 5, 2003 (with guest speakers Mary Mahowald, Radhika Rao, and Bonnie Steinbock).

Challenging Democracy: Religious Diversity and Political Institutions on a Global Scale (from the Center for Applied Ethics), CSULB, March 8, 2002.

Philosophy and Ethics in Children’s Literature, CSULB, June 2001 (in conjunction with the California K-12 Partnership Initiative)(with guest speakers Gareth Matthews, Claudia Mills, Dale Turner, and David Shapiro).

Society for Women in Philosophy (SWIP) Southern California Meeting, CSULB, May 2001

Sequencing the Future: Ethical, Legal and Social Issues Arising from the Human Genome Project, CSULB, April 2001 (with guest speakers Troy Duster, Erik Parens and Anita Silvers, and a CSULB panel of respondents).

### **PROFESSIONAL ACTIVITIES**

Member of Association of Practical and Professional Ethics, 1995-present.

Member of the American Philosophical Association, 1996-present.

Member of Pacific APA Executive Committee, 2003-present.

Member of Pacific APA Program Committee, 2003-present.

Member of the American Association of Philosophy Teachers 1995-present; Executive Board member, 2000-2002.

Member of the APA Committee on Pre-College Philosophy, 2000-present.

Member and Executive Secretary for the Pacific Division, Society for Women in Philosophy, 2000-present.

Organizing committee, Southern California Philosophy Conference, October 2000, CSULB.

Member of Feminist Approaches to Bioethics (FAB), 2002-present.

Member of Feminist Ethics and Social Theory (FEAST), 2001-present.

Article review, *Social Theory and Practice*, spring 2006

Article review, *Ethics*, winter 2004.

Article review, *American Journal of Bioethics*, spring 2003.

Article review, *Hypatia*, special issue on feminist aesthetics, fall 2002.

Book proposal review, Blackwell Publishers, for anthology on philosophy of disability

Textbook review, Wadsworth Publishing Company for *Roots of World Wisdom: A Multicultural Reader* edited by Helen Buss Mitchell, June 1998.

Curriculum collaborator and advisory board member, "Policymakers", a six-month social policy training series for Colorado disabled people and their families organized by the Cerebral Palsy Fund of Colorado and the Center for Values & Social Policy, University of Colorado, 1997-1998.

Member organizing committee, CU conference on "Unfinished Liberation: Critical Perspectives on Feminism, Coalitions and 'Black' Freedom" in collaboration with Arizona State University and with the Departments of Ethnic Studies, Women Studies, and Sociology, 1997-1998.

Participant, Berkeley Developmental Studies Center, Preservice Development Institute on Ethics and Social Issues in Elementary and Middle Schools, July 1997.

Participant, Research Ethics Workshop, University of Wyoming at Laramie, July, 1996.

Participant, Bioethics Institute, University of Illinois at Urbana-Champaign, May 1995.

Participant, Montclair State University of New Jersey, Institute for the Advancement of Philosophy for Children, Intensive Teacher Training Certification Workshop, January 1995.

Member of Denver Health Sciences Center and Area Medical Ethics Group, 1993-1996.

### **FELLOWSHIPS, GRANTS, AND AWARDS**

Selection for UW Common Book Seminar (*Mountains Beyond Mountains*), Spring 2006.

Critical Medical Humanities funding, Simpson Center, AY2004/2005, AY2005/2006, AY2006/2007, AY2007-2008  
CSULB Student Alumni Organization Golden Apple Teaching Award, Fall 2000.

Recipient of Faculty Career Enhancement Award, California State University, Spring 2000.

Recipient of Scholarly and Creative Activity Award, California State University, Fall 1999, Fall 2001, Fall 2002.

Gary Stahl Award, for philosophical activism: philosophy outreach, University of Colorado, 1998.

Pew Teaching Leadership Award, Pew Charitable Trusts, 1995.

Tuition fellowship, Montclair State University of New Jersey, Institute for the Advancement of Philosophy for Children, 1995.

## **CURRICULUM VITAE:**

**BETSY NEWELL DECYK**  
**bdecyk@csulb.edu**

### **University Ombuds**

Office of University Ombuds, CSULB Foundation, Suite 140  
6300 State University Drive, Long Beach, CA 90815  
562-985-2577 (direct line)  
562-985-9001 (assistant); 562-985-9100 (fax)  
November 2006-February 2007 - interim, part-time University Ombuds  
March 1, 2007-present: appointment as fulltime University Ombuds

Department of Philosophy  
California State University, Long Beach  
1250 Bellflower Boulevard, Long Beach, CA 90840-2408  
phone: (562) 985-4346; fax: 562-985-4346 attn: Decyk

4837 Maytime Lane, Culver City, CA 90230, (310) 559-6080

### **Education:**

**B.A., Magna Cum Laude**, in philosophy, Mount Holyoke College, South Hadley, MA, June 1970.

**M.A.**, philosophy, Claremont Graduate University, Claremont, CA, January, 1974.

**Ph.D.**, philosophy, Claremont Graduate University, Claremont, CA, January, 1981.

**Dissertation:** Presupposition in Kant: The Relation Between the Principles of Pure Understanding and Our Knowledge of Nature. Committee: Alfred R. Louch, Chair; Tad Beckman; Charles Young; Eleutherius Winance.

**abstract:** An analogy with elements of Chomsky's transformational grammar is used to explain the nature of the presupposition relationship which Kant envisioned between the principles of pure understanding and science.

**Certified Mediator, Los Angeles County Bar Association.**

### **Areas of Specialization:**

Kant; Descartes; the history of modern philosophy with respect to the developments in science and art in the 16th to 18th centuries; epistemology; critical reasoning and logic, philosophy in literature; teaching about teaching.

### **Areas of Competence:**

Philosophy of science, some psychology/cognitive science, philosophy of language, ethics.

### **Related Areas of Interest:**

Language and linguistics; psychology; philosophy in art, negotiation, literature, especially modern novels written by women and minority writers; philosophy in film.

**Qualifying Examinations Passed, 1972-3**, on: Plato, Kant, Descartes, Berkeley, Logic, Metaphysics and Epistemology, Ethics.

**Primary Foreign Languages Studied:** Latin, German, French

**Other Languages Studied:** Japanese, American Sign Language

**Special Research Opportunities:**

**July, 2003: Oxford/ UC Berkeley Scholars' Program.** "Christopher Wren and the Age of the Baroque." The tutor was Adrian Tinniswood, noted British architectural historian and author. My tutorial project was on the (Wren-Hooke) Church of St. Stephen Walbrook. Grade on the project: A+. The program was at Merton College, Oxford University, Oxford, England.

**Winter Quarter, 2003. English XL80- Major American Writers.** UCLA Extension. Instructor, Randy Fallows.

**July, 2002. Early Modern Thought, 1543-1789.** International Society for Intellectual History, University of Sydney and University of New South Wales, Sydney, Australia.

**July, 2001. Oxford/ UC Berkeley Program.** "Scientific Imagination: From Antiquity to Quantum Physics." The tutor was Willem D. Hackmann, Senior Assistant Keeper at the Museum of the History of Science and Fellow of Linacre College, Oxford University. My project compared and contrasted the teaching science in the late 19th century with the teaching of science in the late 20th century. The grade on the project was A. The program was at Merton College, Oxford University, Oxford, England.

**Summer, 1992. NEH Summer Seminar Fellowship.** "Responsibility in the Real World" directed by Dr. Peter A. French, at Trinity University, San Antonio, TX.

**Summer, 1988. NEH Summer Institute Fellowship.** "The Intellectual World of Christopher Columbus", directed by Dr. Delno West, at UCLA.

**1990-91. Sabbatical B** (difference-in-pay leave). The Intersection of Perspectival Art, Science and Philosophy in Descartes' time. My primary research was done at UCLA, but I also did research as follows:

October, 1990. Independent study, Perspective and 17th century Dutch art with Dr. Samuel Edgerton, at Williams College, Williamstown, MA.

January, 1991. Video-making (video on examples), with Dr. Peter French, at Trinity University, San Antonio, TX.

May, 1991. Independent study, 17th century Dutch art - Holland.

**Honors and Awards:**

**2005. The Nicholas Perkins Hardeman Academic Leadership Award.** California State University, Long Beach.

**2005. Recognition by the Psychology Department and by the Philosophy Department.** College of Liberal Arts, California State University, Long Beach.

**2002. Special Recognition by the Philosophy Department** for development of a new capstone course on philosophy in literature.

**2001. Service Learning in the Curriculum (3 units for release time, fall 2001).** To develop Critical Thinking At Work - a service learning course for the Psychology Department.

- 2001. Special Recognition by the Philosophy Department.** College of Liberal Arts, California State University, Long Beach - for leadership in the American Association of Philosophy Teachers.
- 1999. Special Recognition by the Philosophy Department.** College of Liberal Arts, California State University, Long Beach.
- 1998. Special Recognition by the Philosophy Department.** College of Liberal Arts, California State University, Long Beach.
- 1997. Special Recognition by the Philosophy Department.** College of Liberal Arts, California State University, Long Beach.
- 1997. Award from the Teaching Projects Program** for the proposal “Designing Critical Thinking for the New General Education”. California State University, Long Beach.
- 1997. APA Recognition of Teaching.** American Philosophical Association Central Division Meetings, Pittsburgh, PA.
- 1996. Performance Salary Step Increase.** California State University, Long Beach.
- 1996. Award of Merit** for “Service and Outstanding Leadership and Excellence in Teaching Philosophy”. Awarded at the American Association of Philosophy Teachers’ 11th International Workshop-Conference on Teaching Philosophy by Arnold Wilson representing the journal, Teaching Philosophy.
- 1996. Special Recognition by the Psychology Department.** California State University, Long Beach.
- 1995. Award from the CSULB Teaching Projects Program** for the proposal, “Teaching Critical Thinking: The University and Before (the Relationship Between Teaching Critical Thinking at University Level and K-12)”.
- 1993: Outstanding Faculty Woman,** California Women in Higher Education, California State University, Long Beach.
- 1993: Promising Teacher,** College of Liberal Arts Recognition Award, California State University, Long Beach.
- 1992: Volunteer of the Year Award, Community Mediation Program, Dispute Resolution Services.**
- 1991: Volunteer of the Year Award (West Los Angeles/Santa Monica), Community Mediation Program, Los Angeles County Bar Association.**
- 1990: Special Recognition for Teaching,** Student Philosophy Association, California State University, Long Beach.
- 1989: Meritorious Performance and Professional Promise Award,** California State University, Long Beach. The MPPP award is given in recognition of an individual’s outstanding performance in the areas of teaching, other professional accomplishments, or service to the University.

**1987: Meritorious Performance and Professional Promise Award**, California State University, Long Beach.

**1986: Special Recognition for Teaching**, Student Philosophy Association, California State University, Long Beach.

**1982: 2nd place, Review of Metaphysics Dissertation Competition.**

**1970-73: NDEA Title IV Fellowship.**

### **Publications:**

Decyk, B.N. (2000) "Cartesian Imagination and Perspectival Art," Invited chapter for Descartes' Natural Philosophy, edited by Stephen Gaukroger, John Schuster, and John Sutton, London: Routledge.

Decyk, B.N. (Fall, 1996). "Leonardo's Workshop: The Fine Arts of Teaching Philosophy", The Presidential Address, the American Association of Philosophy Teachers' 11th International Workshop-Conference, Norfolk, VA. and published in AAPT News, Vol. 19, No. 3.

Decyk, B. (March, 1995). "A Message from the President...Cognitive Styles and Critical Thinking," Newsletter, American Association of Philosophy Teachers.

Decyk, B. (1994). "Appreciating a Situation," Journal of Social Philosophy, Volume XXV, Number 2, Fall, 1994.

Decyk, B. (1994). "Using Examples to Teach Concepts," Changing College Classrooms: New Teaching and Learning Strategies for an Increasingly Complex World, edited by Diane Halpern. San Francisco: Jossey-Bass Publishers, 1994.

Decyk, B. (Summer 1987). "Solving by Resolving: Negotiation as Problem-Solving," The APA Newsletter on Teaching Philosophy.

### **Productions:**

Decyk, B. (Summer, 1993). Philosophy-Art Exhibit: An exhibit of student art inspired by readings in introductory philosophy, Santa Monica College.

Decyk, B., & French, P. A. (1991). "Examplimg," an instructional video for students and teachers to promote a more effective use of examples.

## **Professional Presentations and Contributions:**

### **National and International:**

**Note:** "AAPT" designates The American Association of Philosophy Teachers

"APA" designates The American Philosophical Association

"CASTL" designates the Carnegie Academy on the Scholarship of Teaching and Learning

"AAHE" designates The American Association of Higher Education

Decyk, B. N., (July, 2007, accepted) "Soundings: Using the results of student~faculty conversations to understand the students' experiences of multiple collaborative learning projects", International Society for the Scholarship of Teaching and Learning, Sydney, Australia.

Schulman, S. and Decyk, B.N., (July, 2007, accepted). "SoTL Sonar: A workshop/discussion of projects and methodologies which listen to student voices to locate learning," International Society for the Scholarship of Teaching and Learning, Sydney, Australia.

Hancock, N.S., Wager, J., Engelmann, D, Decyk, B. N., (April, 2007). "Open Forum: Supporting the Teaching of Philosophy in two-Year and Four-Year Settings of Higher Education." AAPT workshop, APA Central Division Meeting, Chicago, IL.

Benjamin, M. and Decyk, B. N., (August, 2006). Co-leaders, the APA/AAPT Graduate Seminar, the 16th International Workshop Conference, American Association of Philosophy Teachers, Washington and Jefferson College, Washington, PA.

Decyk, B. N. (August 2006). "Reality Education: Teaching Critical Thinking". The 16th International Workshop Conference, American Association of Philosophy Teachers, Washington and Jefferson College, Washington, PA.

Decyk, B.N., (April 2006). Organizer (with Peter Asquith) and Chair, "Teaching Informal Logic: Aligning Graduate Education with Hiring and Work Realities. Co-sponsored by the American Association of Philosophy Teachers, and the Association for Informal Logic and Critical Thinking, and presented at the Central Division meeting of the American Philosophical Association, Chicago, IL.

Decyk, B. N., (April 2006). The final cluster poster, 2006 Carnegie Colloquium, Madison, WI.

Werder, C., Decyk, B. N., and other cluster members (April 2006), "Inviting Students Into the Learning Commons: Dialogue and Co-inquiry in SoTL." A panel presentation to the 2006 Carnegie Colloquium, Madison, WI.

Decyk, B. N. and Palmer, D. "From Telescopic to Wide-Angle: Faculty and Student Lenses Give New Insights on Collaborative Learning," a roundtable at the 2006 Carnegie Colloquium, Madison, WI.

Decyk, B. N., (April 2006). The final cluster poster, Carnegie Colloquium.

Decyk, B. N., (March 2006). Panelist, "Engaged Learning" co-sponsored by the American Association of Philosophy Teachers and the APA Committee on Teaching at the Pacific Division of the American Philosophical Association, Portland, Oregon.

- Decyk, B. N., (October 2005) participant in the Second International Society for the Scholarship of Teaching and Learning (ISSOTL), Vancouver, B.C., Canada
- Decyk, B. N., (July 2005). Participant in Cluster meetings, Carnegie Summer Academy, Snowbird, UT.
- Decyk, B. N., (July 2005). Participant in "Future discourse: Learning and Teaching Philosophy," University of Leeds, U.K.
- Decyk, B. N., (April 2005). Organiser of the American Association of Philosophy Teachers' group meeting at the Central Division of the American Association, Chicago, IL.
- Decyk, B. N., (March, 2005). Chair, Colloquium on Philosophy of Literature, American Philosophical Association Pacific Division meeting, San Francisco, CA.
- Decyk, B. N., (March, 2005). Organizer and Chair, "Thinking Theater: Using Drama to Teach Philosophy to High School Students," Special Session arranged jointly by the American Association of Philosophy Teachers and the American Philosophical Association's Pre-College Committee, APA Pacific Division meeting, San Francisco, CA.
- Decyk, B. N. cluster leader and presenter with Johnson, C.W., Carter, H., also presenting (March, 2005). "Energizing Meaningful Learning (2): Transformations Through Civic Engagements". This poster will spotlight the work of Dr. Corey W. Johnson and Heather Carter (M.A. student) at the Carnegie/AAHE Poster Session, Atlanta, Georgia.
- Decyk, B.N., cluster leader and presenter, with Johnson, C.W., Carter, H., Rivera, M.J., also presenting (March, 2005). "Energizing Meaningful Learning: Collaborative Projects and Student -Faculty Co-Inquiry at California State University, Long Beach". A poster presentation that featured the beginning work of our campus Carnegie group including information about projects by Corey Johnson and Heather Carter, Carol Itatani and Kristen Bender, Julie Rivera and Monica Schneider, and Betsy Decyk and Parvin Shariat, 2005 Carnegie Colloquium on the Scholarship of Teaching and Learning, Atlanta, Georgia.
- Decyk, B. N. (August, 2004). "Wizard's Logic: Critical Thinking as Defense Against the Dark Arts", American Association of Philosophy Teachers (AAPT)'s 15th International Workshop Conference, University of Toledo, Toledo, OH.
- Decyk, B. N. (April, 2004). panelist, "Creative Approaches to Critical Thinking", AAPT Session of the American Philosophical Association (APA) Central Division meetings, Chicago, IL.
- Decyk, B. N. and Rivera, M. J., (April, 2004). Poster Session - "Probing Our Pedagogical Practices: A Case Study Approach", Learning to Change Conference, American Association of Higher Education (AAHE), San Diego, CA.
- Decyk, B.N., Rivera, M. J., Hoikkala, P., and Zambell, P., (April, 2004). "Beyond the Solitude and Silence of Teaching: Building Bridges of Knowledge and Communities of Equality". 2004 Colloquium hosted by the Carnegie Academy on the Scholarship of Teaching and Learning (CASTL), San Diego, CA.



- Decyk, B. N. (March, 2004). Chair of AAPT Session. "Pedagogical and Ethical Issues in Publishing Student Webpages", panel, at the APA Pacific Division meeting, Pasadena, CA.
- Decyk, B. N., (January, 2004). "Illustrating Philosophy, Study 1: Robert Hooke and Rene Descartes, 17th c. pen and ink", Hawaii International Conference on Arts and Humanities. Honolulu, HA.
- Decyk, B. N., (March, 2003). Session Chair. Informal Logic and Critical Thinking. APA Pacific Division meetings, San Francisco, CA.
- Decyk, B. N., (March, 2003). Organizer and chair, AAPT session "Side Doors: New Ways for Students to Enter Philosophy and Critical Thinking", at the APA Pacific Division meeting, San Francisco, CA.
- Decyk, B. N. and Rivera, M. J., (March, 2003). Poster session - "Active Learning for Faculty", Learning to Change Conference, American Association of Higher Education (AAHE), Washington, D.C.
- Decyk, B. N. and Rivera, M. J., (March, 2003). Poster session - "Learning Outside the Box". 2003 Colloquium for Change hosted by Carnegie Academy for the Scholarship of Teaching and Learning (CASTL), Washington, D.C.
- Decyk, B.N., (August, 2002). "SCUBA\*: A New Alternative to 'Sink or Swim' (\*Strategic Collaboration in the Use of Brainstorming Activities)." 14th International Workshop-Conference, American Association of Philosophy Teachers, Thomas More College, Crestview Hills, KY.
- Decyk, B. N., (July 2002). Poster presentation - "The GLOBE Partnership - Service Learning in a Critical Thinking Course". APA/AAPT Service Learning Workshop, Thomas More College, Crestview Hills, KY.
- Decyk, B. N., (May, 2002). "The Courage to Connect". A panel presentation with Elizabeth Hoffman and Julie Rivera about the CSULB PEN Project. Colloquium - for Lecturers by Lecturers, CSU Pomona, CA
- Decyk, B.N., (April, 2002). Invited panelist. APA/AAPT Teaching Workshop at the APA Central Division meetings, Chicago, IL. "The Career of Teaching Philosophy and Teaching in our Philosophy Careers" - my particular presentation was on "Instructional Leadership".
- Decyk, B. N. (May, 2001). Chair and organizer. APA/AAPT Teaching Workshop at the APA Central Division meetings, Minneapolis, MN.
- Decyk, B. N. (March, 2001). Chair and organizer. APA/AAPT Teaching Workshop at the APA Pacific Division meetings, San Francisco, CA.
- Decyk, B. N., (March, 2001). Invited Speaker. "Critical Thinking in Complex Situations: Applications to Environmental Studies." Fellows Program, Harvard School of Public Health. This meeting was held at the University of Connecticut, Storrs, CT.
- Decyk, B. N., (March, 2001). Invited speaker. "Curiouser and Curiouser: Philosophy as Adventures in Wonder-land." George Seffler Memorial Lecture, Mansfield University, Mansfield, PA.

- Decyk, B. N. (December, 2000). "Consider the FACTS (Faculty Communities on Teaching)." Special Session arranged by the APA Teaching Committee, APA Eastern Division meetings, New York, NY.
- Decyk, B. N. (August, 2000). "Creating Faculty Communities for Teaching." The AAPT 13th International Workshop/Conference on Teaching Philosophy, Alverno College, Milwaukee, WI.
- Decyk, B. N. (August, 2000). "The Drama of Ideas: Teaching the History of Modern Philosophy Using a Theater Metaphor", AAPT 13th International Workshop/Conference on Teaching Philosophy, Alverno College, Milwaukee, WI. (hour and a half workshop version)
- Decyk, B. N. (April, 2000). "The Drama of Ideas: Teaching the History of Modern Philosophy Using a Theater Metaphor". APA/AAPT Workshop on Teaching Philosophy, APA Central Division Meetings, Chicago, IL. (short version)
- Decyk, B.N. (December, 1999). Invited Panelist, "The Healing Game (In Light of School Violence Can Philosophy Play a Role In Helping Students Heal Themselves and Prevent Violence?)." AAPT Group session at the APA Eastern Division Meetings, Boston, MA.
- Decyk, B. N. (October, 1999). Report of the APA Committee on Pre-college Instruction in Philosophy to the APA Executive Board.
- Decyk, B. N. (May, 1999). Organizer, the fourth APA/AAPT Teaching Workshops at the APA Central Division Meetings, New Orleans, LA. Also, moderator with Robert Timko of an open discussion, "The Design of the Undergraduate Major in Philosophy."
- Decyk, B. N. (May, 1999). Organizer and Chair. "Reaching Out to High School Students". A special session sponsored by the APA Committee on the Pre-college Teaching of Philosophy, APA Central Division Meetings, New Orleans, LA.
- Decyk, B. N (April, 1999). Chair (substituting for Louisa Moon) "New Approaches in Introductory Textbooks." A special session sponsored by the APA Committee on Philosophy in Two Year College and the American Association of Philosophy Teachers, APA Pacific Division Meeting, Berkeley, CA.
- Decyk, B. N. (April, 1999). Organizer and Chair of "Intersectional Identity and the Authentic Self? Opposites Attract" sponsored by Society for Women in Philosophy at the APA Pacific Division Meeting, Berkeley, CA. Speakers: Diana Tietjens Meyers and Naomi Zack.
- Decyk, B. N. (December, 1998). Invited Panelist, "Teaching Philosophy to the Student in the Millennium", AAPT Group session at the APA Eastern Division Meeting, Washington, D.C.
- Decyk, B.N. (August, 1998). "The Critique of Poor Memory," 12th International Workshop/Conference, Mansfield University, Mansfield, PA.
- Decyk, B. N. (August, 1998). "Optical Allusions and More! Developing the Context Around Early Modern Philosophy," 12th International Workshop/Conference, Mansfield University, Mansfield, PA.

- Decyk, B. N. (August, 1998). Invited panelist in response to "Degrees of Shame: Part-time Faculty- Migrant Workers of the Information Economy." With Eric Hoffman, Executive Director of the APA and Arnold Wilson, University of Cincinnati.
- Decyk, B.N. (May, 1998). Organizer and Chair, Third APA/AAPT Teaching Workshops, held at the APA Central Division meetings, Chicago.
- Decyk, B. N. (March, 1998). Organizer of "Feminism and Ecological Communities: an Ethic of Flourishing," sponsored by SWIP Pacific at the APA Pacific Division meetings, Los Angeles. Speakers: Christine Cuomo, Lorraine Code, Victoria Davion, Kim Hall, and Naomi Zack.
- Decyk, B. N. (March, 1998). Organizer and Chair, "Philosophy Through the Ages," sponsored jointly by the APA Committee on Pre-college Instruction in Philosophy and the American Association of Philosophy Teachers at the APA Pacific Division meetings, Los Angeles. Speaker: Laurie Shrage, CSU Pomona.
- Decyk, B. N. (December, 1997). Organizer and Chair, Special Session Arranged by the APA Committee on Pre-College Instruction in Philosophy and the APA Committee on Teaching Philosophy. Topic: Framing the Questions: Engaging Students in Producing Philosophical Video. Speakers: Hugh Taft-Morales and Ken Knisely. APA Eastern Division meetings, Philadelphia, PA.
- Decyk, B.N. (April, 1997). An organizer of the 2nd APA/AAPT Teaching Workshops, The APA Central Division meetings, Pittsburgh, PA.
- Decyk, B.N. (April, 1997). Panelist, "Issues in the University: The Assessment of Philosophy Programs and Student Success." APA/AAPT Pre-Conference Workshops on Teaching, APA Central Division meetings, Pittsburgh, PA.
- Decyk, B.N. (March, 1997). Organizer and Chair, "Interactive Teaching." Sponsored by the American Association of Philosophy Teachers, APA Pacific Division meetings, Berkeley, CA.
- Decyk, B.N. (December, 1996). "Is Critical Thinking Domain-Specific? A Summary of Some of the Psychological Work on Transfer of Learning." Special Session Arranged by the APA Committee on the Teaching of Philosophy. APA Eastern Division meetings, Atlanta, Georgia.
- Decyk, B. N. (August, 1996). "Leonardo's Workshop: The Fine Arts of Teaching Philosophy." The Presidential Address, American Association of Philosophy Teachers' 11th International Workshop/Conference on Teaching Philosophy, Old Dominion University, Norfolk, VA
- Decyk, B. N. (August, 1996). "Reflective Practice." The American Association of Philosophy Teachers' 11th International Workshop/Conference on Teaching Philosophy, Old Dominion University, Norfolk, VA.
- Decyk, B. N. (April, 1996). A principal organizer of the APA/AAPT Pre-conference Workshop on Teaching Philosophy. APA Central Division Meetings, Chicago.
- Decyk, B. N. (April, 1996). "Introductory Ethics: Theory and Practice." APA/AAPT Pre-conference Workshop on Teaching Philosophy. APA Central Division Meeting, Chicago.

- Decyk, B. N. (April, 1996). "Descartes' Theory of the Imagination as Illustrated by Concurrent Developments in Perspectival Art." Descartes' Natural Philosophy: A conference to commemorate the quarter centenary of Descartes' birth. Sydney, Australia.
- Decyk, B. & Roos, S. (March, 1995). Art and Philosophy: Insights from Interdisciplinary Interactions. "Descartes: Imagination and Art." AAPT meeting at the APA Pacific Division meetings.
- Decyk, B. (August, 1994). "Learning Alliances." 10th International Workshop/Conference on Teaching Philosophy, American Association of Philosophy Teachers, Montreal, Canada.
- Decyk, B. (August, 1994). "Exploring Philosophy." 10th International Workshop/Conference on Teaching Philosophy, American Association of Philosophy Teachers, Montreal, Canada.
- Decyk, B. (August, 1992). "The Frontiers of Epistemology: How Cooperative Learning Encouraged Individual Creativity." 9th International Workshop/Conference on Teaching Philosophy, American Association of Philosophy Teachers, Burlington, VT.
- Decyk, B. (August, 1992). "Classroom Assessment Techniques." 9th International Workshop/Conference on Teaching Philosophy, the American Association of Philosophy Teachers, Burlington, VT.
- Decyk, B. (February, 1991). "Descartes in Perspective: Descartes' Theory of the Imagination Illustrated." Given at Trinity University, San Antonio, TX.
- Decyk, B. (July, 1991). "Using World Literature and Video to Explore the Multicultural Dimensions of Philosophy." Given at the conference on Teaching Philosophy in a Multicultural Context cosponsored by the American Association of Philosophy Teachers and San Jose State University.
- Decyk, B. (August, 1991). "Exemplifying." A workshop to promote the better use of examples in teaching critical thinking at the 11th International Conference on Critical Thinking at Sonoma State University.
- Decyk, B. (August, 1990). A series of three workshops on Christopher Columbus, the Quincentenary and Philosophy Courses. I. Columbus and Critical Thinking; II. Columbus: Ideas in Action; III. Columbus: The Basis of Interdisciplinary Courses. The 8th International Workshop/Conference on Teaching Philosophy, Indiana University.
- Decyk, B. (August, 1990). "Examples." The 8th International Workshop/Conference on Teaching Philosophy, Indiana University.
- Decyk, B. (August, 1988). "Using Analogies and Models to Explain Difficult Philosophical Texts: Spinoza and Kant." The 7th International Workshop/Conference on Teaching Philosophy sponsored by the American Association of Philosophy Teachers, Hampshire College, Amherst, MA.
- Decyk, B. (April, 1988). "From Examples to Exercises: Transfer-ability and Ownership." Conference '88 on Critical Thinking, Newport News, VA.

Decyk, B. N. (April, 1988). Chair of Session 6, The International Conference Celebrating the 350th Anniversary of Descartes' Discourse on Method, San Jose, CA.

Decyk, B. (April, 1987). "Principled Negotiation." Given at Conference '87 on Critical Thinking, Newport News, VA.

Decyk, B. (February, 1987). "Sentences and Science: Presupposition in Kant." Given at the University of Scranton, Scranton Pennsylvania. A second version was given at Holy Cross College, Worcester, MA, in April, 1987.

### **Professional Presentations:**

#### **Regional:**

Decyk, B. N., (November, 2003). "Critical Thinking from Across the Curriculum," Teaching Practica Series, Claremont Graduate University, Claremont, CA.

Decyk, B. N., (April, 2003). "Teaching Logic and Critical Thinking." Teaching Practica Series, Claremont Graduate University, Claremont, CA.

Decyk, B. N., (March 2003). "Designing Opportunities for Critical Thinking", CSU Regional Symposium on University Teaching, CSU San Bernardino, San Bernardino, CA.

Decyk, B.N., and Eldon, E., (March, 2003). "New Avenues for Critical Thinking", CSU Regional Symposium on University Teaching, CSU San Bernardino, San Bernardino, CA.

Decyk, B. N., (October, 2000). Chair, and organizer, "Teaching Non-Western Philosophy" (presenters: Zeuschner, Wang and Raghunath). Fifth Annual Southern California Philosophy Conference, California State University, Long Beach.

Decyk, B. N. and Hoffman, E. (February, 2000). "Faculty Communities for Teaching", Sixth CSU Regional Symposium of University Teaching, San Marcos, CA.

Decyk, B. N., Hoffman, E., Reichard, G., and Hanley, G. (June, 1999). Presentation of our lecturer programs to representatives of CSU Pomona.

Decyk, B. N. (October, 1998). Invited Speaker, The Teaching Practicum of the Philosophy Department, the Claremont Graduate School.

Decyk, B. N & Nina Rosenstand (October, 1997). "I See What You Mean: Teaching Philosophy to Visual Learners." The Southern California Philosophy Conference, University of California, Irvine.

Decyk, B. N. (May, 1997). "Typicality and Diversity." Society for Women in Philosophy, Pacific Division. MiraCosta College, California.

Decyk, B.N. & Crane, M. (May, 1996). Organizers of, and hosts for, the Pacific Division meeting of the Society of Women in Philosophy, California State University, Long Beach.

- Decyk, B. (February, 1996). "Opening the Syllabus." Symposium on University Teaching, California State University, Los Angeles.
- Decyk, B. & Johnson, W. M. (February, 1996). "Informing Practice." Symposium on University Teaching, California State University, Los Angeles.
- Decyk, B. (May, 1995), "Eva Luna and Female Autonomy." Pacific Division, Society for Women in Philosophy, UCLA.
- Decyk, B. (May, 1994). "Space and Place: A Comparison of Sartre's No Exit with Wasserstein's Heidi Chronicles." Pacific Division, Society for Women in Philosophy, Cal Poly Pomona.
- Decyk, B. (June, 1992). "Cooperative Learning and the Theory of Knowledge" with graduate students Julia Legas and Robin Parks. Pacific Division of the Society for Women in Philosophy, Los Angeles.
- Decyk, B. (February, 1992). "Interactive Learning and Individual Creativity" graduate students Joe Cheng, Julia Legas, Robin Parks and Tim Snead. The CSU ITL Teaching and Learning Exchange, Los Angeles.
- Nummedal, S., Madison, R., Basta, R., Decyk, B., Filbeck, M., Shapli, T., (February, 1992). "Successful Experiences Using Classroom Assessment Techniques to Improve Student Learning." CSU ITL Teaching and Learning Exchange, L
- Decyk, B. (April, 1990). "Descartes' Theory of the Imagination and the Development of Anamorphic Art." Society for Women in Philosophy, Mount St. Mary's College, Los Angeles, CA.
- Decyk, B. (December, 1989). "Descartes: Imagination and Art." California State University, Fullerton.
- Decyk, B. (March, 1988). Invited Speaker, "Teaching Philosophy." Department of Philosophy, Claremont Graduate School.
- Decyk, B. (February, 1987). "Solving by Resolving: Critical Thinking and Negotiation." A workshop given at the Regional Conference on Critical Thinking Skills in College Enrichment Programs, Los Angeles.
- Decyk, B. (February, 1987). "Exercises and Examples." A workshop given at the Regional Conference on Critical Thinking Skills in College Enrichment Programs, Los Angeles.
- Decyk, B. (April, 1982). "Kant's Distinction Between the Categories and the Principles of Pure Understanding." Given to the Pacific Division of the Society for Women in Philosophy, Los Angeles.

## **Professional Presentations:**

### **Local:**

Decyk, B. N. (January, 2007). "Preventing Molehills from Becoming Mountains" -- workshop/discussion for Health Services Professionals, California State University, Long Beach.

Sheley, N. S., Decyk, B.N., Rivera, M. J, (October 2006), "Collaborative Learning II: faculty responses to 2005-6 research." English/Liberal Studies teachers, California State University, Long Beach.

Decyk, B. N., Sheley, N. S. and Rivera, M. J., (January 2006). "Student Success and the Scholarship of Teaching and Learning", Winter Institute for Teaching and Learning (WITL) workshop presentation, California State University, Long Beach.

Decyk, B. N. (August, 2004). The Scholarship of Teaching and Learning (an introduction to Inter\*\*\*Active\*\*\*Voices, CSULB's participation in the Carnegie campus cluster program. The Summer Institute for Teaching and Learning, California State University, Long Beach, Long Beach, CA

Decyk, B.N., (April, 2004), "From Conflict to Change: Dynamics of the Mediation Process", CAPS (Counseling and Psychological Services), California State University, Long Beach, Long Beach, CA.

Decyk, B.N., (November 2002), short presentation - "Mediation", CAPS (Counseling and Psychological Services), California State University, Long Beach, Long Beach, CA.

Decyk, B. N., (September, 2002), short presentation - "Mapping Arguments", CAPS (philosophy in the schools program), California State University, Long Beach, Long Beach, CA.

Decyk, B. N, Merryfield, M., Eldon, E., (August, 2002). "Adventures in Critical Thinking: Critical Thinking Across the Curriculum," General Education Summer Institute, California State University, Long Beach, Long Beach, CA

Decyk, B.N. (October, 2001). "Instructional Maps", for the PEN project, California State University, Long Beach.

Decyk, B. N. (September 2001). "Of Robins, Ducks and Snakes", a presentation on typicality effects to CAPS, California State University, Long Beach.

Decyk, B. N. (September, 2001). "Revisioning Faculty Work." Speaker for the Academic Senate Retreat, California State University, Long Beach.

Decyk, B. N. (August, 2001). Presentation on Service Learning, General Education Summer Institute, California State University, Long Beach.

Decyk, B.N. (February 2001). Short presentation on critical thinking and interactive teaching to the CSULB philosophy department teaching seminar.

Decyk, B.N. (February, 2001). "Questioning Your Choice of Hats: Critical Thinking in the Pre-college Classroom." CAPS, California State University, Long Beach.

- Decyk, B.N. & Hoffman, E. (October, 2000). PEN Project Discussion Leaders. California State University, Long Beach.
- Decyk, B. N., (August, 2000) "Inter-Actions: Promoting Constructive Communication & Productive Participation in the Classroom." General Education Summer Institute, California State University, Long Beach.
- McGinnis, D, Maxfield, L., Decyk, B.N., Fox, S. (August, 2000; January 2001, August, 2001). "Pedagogical Innovations from a Shopping Cart: Nurturing A Culture of Innovation in the Academy." General Education Summer Institute (GESI), repeated by invitation at the General Education Winter Institute (GEWI), California State University, Long Beach. (McGinnis is the primary presenter.)
- Decyk, B.N., Goering, S., and Figueroa, R., (March, 2000). "Philosophy for Children Workshop," California State University, Long Beach.
- Decyk, B.N. and Hoffman, E. (August, 1999). "Implementing Innovations with Company: Constructive Communication." General Education Summer Institute, California State University, Long Beach.
- Decyk, B.N. (April, 1999). Organizer of "Making Peace With Yourself and Others" featuring student mediators from Polytechnic High School. Odyssey Program, California State University, Long Beach.
- Decyk, B. N. (January, 1999). A short presentation on critical thinking for the College of Liberal Arts Retreat, California State University, Long Beach.
- Decyk, B.N. & Johnson, W. M. (April, 1997). "Designing Practice to Help Students Achieve Critical Thinking Success." Teaching Projects Program, California State University, Long Beach.
- Decyk, B. N. & Johnson, W. M. (March, 1997). "Identifying Reasoning Structures Significant for Your Discipline." Teaching Projects Program, California State University, Long Beach.
- Decyk, B.N. & Johnson, W. M. (February, 1997). "Current Principles and Concepts About Critical Thinking Instruction." Teaching Projects Program, California State University, Long Beach.
- Decyk, B. & Johnson, W. M. (April, 1996). "Informing Practice." Teaching Projects Program, California State University, Long Beach.
- Decyk, B & Johnson, W. M. (March, 1996). "Learning Spirals." Teaching Projects Program, California State University, Long Beach.
- Decyk, B. & Johnson, W. M., (Nov. 1995). "Thinking Moments and Modules." Teaching Projects Program, California State University, Long Beach.
- Decyk, B. & Johnson, W. M., (Nov. 1995). "Critical Thinking: A Double Helix." Teaching Projects Program, California State University, Long Beach.
- Decyk, B & Johnson, W. M. , (Oct. 1995). "Learning Spirals." Teaching Projects Program, California State University, Long Beach.



- Decyk, B. & Johnson, W.M., (Oct. 1995). "Critical Thinking Across the Curriculum: Thinking-Centered Learning." Teaching Projects Program, California State University, Long Beach.
- Decyk, B. & Chemers, V. (May, 1995). Faculty Discussion of Learning Groups, Faculty Development Center, California State University, Long Beach.
- Decyk, B. (April, 1995). "Critically Thinking About Analogies: Apples, Oranges and a Spotted Calf." The Critical Thinking Group, California State University, Long Beach.
- Decyk, B. (October, 1994). "Understanding Kant: The Architectonic of the Analytic." Presented to the Kant class, California State University, Long Beach.
- Decyk, B. (June, 1994). Invited Speaker. "How to Handle the Jerk at Work." Through the Looking Glass: the Third Annual Conference for Women, YWCA of the Harbor Area. (By the way, I didn't choose this title!)
- Decyk, B. (February, 1992). "Exemplifying: Encouraging Students To Think Beyond the Typical and Stereotypical." Faculty Development, California State University, Long Beach.
- Decyk, B. (March, 1992). Panelist, "Philosophy and Myth." Student Philosophy Association Symposium, California State University, Long Beach.
- Decyk, B. (October, 1992). "Thinking Through the Encounter." for Consequences of the Encounter: The America's, Europe and Africa, a CSULB class also offered on Mind Extension University.
- Decyk, B. ( May, 1992). "Greenblatt and the Anamorphic Model of History." California State University, Long Beach.
- Decyk, B. & Rice, S. (February, 1992). "Conflict Resolution." Faculty Development Center, California State University, Long Beach.
- Decyk, B. (November, 1991). Guest Lecturer, "Dispute Resolution Services' Model of Mediation" for Dr. Rice's course on Conflict Resolution, California State University, Long Beach.
- Decyk, B. (March, 1987). "Descartes: Imagination, Representation, and Mathematics." The Philosophy Colloquium, California State University, Long Beach.
- Decyk, B. (April, 1986). "Critical Reasoning and Negotiation." The Critical Reasoning Colloquium, California State University, Long Beach.
- Decyk, B. ( March, 1985). "Giving Sense to the Kantian Categories." The Philosophy Colloquium, California State University, Long Beach.

## Work in Progress:

Illustrating Philosophy - a series

Study 1: Robert Hooke and Rene

Descartes, 17th c. pen and ink", Hawaii International Conference on Arts and Humanities. Honolulu, HA.

"Visualizing Early Modern Philosophy" - art work and explanations to accompany the traditional early modern texts.

"St. Stephen Walbrook: Christopher Wren and Robert Hooke's Experimental Church."  
Research begun at Merton College, Oxford University, Oxford/UC Berkeley Scholars Program, July 2003.

"Philosophical Instruments and Philosophical Toys: The Teaching of Natural Philosophy".

"2D or not 2D: Teaching Science and Mathematics - early 1900s/ late 1900s."  
researched was begun and presented at Merton College, Oxford University, Oxford/UC Berkeley Program, July 2001.

"Descartes: Imagination and Art" to be created as a computer presentation.

The importance of the imagination - an investigation into the relationship between imagination and knowledge. So far the study is historically based, comparing and contrasting the role that 17th and 18th century philosophers give to imagination in their epistemologies, but I also plan to investigate recent views of imagination and consider the role of imagination in art, literature, and science as well.

"Deep Understanding" - an exploration of teaching practices which encourage and deep understanding

The Use of Models and Analogies in Teaching.

Explorations of Critical Thinking -

problem-based learning applied in critical thinking classes

critical thinking and industrial/organizational psychology

critical thinking and service learning

critical thinking and international education (GLOBE)

critical thinking for scientists

## Curriculum Development:

**2007. Costa, D. M., Decyk, B. N., and Interdisciplinary Studies students.**

Development of a capstone course for the Interdisciplinary Studies Program, California State University, Long Beach.

**2004-5. Critical Thinking for the GLOBE students.** A critical thinking course with an international orientation for a class with both U.S. and international students, developed for the Psychology Department.

**2001-2. and 2004 Critical Thinking for Scientists.** The development and presentation of a Honors course team taught by Professor Elizabeth Eldon (Biological Sciences) and Betsy Decyk (Philosophy;Psychology), California State University, Long Beach. (Development supported by the Hughes Grant.)

**2001-2. Critical Thinking at Work.** A service learning course combining critical thinking with concepts from industrial/organizational psychology.

**2001-3 Critical Thinking for the GLOBE students.** Critical thinking with an international orientation and involving service learning, developed for the Philosophy Department.

**2001, Philosophy 405I.** Development of the original philosophy in literature course to meet the G.E. requirements for a capstone, interdisciplinary course.

**1993-7. Development of a Curriculum for Basic Training in Mediation,** University College and Extension Services, California State University, Long Beach. I taught a course in mediation skills for University College and Extension Services each semester during this time.

## **Instructional Materials:**

- Decyk, B. N. (2006). "Wizard's Logic" - Critical thinking as Defense Against the DarkArts. a critical thinking supplement - beginning stages
- Decyk, B. N. (2001). "Visualizing Early Modern Philosophy" - art work and explanations to accompany the traditional early modern texts.
- Decyk, B.N. (1999). Beginning revisions to Learning Logic.
- Decyk, B.N. (1997). Using Concepts from Logic to Improve Expository Writing.
- Decyk, B.N. (1995). Graphic Organizers.
- Decyk, B.N. (1993). Thinking Beyond: A collection of student-written papers about social paradigms and stereotypes, and suggestions to help people get beyond those ideas.
- Decyk, B. N.(1992). Frontiers of Epistemology, a class-produced book, 1992.
- Decyk, B. N.(1991). Connections: Modern Philosophy and Contemporary Life, a supplementary reader for modern philosophy.
- Decyk, B.N. (1990). Columbus and Critical Thinking, a collection of instructional materials for critically thinking about the Quincentenary.
- Decyk, B.N., et. al. (1989). The Intellectual World of Christopher Columbus Curriculum Packet. Supported by NEH and produced by the UCLA 1992 Quincentenary Programs under the auspices of the UCLA Center for Medieval and Renaissance Studies. I was editor and a contributor to the section on "Scientific Thought and Scientific Discovery".
- Decyk, B.N. (1989). Learning Logic, a personal textbook on logic and critical thinking.
- Decyk, B.N. (1988). Imagination, vol. I: an anthology of readings from Plato to Descartes.
- Decyk, B.N. (1988). Imagination, vol. II: an anthology of readings from Spinoza to Derrida.
- Decyk, B. N.(1988). Imagination workbook: exercises in imagination.

## Reviews:

- Decyk, B. N., (March, 2007). Invited Review of "Religious Arguments in Value Theory Classes". Reviewed for *Teaching Philosophy*.
- Decyk, B. N. (January, 2007). Invited Review of Why Philosophy?, by George McDonald Ross (Leeds University, U.K.). Reviewed chapter 1.
- Decyk, B. N., (October, 2007). Invited Review of "Socratic Teaching: Beyond The Paper Chase". Reviewed for *Teaching Philosophy*.
- Decyk, B. N., (June, 2006). Invited Review of "Composition Pedagogy and the Philosophy Curriculum", *Teaching Philosophy*.
- Decyk, B.N. (October, 2001). Invited Review of Sternberg & Grigorenko's Intelligence Applied 2/e by Oxford University Press. Reviewed chapters 1-5.
- Decyk, B.N. (March, 2000). Invited review of Schick & Vaughn's Doing Philosophy: An Introduction Through Thought-Experiments (1999) for Mayfield Publishing Company.
- Decyk, B.N. (November, 1999). Invited review for Wadsworth Publishing Company of a proposal for an activity-based critical thinking text book (Epstein)
- Decyk, B. N. (April, 1998). Invited review of Critical Thinking for Wadsworth Publishing Company.
- Decyk, B.N. (March, 1996). Invited Review of An Historical Introduction to Philosophy: Texts and Study Guides. for Wadsworth Publishing Company.
- Decyk, B.N. (May, 1995). Review of The Ideal of Rationality: A Defense, Within Reason by Stephen Nathanson, for CHOICE, forthcoming.
- Decyk, B.N. (Oct., 1994). Invited review of "The Limited Educational Vision Implied by the Consumer Metaphor," for the Journal of General Education.
- Decyk, B.N. (1993). Invited review of "Recentring Philosophy: The Role of Philosophy in the Core Curriculum for the 90's and Beyond," for the Journal of General Education.
- Decyk, B.N. (1993). Invited review of "International Conflict Resolution," for Teaching of Psychology, Special Issue: Psychologists Teach Critical Thinking.
- Decyk, B.N. (1993). Invited review of Expanding Philosophical Horizons, for Wadsworth Publishing Company, 1993.
- Decyk, B.N. (1990). Invited review of It Begins in Wonder for Wadsworth Publishing Company.
- Decyk, B.N. (1989). Review of Arthur C. Danto's Connections to the World, for CHOICE.
- Decyk, B.N. (1989). Review of Edwin Curley's Beyond the Geometrical Method: A Reading of Spinoza's Ethics, for CHOICE.

Decyk, B.N. (1988). Review of Ermanno Bencivenga's Kant's Copernican Revolution, for CHOICE.

Decyk, B.N. (1988). Review of Ronald de Sousa's The Rationality of Emotion, for CHOICE.

Decyk, B.N. (1987). Review of Damer's Attacking Faulty Reasoning, The APA Newsletter on Teaching Philosophy.

Decyk, B.N. (1987). Review of Govier's A Practical Study of Argument, The APA Newsletter on Teaching Philosophy.

### **Teaching Experience:**

#### **1984-2005. Lecturer, California State University, Long Beach**

University Honors Program (UHP 100)

Angles of Vision

Angles of Vision - Critical Thinking for Scientists

Introduction to Philosophy (PHIL 100 - Winter Term)

Introduction to Philosophy (PHIL 100)

Introduction to Ethics (PHIL 160)

Elementary Logic (PHIL 170)

Elementary Logic (PHIL 170) - Global, Service Learning)

Critical Thinking (PSY 130)

Critical Thinking (PSY 130 for GLOBE students)

Critical Thinking (PSY 230)

History of Modern Philosophy (PHIL 204)

Symbolic Logic (PHIL 270)

Philosophy in Literature

(PHIL 305)

(PHIL 405I - interdisciplinary capstone)

Continental Rationalism (undergraduate/graduate)

British Empiricism (undergraduate/graduate)

Kant (undergraduate/graduate)

Epistemology (undergraduate)

Modern Topics: Frontiers of Epistemology (graduate)

Modern Topics: Imagination

Graduate Seminars: (1) Kant

(2) Ethics (Bok's Lying and Secrets)

Nonviolent Conflict Resolution

(International Studies/Social Work 491)

Basic Mediation Training

(University College and Extension Services)

#### **1993-4. Mount St. Mary's College.**

Critical Thinking

Logic

#### **1992-3 Santa Monica College.**

Introductory Philosophy.

**Fall, 1979; Spring, 1981-Spring 1984.**

**Lecturer, California State University, Northridge.**

General Logic

Symbolic Logic

Introduction to Philosophy (metaphysics and epistemology)

Introduction to Philosophy (ethics).

**Fall 1981. January interterm, 1982. Mount St. Mary's College.**

General logic.

**Fall, 1974-Spring 1981. Instructor, Los Angeles City College.**

Introductory Philosophy

Introductory Ethics.

## Professional Organizations

### The American Association of Philosophy Teachers

- 2000-2010. Executive Director**, American Association of Philosophy Teachers (first term 2000-2005; reappointed for a second term (2005-2010).
- 2000 - Editor of AAPT News**
- 1998-9. Interim Editor, AAPT News**
- 1997-9. Past-President and Member of the Board.**  
The American Association of Philosophy Teachers
- 1994-6. President**, American Association of Philosophy Teachers
- 1992-4. Vice-President and Acting Executive Director**,  
American Association of Philosophy Teachers.
- 1992-4. Program Chair**, American Association of Philosophy Teachers'  
10th International Workshop/Conference, Montreal, Canada.
- 1990-2. Program Chair**, American Association of Philosophy  
Teachers' 9th International Workshop/Conference,  
University of Vermont.
- 1988-90. Vice-Program Chair**, American Association of Philosophy  
Teachers 8th International Workshop/Conference, Indiana  
University.
- 1988-05.** Member of the Board, American Association of Philosophy  
Teachers.

### CASTL: The Carnegie Cluster Program

- 2006-9. CSULB Project Leader**  
**Carnegie Institutional Leadership Program:**  
**Students as Scholars of Teaching and Learning**  
additional CSULB faculty leaders: Terre Allen, Alan Colburn,  
Nancy Strow Sheley, Julie Rivera, Tina Matuchniak, Margaret  
Costa.  
attended Carnegie Convening and 2006 ISSOTL conference,  
Washington, D. C., November, 2006.
- 2004-6. CSULB Project Leader**  
**Carnegie Cluster: Sustaining Student Voices in the**  
**Scholarship of Teaching and Learning**
- July 2004. Carnegie Summer Academy.**
- May 2004. CSULB joins Carnegie cluster.** From our work at Carnegie/AAHE  
CSULB was invited to join a Carnegie cluster. I authored the  
proposal for CSULB to become a member of the



Carnegie Cluster “Sustaining the Student Voice in the Scholarship of Teaching and Learning”. Our Carnegie Cluster partners were: The University of Western Washington, The University of Washington, Bothel, North Seattle Community College, and the University of Maryland - College Park.

**2003-5.** Member of the American Association of Higher Education

**American Philosophical Association.**

**2006-9.** **Vice-Chair**, The APA Committee on Teaching

**2000.** **Member**, APA Executive Director Search Committee.

**2000.** **Member**, Planning Committee, APA Carnegie Foundation Grant for an APA Web Site on Teaching and Learning  
see <http://www.apa.udel.edu/governance/committees/teaching/orc>

**1997-00.** **Chair**, APA Committee on Pre-college Teaching of Philosophy.

**1997-00.** **Member**, APA Committee on Teaching Philosophy, Ex Officio.

**1996-97.** **Member**, APA Committee on Pre-college Teaching of Philosophy.

**International Society for the Scholarship of Teaching and Learning (ISSOTL).**

**2005 -** a founding member

**Association of American Colleges and Universities. joined spring 2005.**

**International Society for Intellectual History (Joined 2003).**

**International Ombuds Association (Joined 2007).**

**Southern California Mediation Association:**

**2005-6.** Member, Southern California Mediation Association.

**1998-9** Editorial Board. The Southern California Mediation Association.

**1990s.** Member, Southern California Mediation Association.

**Society for Women in Philosophy (former member).**

**1998-00.** **Executive Secretary**, Society for Women in Philosophy, Pacific Division. Organizer of the spring meeting at UCLA 1999 and 2000.

**1996-8.** **Executive Secretary with Wanda Teays**, Society for Women in Philosophy, Pacific Division

**1999.** **Organizer**, SWIP Pacific Division Meeting, UCLA, Los Angeles. May, 1999

**1996.** **Organizer** of the SWIP Pacific Division Meeting, California State University, Long Beach, May, 1996.

**1994-5** **Editor** of the Newsletter, Pacific Division of the SWIP

**Member of the Steering Committee**, California Critical Thinking Council.

**Other Professional Activities:**

**2001- Member of the Editorial Board, Questions: Philosophy For Young People.** No. 1, Spring 2001; No. 2, Spring 2002..

**2000-1. Drafter.** APA grant for teaching institutes to train and mentor teachers of philosophy. In conjunction with Richard Bett, Interim Executive Director of the APA, Jacquelyn Kegley (CSUB), Chair of the APA Teaching Committee, Rosalind Ladd (Wheaton College), former Chair of the APA Teaching Committee.

**November, 1999 & November, 2000.** Consultant for Lawrence Silbart (University of Connecticut) on a proposal to the EPA "Developing Critical Thinking Exercises for Environmental Health Education via the World Wide Web"

**July, 1999.** Referee for Southern California Conference (undergraduate papers).

**University Service and Other Activities:**

**2006-7.**

**As University Ombuds** - member of the President's cabinet  
**Ex Officio**

President Commission on the Status of Women  
Campus Climate Committee  
Staff Council

I also attend meetings of the Academic Senate and some meetings of the Associated Students, Inc.

**Upon appointment as University Ombuds, I resigned from:**

Senate and Executive Committee of the Senate  
Faculty Personnel Policies Council  
General Education Governing Board  
Advisory Committee for the Faculty Center for Professional Development  
Advisory Committee, Psychology Department

**As a faculty member - university service related to governance :**

Lecturer Senator, Academic Senate (15th elected year)  
Voting member, Senate Executive Committee (first lecturer)  
Orientation of Senators; retreat planning

**The Faculty Personnel Policies Committee (FPPC)**  
elected (first lecturer, 6th year); Secretary

**General Education Governing Committee (GEGC)**  
lecturer representative

**Advisory Committee - Faculty Center for Professional Development**

**Project Leader, Center for Faculty Development:**

organizer of Student~Faculty Conversations  
campus program for the Carnegie Institutional Leadership Program  
2 workshops (with Elizabeth Hoffman) on lecturer evaluations and range elevation

**Advisory Committee, Department of Psychology**

**Other Service Related to Teaching:**

letters of recommendation:

Joshua Allen, T. A. for Odyssey Program  
Nami Kato, graduate school  
Elise Miyake, Japanese Exchange and Teaching Program  
Amy Sterner, Study Abroad - Italy  
Director, Honors Project in Philosophy for Elise Miyake

**Other letters of recommendation:**

Dr. Margaret Merryfield, Hardeman Award  
Dr. Robert Timko, for position of Dean of the Faculty, Mansfield University,  
University, PA.

**2005-6.**

**University Service Related to Governance:**

Lecturer Senator, Academic Senate (14th elected year)  
Vice-Chair of the Senate (first lecturer)  
Voting member, Senate Executive Committee (first lecturer, 4rd year)  
Participated in orientation meeting for Academic Senators

**The Faculty Personnel Policies Committee (FPPC)**

elected (first lecturer, 5th year); Vice-Chair  
With Bonnie Kellogg - drafted a Civility Document for the campus

**Project Leader, Center for Faculty Development:**

organizer of Inter\*\*\*Active\*\*\*Voices -- campus program for the Carnegie cluster  
organizer of student~faculty conversations  
2 workshops (with Elizabeth Hoffman) on lecturer evaluations and range elevation

**Other Service Related to Teaching:**

course coordinator - philosophy 170 (critical reasoning)  
letters of recommendation

Grace Kim (2) - transferring  
Laura Pomella (3) - Ph.D. Programs  
Allison Santoyo (1) - MSW program, CSULB  
Danielle Heffner (1) - Scholarship aid

Director, Honors Thesis (University Honors Program) for Emily Bronthuis  
Confidentiality in Mediation

**2004-5.**

**University Service Related to Governance:**

Lecturer Senator, Academic Senate (13th elected year)  
Secretary of the Senate (first lecturer, 3rd year)  
Voting member, Senate Executive Committee (first lecturer, 3rd year)  
Participated in orientation meeting for Academic Senators

**The Faculty Personnel Policies Committee (FPPC)**

elected (first lecturer, 4th year); Vice-Chair

**Project Leader, Center for Faculty Development:**

organizer of Inter\*\*\*Active\*\*\*Voices - campus program for the Carnegie cluster  
organizer of workshop - led by Corey Johnson (fall, 2004)  
organizer of two team meetings (fall, 2004)  
2 workshops (with Elizabeth Hoffman) on lecturer evaluations and range elevation  
1 workshop specifically on range elevation

**Advisory Committee** - Psychology Department (fall, 2004)

**Other Service:**

Co-chair with Mark Karplus - CFA Subcommittee (statewide) on Lecturer Evaluation  
attended the CFA Lecturer's Council meetings (statewide)- fall 2004; winter 2005  
attended the Lecturer orientation (fall, 2004); the  
the lecturer lunch (fall, 2004); lecturer breakfast (fall, 2005)

**Other Service Related to Teaching:**

3 Letters of Recommendation for students  
Andrew K. McKenzie, Graduate Program in Public Policy, CSULB  
Geneva Englebrecht, law school  
Halima Lugent, International Study Program  
3 year review letter for President Maxson

**2003-4.****University Service Related to Governance:****The Academic Senate:**

Lecturer Senator, Academic Senate (12th elected year)  
Secretary of the Senate (first lecturer, 2nd year)  
Voting member, Senate Executive Committee (first lecturer, 2nd year)  
Ad Hoc Subcommittee: Senate Reorganization (2nd year)

**The Faculty Personal Policies Committee (FPPC):**

elected, (first lecturer, 3rd year); Secretary of FPPC

**General Education Governing Committee (GEGC)****Project Leader, Center for Faculty Development:**

organizer - PEN Project workshops - 2 in the fall and 2 in the spring  
Co-leader with Elizabeth Hoffman - 2 evaluation & range elevation  
workshops (December, 2003)  
organizer - PEN workshops on teaching portfolios (spring 2004)  
reviewer - Enhancing Educational Effectiveness Awards (3E Awards)  
contributor - Faculty Center for Professional Development Newsletter

**Other University Service:**

member of the Ad Hoc Committee on GE Implementation (Spring, 2004)  
member of the Ad Hoc Committee on Streamlining Evaluations (Spring, 2004)  
member, Task Force on Instruction Committee, a subcommittee of The Campus  
Master Plan Committee (Fall, 2003)

**Other Service:**

CFA Subcommittee local chapter - Constitutional Revision (spring 2003)  
Co-chair with Mark Karplus - CFA Subcommittee on Lecturer Evaluation (statewide)  
attended and presented at the Lecturer orientation (fall, 2003) and the  
Lecturer breakfast (fall, 2003); the lecturer lunch (spring 2004) and lecturer  
breakfast (spring 2004).

### **Other Service Related to Teaching**

Letters of recommendation for 4 students:

Michell Brennan (College of Education)

Wyatt Davis (undergraduate transfer)

Elizabeth Noelle Luna (graduate school, philosophy)

Matthew Glover (graduate school, philosophy)

### **2002-3.**

#### **University Service Related to Governance:**

##### **The Academic Senate:**

Lecturer Senator, Academic Senate (11th elected year)

Secretary of the Senate (first lecturer)

Voting member, Senate Executive Committee (first lecturer)

Ad Hoc Subcommittee: Senate Retreat Planning

Ad Hoc Subcommittee: Senate Reorganization

##### **The Faculty Personal Policies Committee (FPPC):**

elected, second year; Secretary

##### **Project Leader, Center for Faculty Development:**

organizer - PEN Project workshops - 2 in the fall and 2 in the spring

Co-leader with Elizabeth Hoffman - 3 evaluation & range elevation workshops  
(December, 2002)

organizer -PEN seminar

PEN partners - Clyde Pence (Psychology), Susan DeGaia (Religious Studies)

### **Other Service Related to Teaching:**

helped Clyde Pence and Christine Marshall think about, and design, their  
critical thinking courses (Psychology 130)

Letters of Recommendation for:

Domingo Melendez ( Ph.D program - philosophy)

Robert Hernandez (law school)

Kim Ward (education)

Master's committee: Tamara Kafader (philosophy)

Worked with John Moutou and Patrick Aure (Center for International  
Education) and Sharon Olson (GLOBE) to create partnerships between  
international students and students in GLOBE.

Faculty Advisor (beginning February, 2003) - Long Beach Chapter,  
American Institute of Chemical Engineers (AIChE) -- called in to be a  
neutral third party.

### **Other Service:**

CFA Subcommittee local chapter - Constitutional Revision

Convening co-chair with Mark Karplus - CFA Subcommittee on Lecturer Evaluation  
(statewide)

organizer, with Elizabeth Hoffman, of 2 Lecturer luncheons and 1 Lecturer breakfast

### **2001-02.**

#### **University Service Related to Governance:**

Lecturer Senator, Academic Senate (10th elected year).

Lecturer member of the Faculty Personnel Policies Council (FPPC) - first lecturer  
member; Secretary.

Lecturer member of the Academic Senate Committee on Committees

Appointed to the ad hoc committee on the Mission Statement

for the Faculty Development Center by the Executive Committee of the Academic Senate. The committee evolved into a committee proposing changes for the Center for Faculty Development. Significant contributor to report issued, October, 2001.

Appointed to ad hoc committee which planned the 2001 Academic Senate retreat.

**Project Leader, Center for Faculty Development:**

Project Leader, Center for Faculty Development

Organizer of the PEN project and PEN project meetings (October, 2001; November, 2001; and the spring, 2002.)

Co-leader, with Elizabeth Hoffman, 5 Workshops on Lecturer Evaluation (November - December, 2001)

Organizer of a workshop on range elevation for Lecturers and Evaluators

**Other Service Related to Teaching:**

Member of SandCASTL - Carnegie Academy on the Scholarship of Teaching and Learning at CSULB.

Worked with John Moutou at the Center for International Education and Sharon Olson to create partnerships between the GLOBE students and international students on campus.

Organizer, with William Johnson, the Philosophy Teaching Circle for Critical Thinking (December, 2001).

recommendation for Laura Clark (philosophy -- for law school)

recommendation for Robert Hernandez (psychology;philosophy -- for graduate study in psychology)

**Other University Service:**

Organizer & Co-Leader, with Elizabeth Hoffman, Lecturer orientation (September, 2001), and lecturer meetings with Academic Affairs (spring).

Faculty Advisor, The Ecology Committee (just beginning - a project which grew out of critical thinking about complex situations in the UHP 100 class.)

- 2000-01.** Lecturer Senator, Academic Senate (9th elected year).  
Lecturer Member of the Academic Senate Committee on Committees  
Organizer, with Elizabeth Hoffman, of the PEN meetings on campus  
Organizer, with Elizabeth Hoffman, of lecturer meetings with representatives of Academic Affairs, October, 2000; March 2001.  
Member, Psychology 130 Teaching Circle - Assessment Portfolio  
Member SandCASTL - Carnegie Academy on the Scholarship of Teaching and Learning, at CSULB.  
Peer Coaching with lecturer in religious studies (PEN Project)
- 1999-00.** Lecturer Senator, Academic Senate (8th elected year).  
Lecturer Representative to the Academic Senate Committee on Committees  
Member of the Drafting Subcommittee, Faculty Merit Increase Policy  
Member of the Drafting Subcommittee, Range Elevation Policy  
Organizer, with Elizabeth Hoffman, of the PEN meetings on campus  
Organizer, with Elizabeth Hoffman, of lecturer meetings with representatives of Academic Affairs, October, 1999 and March, 2000.  
Member, Psychology 130 Teaching Circle

Peer Coaching with lecturer in mathematics (PEN Project)

- 1998-99.** Lecturer Senator, Academic Senate (7th elected year).  
Lecturer Representative to the Academic Senate Committee on Committees  
Organizer, with Elizabeth Hoffman and Troy Myers, of **PEN** - a Professional Enhancement Network which provides peer-coaching and mentoring for lecturers.  
Organizer, with Elizabeth Hoffman, of Lecturer meetings with representatives of Academic Affairs, October, 1998 and March, 1999.  
Mentor/Peer Coach for a lecturer in Human Services (PEN Project)
- 1997-98.** Lecturer Senator, Academic Senate (6th elected year)  
Ad Hoc Committee on Philosophy 170  
Steering Committee, Odyssey, "The Self and Its Sources"  
Peace Studies Group  
Thesis Committee: Don Jameson
- 1996-97.** Lecturer Senator, Academic Senate (elected 5th year)  
Chair, Ad Hoc Committee on Philosophy 170  
Member, Critical Thinking Group - University  
Member, Critical Thinking Group, Department of Psychology  
Member, Peace Studies Group  
Thesis committee, Don Jameson  
Independent Study, Domingo Melendez  
Independent Study, Greg Roberts
- 1995-96.** Lecturer Senator, Academic Senate, (elected, 4th year)  
Member, Critical Thinking Group  
Member, Curriculum Committee, Department of Philosophy  
Member, Peace Studies Committee  
Thesis committee, Don Jameson  
Independent Study, Eva Campbell  
Independent Study, Domingo Melendez
- 1994-95.** Lecturer Senator, Academic Senate, (elected, 3rd year)  
Member, Campus Critical Thinking Group  
Member, Lecturer Focus Groups
- 1993-94.** Lecturer Senator, Academic Senate (elected, 2nd year)  
Member, Campus Critical Thinking Group  
Member of CATS, the Classroom Assessment Techniques Group  
Member, Columbus faculty reading group  
Faculty, the Learning Alliance  
Member, College of Liberal Arts PACE Task Force  
Member of the Mediation Team, a group of faculty members dedicated  
Member of the Departmental Library Committee  
Co-Chair, Philosophical Activities Committee  
Director, thesis committee, Carola Whitlow  
Thesis Committee: Emily Sedgwick  
Independent study with Donna Lohman  
Independent study with Don Jameson
- 1992-93.** Lecturer Senator, Academic Senate (elected, 1st year)  
Member of Campus Critical Thinking Group  
Faculty, the Learning Alliance

Member of the College of Liberal Arts PACE Task Force  
Member of CATS, Faculty Development Center  
Member of Columbus faculty reading group  
Member of the Departmental Philosophical Activities Committee  
Member, Departmental Library Committee

- 1991-92.** Member of the Departmental Curriculum Committee  
Member, Departmental Philosophical Activities Committee  
Member, Columbus Faculty Reading Group  
Member of CATS, Faculty Development Center.
- 1989-90.** Member of the Departmental Curriculum Committee,  
Member, The Philosophy in Literature Recertification Committee  
Chair of the Ad Hoc Committee on Philosophy 170, Logic and Critical  
Thinking, Department of Philosophy, CSULB.  
Member of the University Committee to Attract and Retain the  
Highest Quality Faculty, CSULB.
- 1988-89.** A principal organizer of Critical Thinking Workshops on campus and  
Critical Thinking Across the Curriculum II, California State University,  
Long Beach  
Member of the Departmental Graduate Committee  
Member of the University Committee to Attract and Retain the Highest  
Quality Faculty, California State University, Long Beach.
- 1987-88.** A principal organizer of Critical Thinking Across the Curriculum -A  
Multidisciplinary Discussion of Critical Thinking  
Member of the University Human Resources Committee, California  
State University, Long Beach.
- 1986-90.** Chair of the Ad Hoc Committee on Logic and Critical Thinking,  
Department of Philosophy, California State University, Long Beach.
- 1984-87.** Department of Philosophy Curriculum Committee. Chair 1985-6.

### **Community Service:**

December, 2000. Facilitator, Redondo Beach Youth Commission.

November, 2000. Community Mediation for Dispute Resolution  
Services.

October, 2000. Community Mediation for Dispute Resolution  
Services.

Certified Mediator for the Los Angeles County Bar Association. Since  
1988 I have been a volunteer with Dispute Resolution Services, a  
mediation service sponsored by the L.A. County Bar Association. I  
have served as a community mediator and also as a mediator in the  
court at Santa Monica.

**1999-2002; 2004-5. Fund raiser for the class of 1970. Mount Holyoke College.**

**1994-5. Alumnae Fund raiser for Mount Holyoke College.**

**1993.** Panelist, Case Exchange. Dispute Resolution Services In-service.



**1992-4. Judge. Los Angeles County Board of Elections.** Primary Election, June, 1992; General Election, 1992; Los Angeles County Primary, April 1993; Los Angeles County Election, June, 1993.

**1990-4. Junior Great Books Leader, Notre Dame Academy, Los Angeles.** We began in 1990-1 by discussing philosophical ideas in literature. In 1991-2 the students also created their own book of short stories, complete with illustrations. In 1992-3 the students created a video from one of their own stories. In 1993-4, by student demand, we read philosophy as well as literature.

**1970-80 and 1988-90. Class agent for Mount Holyoke College.** For our tenth reunion we set a new fund-raising record.

**1980-85. Los Angeles area admissions representative for Mount Holyoke College and Class scribe/secretary for the class of 1970.**

**1982-4. Board of Directors, UCLA University Parents' Nursery School.** Mediated a settlement between UCLA and the families of the University Parents' Nursery School who were taking courses through UCLA Extension Services.

## References:

**Dr. Mark Wiley**, Director, Faculty Center for Professional Development, Library West 500, California State University, Long Beach, 1250 Bellflower Boulevard, Long Beach, CA 90840. (562-985-5287).

**Stephen Gaukroger**, Philosophy, University of Sydney, NSW, 2006 Australia, +61 (0)2 351 2024.

**Peter A. French**, The Lincoln Center for Applied Ethics, Arizona State University, Tempe, AZ 85287.

**Alfred R. Louch**, (retired). Department of Philosophy, Claremont Graduate University, Claremont, CA 91711. (909) 621-8082

**Charles M. Young**, Department of Philosophy, Claremont Graduate University, Claremont, CA 91711. (909) 621-8082

**Tad A. Beckman**, Department of Philosophy, Harvey Mudd College, Claremont, CA 91711. (909) 621-3148

**William M. Johnson**, Department of Philosophy, California State University, Long Beach, 1250 Bellflower Blvd., Long Beach 90840. (562) 985 - 4346

**Susan Nummedal**, retired from the Department of Psychology, California State University, Long Beach.

**Lisa Maxfield**, Department of Psychology, California State University, Long Beach, 1250 Bellflower Boulevard, Long Beach, CA 90840. 562-985-5001.

**Other interests and experiences:** art, writing poetry (particularly, haiku), ice skating, swimming and traveling (from May-August 1984 I lived in Japan and again in August, 1995, in August, 1986 I traveled in Scandinavia tracing my family history; in 1989, 1996 and 2002 I visited Australia; in May, 1991 I did research in Holland; in July 2001 and July 2003 I did research in Oxford, England.)



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## **EDUCATION**

- Ph.D., Philosophy, Southern Illinois University at Carbondale, December 2006  
Ph.D. Dissertation: *William James's Fields of Experience: Navigating the Waters of Cynicism*  
Dissertation Committee Director: Larry Hickman  
Committee: Thomas Alexander, Randall Auxier, John J. McDermott, Kenneth Stickers, Michael Batinski
- M.A., Philosophy, Southern Illinois University, August 2002  
M.A. Thesis: *William James, Maurice Merleau-Ponty, and the Search for Relations*  
Thesis Committee Director: Kenneth W. Stickers  
Committee Members: Thomas Alexander, Stephen Tyman
- B.S., Genetics, Texas A&M University, May 1999

## **TEACHING EXPERIENCE**

### *ST. MARY'S UNIVERSITY – ASSISTANT PROFESSOR – 2008 TO PRESENT*

SMC 1311: Foundations of Reflection: Self	Fall '10, Spring '11
PL 1310: From Experience to Meaning	Spring/Fall '08, Spring/Fall '09, Spring '10
PL 3366: American Philosophy	Fall '08, Fall '09, Spring '11
PL 3370: Understanding the Self in a Global World	Summer '08 study abroad
PL 3370: Global Interests and Global Culture	Summer '09 study abroad
PL 3370: Special Topics: The Meaning of Food	Spring '10
PL 4316/3370: Philosophy of Medicine	Spring '08, Fall '09
PL 4318: Applied Ethics: Legal Ethics	Independent Study—Fall '10
PL 4320: Philosophy of Humans and Nature	Independent Study—Fall '09
PL 4336: Feminist Philosophy	Spring/Fall '08, Spring '09, Fall '10
PL 4395: Senior Seminar	Spring '09, Spring '10, Spring '11
HO 1301: The Human Quest for Meaning	Fall '09, Fall '10

### *ST. MARY'S UNIVERSITY – VISITING ASSISTANT PROFESSOR – 2005 TO 2007*

PL 1310: From Experience to Meaning	Spring/Fall '07, Spring/Fall '06
PL 2332: Foundational Ethics	Fall '07, Fall '06
PL 3366: American Philosophy	Fall '07, Summer '07
PL 4316W: Philosophy of Medicine	Spring '07
PL 4316W: Bioethics	Spring/Fall '06, Fall '05
PL 4336: Feminist Philosophy	Summer '07, Summer '06, Fall '05

### *ALAMO COMMUNITY COLLEGE DISTRICT – ADJUNCT PROFESSOR*

PHIL 1301: Introduction to Philosophy	Summer 2005
PHIL 2306: Ethics	Spring 2005

### *SOUTHERN ILLINOIS UNIVERSITY*

PHIL 210: The American Mind	Fall 2003, Spring 2004
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### *PENNSYLVANIA STATE UNIVERSITY*

- Instructor, "Biology 240W: Developmental Biology Laboratory," Spring 2000 (3 sections)  
Instructor, "Biology 230W: Molecular and Cell Biology Laboratory," Fall 1999 (2 sections)

## **SCHOLARSHIP**

### **MONOGRAPH**

*Overcoming Cynicism: William James and the Metaphysics of Engagement*. New York: Continuum Publishing, Inc., 2011.

### **PEER-REVIEWED ARTICLES**

“Ritmos utópicos: Ralph Ellison e a estética do jazz,” translated by Eva Paulino Bueno, *Revista Espaço Acadêmico*, n° 96, May 2009

“Utopian Rhythms: Ralph Ellison and the Jazz Aesthetic,” *Revista Espaço Acadêmico*, n° 96, May 2009

“Decentering for Dewey Studies: A Contemporary Dialogue Between Interactive Constructivism and Deweyan Pragmatism,” Dewey-Center Köln, June 2006, at <http://www.hf.uni-koeln.de/dewey/>

“Metaphor as Method: Charlene Haddock Seigfried’s Radical Reconstruction,” *William James Studies*, Volume 1, Issue 1, 2006

“The Role of Temperament in the Philosophies of Emerson and James,” *Streams of William James*, Volume 5, Issue 3, Fall 2003

“Prometheus Double-Bound: Educating the Social Individual,” *Philosophical Studies in Education*, Volume 33, 2002

K. Connor, K. Ramamoorthy, M. Moore, M. Mustain, I. Chen, S. Safe, T. Zacharewski, B. Gillesby, A. Joyeux, and P. Balaguer, “Hydroxylated Polychloryl Biphenyls (PCBs) as Estrogens and Antiestrogens: Structure-Activity Relationships,” (1997) *Toxicology and Applied Pharmacology*, 145(1):111-123

M. Moore, M. Mustain, K. Daniel, I. Chen, S. Safe, T. Zacharewski, B. Gillesby, A. Joyeux, and P. Balaguer, “Antiestrogenic Activity of Hydroxylated Polychlorinated Biphenyl Congeners Identified in Human Serum,” (1997) *Toxicology and Applied Pharmacology*, 142(1):160-168

### **BOOK REVIEWS**

Invited Review of James Scott Johnston, *Inquiry and Education: John Dewey and the Quest for Democracy*, *Transactions of the Charles S. Peirce Society*, Volume 43, #3, 2007.

Review of Vincent Luizzi and Audrey McKinney, Eds., *New and Old World Philosophy*, *Society for the Advancement of American Philosophy Newsletter* #98, June 2004.

Invited Review of David Harmon, *In Light of Our Differences: How Diversity in Nature and Culture Makes Us Human*, in *Streams of William James*, Volume 6, Issue 1, Spring 2004

Review of Paul Custodio Bube and Jeffery Geller, Eds. *Conversations with Pragmatism: A Multi-Disciplinary Study*, *Society for the Advancement of American Philosophy Newsletter* #95, June 2003

Review of Noel Boulting, *To Be or Not to Be Philosophical*, *Society for the Advancement of American Philosophy Newsletter* #93, June 2002

### **OTHER PUBLISHED WORK**

*The Search for Self-Understanding: An Introduction to Philosophy*. St. Mary’s University, 2010. Co-authored and revised with Glenn Hughes. (Not formally peer-reviewed)

### **PRESENTATIONS**

“Being a Part of the FAM: Mentoring First-Generation College Students” with Dr. Rosalind Alderman, *Prepararte: Educating Latinos for the Future of America* annual conference, March 2011.

“The Community of Healthy-Mindedness: Examining the Social Character of New Thought,” *Society for the Advancement of American Philosophy* annual meeting, March 2009

“The Work of John J. McDermott,” Invited Presentation, Personalist Discussion Group and Society for Philosophers in America meeting at the American Philosophical Association Eastern Division annual meeting, December 2007

- “Habits of Body and Mind in the Search for a Balanced Life,” Keynote Presentation, Sigma Phi Epsilon (St. Mary’s Chapter) Scholarship Banquet, 3 October 2007
- “Bioethics Forum,” Invited Presentation, Northwest Vista College Science Conference, San Antonio, Texas, April 2006
- “Decentering for Dewey Studies: A Contemporary Dialogue Between Interactive Constructivism and Deweyan Pragmatism,” Society for the Advancement of American Philosophy annual meeting, San Antonio, Texas, March 2006.
- “Metaphor as Method: Seigfried’s Reading of James,” Invited Presentation, William James Society annual meeting, American Philosophical Association, New York City, December 2005
- “Cynicism, Conscience, and Critique,” Society for the Advancement of American Philosophy, annual meeting, Bakersfield, California, March 2005
- “Reevaluating Zen: A Jamesian Approach,” New Mexico/West Texas Philosophical Society annual meeting, San Antonio, Texas, March 2004
- “Freedom as Improvisation: Ralph Ellison and the Jazz Aesthetic,” Society for the Advancement of American Philosophy annual meeting, Birmingham, Alabama, March 2004
- “Creative Freedom: Ellison and the Jazz Tradition,” Agora Colloquium, Southern Illinois University, October 17, 2003
- “Bodies of Thought: The Radical Empiricism of William James and Maurice Merleau-Ponty,” Society for the Advancement of American Philosophy annual meeting, Denver, Colorado, March 2003
- “Prometheus Double-Bound: Educating the Social Individual,” Ohio Valley Philosophy of Education Society annual meeting, Dayton, Ohio, September 2001
- “Hydroxylated Polychloryl Biphenyls (PCBs) as Estrogens and Antiestrogens,” Society of Toxicology annual meeting, March 1996
- “Antiestrogenic Activity of Hydroxylated Polychlorinated Biphenyl Congeners Identified in Human Serum,” Gulf Coast Chapter of the Society of Toxicology annual meeting, November, 1995

**FORMAL COMMENTS**

- Commentator, Charles Klayman’s “The Necessity and Suppression of Doubt,” New Mexico/West Texas Philosophical Society, March 2007
- Commentator, Pat Manfredi’s “Objects and Dewey’s Natural Idealism,” Illinois Philosophical Association, November 2003
- Commentator, David Van Bruwaene’s “Personal Identity: The Embodied Self of William James,” International Conference on Persons, Memphis, Tennessee, August 2003

**PUBLISHING AND EDITING**

- Reviewer, *Transactions of the Charles S. Peirce Society*, 2007-present
- Reviewer, *William James Studies*, 2005-present
- Editorial Board Member, *Questions: Philosophy for Young People*, 2004-present
- Editor-in-Chief, *Kinesis Graduate Philosophy Journal*, 2002-2003
- Assistant Editor, *Kinesis Graduate Philosophy Journal*, 2001-2002
- Editorial Board Member, *Kinesis Graduate Philosophy Journal*, 2001-2005

## **SERVICE**

### **DEPARTMENTAL SERVICE**

Member, Philosophy Department Search Committee, 2010-2011  
Arranged for Dr. Kenneth W. Stickers's public lecture on Catholic social ethics and economics, Oct. 2010  
Assisted with revising the major and minor curricula, 2010  
Organized and assisted with developing Philosophy Department's contributions to the Core Curriculum (including course design, outcomes, texts, and assessment), 2009-2010  
Adviser, Philosophy Majors and Minors (excepting pre-law students and seminarians), 2007-present  
Member, Philosophy Department Search Committee, Spring 2008  
Presentations on Feminist Philosophy, St. Mary's Philosophy Senior Seminar, Spring 2007 & 2008  
Organized and Attended Departmental Recruiting and Orientation Events, 2006-present  
Revision of Department Recruitment Literature, 2006-present  
Work-study Supervisor, 2007-present

### **SERVICE TO THE UNIVERSITY**

Member, Core Curriculum Committee, St. Mary's University, Fall 2010-present  
Member, Faculty Senate, Fall 2010-present  
Faculty Senate Representative, Core Curriculum Committee, Fall 2010-present  
Faculty Senate Representative, University Parking Committee, Fall 2010-present  
Coordinator, Faculty Academic Mentor Program (FAM), St. Mary's University, Spring 2010-present  
Faculty Participant, "Academics 101" Student Orientation Program, August 2010  
Search Committee for the Vice President for Academic Affairs, St. Mary's University, Fall 2009  
Faculty Participant, "Academics 101" Student Orientation Program, August 2009  
Faculty Participant, Innsbruck Study Abroad Program, St. Mary's University, Summer 2009  
Recording Secretary, Core Curriculum Committee, St. Mary's University, Fall 2008-Spring 2009  
Represented St. Mary's University at *Communities in Schools* luncheon, April 27, 2009  
Recycling Coordination Committee, St. Mary's University, Spring 2009  
Faculty Participant, Innsbruck Study Abroad Program, St. Mary's University, Summer 2008  
Member, Selection Committee, McNair Scholars Program, St. Mary's University, Spring 2008  
Member, Core Curriculum Resource Committee, Spring 2008-Spring 2009  
Member, Civic Engagement Faculty Advisory Group, Spring 2008  
Faculty Participant, "Academics 101" Student Orientation Program, Spring-Summer 2008  
Co-Coordinator, Lonergan Study Group (an interdisciplinary faculty reading group), 2007-2009  
Participant, Focus Group for Teaching and Learning, February 2008  
Member, Women's History Month Planning Committee, St. Mary's University, 2007-2009  
Faculty Advisor, Sigma Phi Epsilon Fraternity, St. Mary's University, 2006-present  
Member, College of Liberal Arts Council, Southern Illinois University, 2003-2004  
Member, Executive Committee, College of Liberal Arts Council, Southern Illinois University, 2003-2004  
Member, Academic Policy Committee, College of Liberal Arts, Southern Illinois University, 2003-2004  
Ph.D. Representative, Graduate Committee, Southern Illinois University, 2003-2004  
Member, Colloquium Committee, Department of Philosophy, Southern Illinois University, 2003-2004  
Vice President, Graduate Philosophy Union, Southern Illinois University, 2002-2003  
Representative, Graduate and Professional Student Committee, Southern Illinois University, 2002-2003  
Representative, Graduate Committee, Department of Philosophy, Southern Illinois University, 2001-2002

### **SERVICE TO THE COMMUNITY AND THE PROFESSION**

Faculty Mentor, Philosophy in an Inclusive Key Program, 2010-2011  
Volunteer, San Antonio Food Bank Sort-A-Thon, December 2010  
Volunteer Mentor and Tutor, Communities in Schools, 2010-present  
Presentation on William James's *Pragmatism*, St. Mary's Phi Sigma Tau Reading Group, Spring 2010  
Member, Faculty Reading Group (Parker Palmer's *The Courage to Teach*), Fall 2009-Spring 2010  
"Philosophy of Science," Guest Lecture in HO 2302: Emergence of the Universe, 14 January 2009  
Faculty Discussion Guide, "Women in Politics," sponsored by St. Mary's Political Science Honors Society, Nov. 2008  
Volunteer, "Eyes Wide Open" Exhibit Sponsored by the American Friends Service Committee, San Antonio, TX, October 2008  
Local Arrangements Chair, Southwestern Philosophical Society, 2007 Annual Meeting  
Volunteer, King William Fair, San Antonio, Texas, 28 April 2007  
Portrayed William James, St. Mary's University's "Meeting of the Minds," 6 March 2007  
Member, Nominating Committee, William James Society, 2006-present  
Coach, Ethics Bowl Team, St. Mary's University, 2006-2007  
Faculty Advisor, Society for Applied Ethics, St. Mary's University, 2006-2007  
Assistant Faculty Advisor, Society for Applied Ethics, St. Mary's University, Spring 2006  
Co-author for cases for the 2006 Texas Regional Ethics Bowl (with Robert Skipper)  
Co-author for cases for the 2005 Texas Regional Ethics Bowl (with Robert Skipper and Peter Van Dusen)  
Member, Academy for Lifelong Learning Advisory Committee, Northwest Vista College, 2004-present  
Judge, South Central Texas Regional Ethics Bowl, November 12, 2005.  
Group Discussion Leader, Ethics in Everyday Life High School Philosophy Conference, Southern Illinois University, September 24-25, 2003  
Coordinator and Instructor, Philosophy Club, Carbondale Community High School, 2002-2003

### **UNDERGRADUATE RESEARCH ACTIVITIES**

Honors Thesis Director for Justine Reilly, 2010-2011  
Faculty Mentor, McNair Scholars Program, St. Mary's University, 2009-2010  
Member, Selection Committee, McNair Scholars Program, St. Mary's University, Fall 2008  
Faculty Mentor, McNair Scholars Program, St. Mary's University, 2008-2009  
Research Mentor, McNair Scholars Program, St. Mary's University, Summer 2008:  
    Veronica Sosa and Megan Mustain, "Today's Middle Schools: A Philosophical & Psychological Critique of Policy and Practice." Presented by Veronica Sosa at the Society for Student Philosophers annual conference, April 2009  
    Veronica Sosa and Megan Mustain, Poster Presentation: "Today's Middle Schools: A Philosophical & Psychological Critique of Policy and Practice." Presented by Veronica Sosa at the St. Mary's Undergraduate Research Symposium, April 2009  
Faculty Coordinator, "The Less Noble Sex: Tracing the Concept of Woman," a presentation of PL 4336 students for Women's History Month, March 2008

### **LABORATORY RESEARCH**

Research Assistant to Prof. Andrzej Bartke, Department of Physiology, Southern Illinois University, 2001-2002  
Research Assistant to Prof. Stephen H. Safe, Department of Physiology and Pharmacology, Texas A&M University, 1995-1997

### **SCHOLARSHIPS AND AWARDS**

Distinguished Faculty Award, School of Humanities and Social Sciences, St. Mary's University, 2011  
Lambda Chi Alpha Award for "Helping Students to Achieve Academic Excellence," 2010  
Doctoral Fellowship, Southern Illinois University, 2004-2005  
William James Society Essay Contest, 2002-2003  
Schilpp Graduate Scholarship, Department of Philosophy, Southern Illinois University, 2002  
European Studies Forum Graduate Paper Prize, Southern Illinois University, 2002  
President's Endowed Scholarship, Texas A&M University, 1995-1999  
President's Achievement Scholarship, Texas A&M University, 1995-1999  
Howard Hughes Medical Institute Internship, Texas A&M University, 1995-1996

### **PROFESSIONAL MEMBERSHIPS**

Charles S. Peirce Society, 2010-present  
International Mentoring Association, 2010-present  
Southwestern Philosophical Association, 2007-present  
New Mexico/West Texas Philosophical Society, 2004-present  
American Philosophical Association, 2002-present  
William James Society, 2002-present  
Society for the Advancement of American Philosophy, 2001-present  
Ohio Valley Philosophy of Education Society, 2001-present  
Society of Toxicology, 1995-1997

*Updated 10 Jan 2011*



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York, PA 17404

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(717) 818-1247

**Areas of Specialization**

Ethical Theory and Applied Ethics (Metaethics, Bioethics, Business Ethics)  
19<sup>th</sup> and 20<sup>th</sup> Century Western Philosophy (Nietzsche, Heidegger, Derrida, Foucault)

**Areas of Competence**

Aesthetics / Philosophy of Art  
History of Western Philosophy (Analytic and Continental traditions, broadly construed)  
Introductory Logic / Critical Thinking

**Education**

Ph.D., Philosophy, August 2006  
Michigan State University, East Lansing, MI  
Dissertation: *Virtuous Particularism*

Committee: James Nelson (chair), Leonard Fleck, Fredrick Rauscher, Tom Tomlinson

M.A., Philosophy, May 2001  
American University, Washington, DC  
Thesis: *Sing Me a New Song: A Philosophic Examination of Music and Power*  
Committee: Ellen K. Feder (chair), David F.T. Rodier  
Comprehensive Exams passed with distinction

B.A., Philosophy, May 1997  
Arizona State University, Tempe, AZ

**Publications**

- “Pregnancy as Harm? Thinking about Cathey, Woods, and Sargent.” Forthcoming. In *Philosophical Perspectives on Pregnancy, Childbirth, and Mothering*, ed. Caroline Lundquist and Sarah LaChance Adams.
- “Finding the Truth; Searching Through Holmes.” Forthcoming. In *Sherlock Holmes and Philosophy*, ed. Josef Steiff. Chicago: Open Court Press.
- “How Children Made Me a Better Philosopher.” *Philosophy Now*, no. 84. May/June 2011. 16 – 18.
- “Why I Signed, and Why I Would do it Again.” *American Journal of Bioethics*. Vol. 10, no. 9. September, 2010. 62 – 63.
- “It Gets Through Buckner! Forgiveness, Virtue, and Red Sox Nation.” In *Red Sox and Philosophy*, ed. Michael Macomber. Chicago: Open Court Press, 2010. 95 – 104.
- “Stakeholders vs. Stockholders in *The Office*.” In *The Office and Philosophy*, ed. J. Jeremy Wisniewski. Blackwell Philosophy and Pop Culture Series. Malden, MA: Blackwell, 2008. 153 – 163.

- “A Few Thoughts on Confidentiality.” *Bioethics Matters*. Vol. 10, no. 2, December, 2007.
- “Does Virtue Require an Audience?” *Questions*, no. 7, Summer 2007.
- Chapter Introductions (“Empedocles,” “Karl Marx,” “Friedrich Nietzsche,” “Alan Soble/Eva Feder Kittay on the Antioch Sexual Offense Policy.”) In *A Passion for Wisdom: Readings in Western Philosophy on Love and Desire*, ed. Ellen K. Feder, Karmen MacKendrick, and Sybol S. Cook. Upper Saddle River, NJ: Prentice Hall, 2004. 11 – 13, 435 – 439, 473 – 476, 739 – 741.
- “A ‘New’ Culture = A ‘New’ Music.” *American University Graduate Review*, 2000.

## Reviews

- Archard, David. *The Family: A Liberal Defence*. *Choice: Current Reviews for Academic Libraries*. Forthcoming.
- Archard, David and Benatar, David, eds. *Procreation & Parenthood*. *Choice: Current Reviews for Academic Libraries*. Forthcoming.
- Ingram, David. *Habermas: Introduction and Analysis*. *Choice: Current Reviews for Academic Libraries*. Forthcoming.
- Richards, Norvin. *The Ethics of Parenthood*. *Choice: Current Reviews for Academic Libraries*. Forthcoming.
- Vardoulakis, Dimitris. *The Doppelgänger: Literature’s Philosophy*. *Choice: Current Reviews for Academic Libraries*. February 2011.
- Pippin, Robert B. *Nietzsche, Psychology, & First Philosophy*. *Choice: Current Reviews for Academic Libraries*. December 2010.
- Peery, Rebekah S. *Nietzsche for the 21<sup>st</sup> Century*. *Choice: Current Reviews for Academic Libraries*. September 2010.
- Wartenberg, Thomas. *Big Ideas for Little Kids*. *Choice: Current Reviews for Academic Libraries*. April 2010.
- Kramer, Matthew H. *Moral Realism as a Moral Doctrine*. *Choice: Current Reviews for Academic Libraries*. November 2009.
- Krupp, Anthony. *Reason’s Children*. *Choice: Current Reviews for Academic Libraries*. September 2009.
- Skidelsky, Edward. *Ernst Cassirer: The Last Philosopher of Culture*. *Choice: Current Reviews for Academic Libraries*. July 2009.
- Hagberg, Garry L., ed. *Art and Ethical Criticism*. *Choice: Current Reviews for Academic Libraries*. March 2009.
- Dooley, Patrick K. *A Community of Inquiry: Conversations Between Classical American Philosophy and American Literature*. *Choice: Current Reviews for Academic Libraries*. October 2008.
- Cowley, Christopher. *Medical Ethics, Ordinary Concepts and Ordinary Lives*. *Choice: Current Reviews for Academic Libraries*. July 2008.
- Brennan, Samantha, and Noggle, Robert, eds. *Taking Responsibility for Children*. *Choice: Current Reviews for Academic Libraries*. July 2008.
- Green, Ronald M. *Babies by Design: The Ethics of Genetic Choice*. *Choice: Current Reviews for Academic Libraries*. April 2008.
- Loue, Sana, and Pike, Earl C., eds. *Case Studies in Ethics and HIV Research*. *Choice: Current Reviews for Academic Libraries*. March 2008.

## Papers Presented

- “Philosophy in the Great Green Room: Early Children’s Literature as Philosophy for Children.” American Philosophical Association, 2011.
- “More than Talking about Ideas: Expanding the Philosophical Use of Children’s Literature.” (Author meets Critics session on Thomas Wartenberg’s *Big Ideas for Little Kids*.) American Philosophical Association, 2011.
- “Bringing PLATO to the table: Resources for Expanding Pre-College Philosophy.” American Philosophical Association, 2010.
- “Rev Your Engines for Change: Lessons Learned From a Campus-Wide Review of Experiential Learning.” (with Molly Hayes Sauder) National Society for Experiential Education, 2010.
- “Looking Out for New Faculty: Aristotelian Virtue and New Faculty Mentoring.” American Association of Philosophy Teachers, 2010.
- “Teaching Green/Teaching Environmental Ethics.” American Association of Philosophy Teachers, 2010.
- “Pregnancy as Harm? Thinking about Cathey, Woods, and Sargent.” Philosophical Inquiry into Pregnancy, Childbirth, and Mothering, University of Oregon, 2009.
- “The Payoff – Better Citizens, Students, Philosophers, Departments.” American Philosophical Association, 2008.
- “Integrating Sherlock Holmes into Logic Classes.” American Association of Philosophy Teachers, 2008.
- “Living Lives Hand-in-Hand.” Response to Matthew Turner’s “Moral Responsibility in *The Brothers Karamazov*.” American Society for Aesthetics – Eastern Division, 2007.
- “Bringing Philosophy to a Middle School.” (with Alison Reiheld) American Philosophical Association, 2006.
- “Philosophy as a Life Skill: Teaching Philosophy to Seventh and Eighth Graders in a Discussion-Based Setting Without Formal Texts.” (with Alison Reiheld) American Association of Philosophy Teachers, 2006.
- “Medical Ethics, Virtue Ethics, and the Obesity Epidemic.” Popular Culture/American Culture Association, 2006.
- “After The End of History? 9/11 and its Aftermath.” 22<sup>nd</sup> International Social Philosophy Conference, North American Society for Social Philosophy, 2005.
- “Ideology, Power, and Individuation: An Examination of Self-Formation in Althusser and Foucault.” 21<sup>st</sup> International Social Philosophy Conference, North American Society for Social Philosophy, 2004.
- “A Writing on Writings in re: writing: Reading Derrida’s writings on writings in search of writing-as-such.” 11th Annual DePaul Graduate Student Conference, 2004.
- “In Defense of Nothing.” 4<sup>th</sup> Annual Columbia/NYU Graduate Conference in Philosophy, 2004.
- “Ethics as a Rigorous Science?” 28<sup>th</sup> Annual Midsouth Philosophy Conference, 2004.
- “Music and Du Bois’ ‘Black Aesthetic’.” American Society for Aesthetics, Eastern Division, 2003.
- “Big Thoughts, Little Containers: Philosophy for Young People” (with Alison Crane). Community Sharing for Healthy Caring Conference, 2002.
- “Recovering Aristotle: Differentiating Teleological Approaches.” Response to John Stopple’s “Nietzsche or Nietzsche: The Inability of Aristotelian Teleological Ethics to Explain the Social Context of Virtue.” 3rd Annual Graduate Student Conference in Socio-Political Thought and Value Theory, Michigan State University, 2001.

- “Race and Music.” American University Graduate Philosophy Club, 2000.
- “A ‘New’ Culture = A ‘New’ Music.” 7th Annual Duquesne University International Interdisciplinary Graduate Student Conference, 1999.

### **Invited Lectures/Discussions:**

- “The Limits of Autonomy and Proxy Decision Making.” University of Pennsylvania, 2009.
- “Working Ethically, Virtuous Negotiating, and being a Professional and a Good Person.” National Association of Purchasing Managers – Central Pennsylvania, Harrisburg, PA, 2009.
- “Bioethics Theory and High School Students.” The Peddie School, Hightstown, NJ, 2009.
- “The Birth of Bioethics.” York College of Pennsylvania Film Series, 2009.
- Winter Commencement Address. York College of Pennsylvania, 2008.
- “The Ethics of Green Chemistry.” York College of Pennsylvania, 2008.
- “Ethics, Non-Profits, and the Economic Downturn.” York College of Pennsylvania, 2008.
- “Beyond the Georgetown Mantra: Complexity in Medical Ethics.” Wellspan Health Services, York, PA, 2008.
- “Capacities and Informed Consent.” York Hospital Palliative Care Unit, 2008.
- “Integrating Ethics into the Classroom.” American University, 2008.
- “Character Counts: What it Means to be Good.” West York Middle School, 2008.
- “Ethics: Varieties of Moral Behavior.” York College of Pennsylvania Faculty/Clergy Lunch Series, 2007.
- “Ethics in the Civic Life.” York College of Pennsylvania Humanities Lecture Series, 2007.
- “Philosophy with Children” / “Narratives, Cases, and Stories in Ethics.” American University, 2006.
- “Jean Valjean and Moral Decision Making.” Ferris State University, 2006.
- “Victor Hugo’s Jean Valjean and Morality.” York College of Pennsylvania, 2006.

### **Panel’s Moderated**

- “Models for Outreach in Teaching Philosophy at the Pre-College Level.” American Philosophical Association, 2010.
- “Models for Teaching Philosophy in the Pre-College Environment.” American Philosophical Association, 2009.
- “Democratic Theory.” 22<sup>nd</sup> International Social Philosophy Conference, North American Society for Social Philosophy, 2005.

### **Editorial Activities**

- Editor of *Questions: Philosophy for Young People*, Fall 2008 –
- Co-editor (with Alison Reiheld) of *Questions: Philosophy for Young People*, Fall 2005 – Fall 2008.
- Blind Reader/Reviewer for *International Journal of Feminist Approaches to Bioethics*, 2008 –
- Advisory Board member for *Weapons of Mass Destruction and Terrorism*, by Russell Howard, and James Forest, McGraw-Hill, 2009 –
- Reader/Reviewer for *Critical Thinking in College*, by Debra Jackson and Paul Newberry, Wadsworth/Cengage. 2010.
- Reader/Reviewer for new edition of *Beyond Bumper Sticker Ethics*, by Steve Wilkens, IVP Academic. 2010.

Reader/Reviewer for *Critical Thinking: A User's Manual*, by Debra Jackson and Paul Newberry, Wadsworth/Cengage. 2009

## Teaching Experience

### *Assistant Professor*

**York College of Pennsylvania** (Fall 2006 - )

*Introduction to Philosophy*

*Critical Thinking*

*Contemporary Moral Problems*

*Logic*

*Race, Gender, and Sexuality*

*Environmental Ethics*

*Ethics*

*Ethics in the Workplace / Professional Ethics* (title change Spring 2010)

*Bioethics*

*Introduction to Aesthetics*

*Philosophy Seminar: Wittgenstein*

*Internship advised on Persuasion and Business Ethics* (worksite: Rabbitransit), *Property and Law* (worksite: Powers-Kirn)

*Independent Studies on International Law, Oppression, Nietzsche's Critique of Christianity*

### *Instructor*

**University of Michigan – Flint** (Fall 2003 – Winter 2006)

*The Ethics of Health Care*

*Race, Gender, and Sexuality*

**Michigan State University** (Summer 2002 – Summer 2006)

*Introduction to Philosophy*

*Logic and Reasoning*

*Ethical Issues in Health Care*

### *Teaching Assistant*

**Michigan State University** (Fall 2001 – Fall 2005)

*Self, Society, and Technology*

**American University** (Spring 2000 – Spring 2001)

*Business, Ethics, and Society*

*Bioethics*

## Research Funding

**York College of Pennsylvania,**

grant, "Children's Literature and Philosophy," Summer 2011

grant, "Virtuous Particularism," Summer 2009

**Michigan State University**

College of Arts and Letters grant, "Philosophy for Children" (with Alison Reiheld),

Spring 2005

**American University**

grant, "Internet resources for Bioethics," Summer 1999

## **Service**

### **York College of Pennsylvania**

#### *Department*

Chair, Religious Studies Search, 2007

Member, Philosophy and Religion Committee, 2007 – 08, 2008 – 09, 2009 – 10, 2010 - 11

Member, Theatre and Film Committee, 2007 – 08, 2008 – 09, 2009 – 10, 2010 – 11

Member, Humanities Committee, 2006 - 07

#### *College*

Member, Long Range Planning Committee, 2008 – 09, 2009 – 10, 2010 – 11

Member, Experiential Education Subcommittee of Academic Programs, 2008 – 10

Member, Ad Hoc Committee on Faculty Welfare, 2007 – 08, 2008 - 09

Member, Nominations, Elections, and Membership Committee, 2007 – 08

New Faculty Mentor, 2007 – 08, 2008 – 09, 2009 – 10, 2010 – 11

Faculty Advisor, Future Lawyer Society, 2008 – 09

Facilitator, Healthy Relationships Training, 2008, 2009, 2010

Facilitator, Sexual Misconduct Training, 2007

Summer Book Exploriation Leader, 2007, 2008

Trustee Scholarship Selection Day Leader, 2007, 2008

### **Michigan State University**

Graduate Student Representative, College of Arts and Letters College Graduate Grievance Hearing Board, 2004 – 05

Graduate Student Representative, College of Arts and Letters College Graduate Council, 2003 – 05

Graduate Student Representative, Philosophy Academic Environment Committee, 2003 – 04

Facilitator, International Teaching Assistant Orientation, summers 2003 – 05

Treasurer, 5th Annual Graduate Student Conference in Social and Political Philosophy, 2003 – 04

Assistant, Seminar on College Teaching for Teaching Assistants, summers 2002 – 05

Co-Chair, 4th Annual Graduate Student Conference in Social and Political Philosophy, 2002

Graduate Student Representative, Philosophy Curriculum Committee, 2001 – 02

### **American University**

Graduate Student Representative to the Philosophy Faculty, 2000 – 01

Graduate Student Representative to the Philosophy Rank and Tenure Committee, 2000 – 01

Graduate Student Representative to the Philosophy Chair Review Committee, 2000 – 01

### **Other Service**

Member, York Hospital Bioethics Committee, 2006 –

Member, American Philosophical Association's Committee on Pre-College Philosophy, 2007 – 2010

Assistant, 15<sup>th</sup> Annual Bioethics "Summer Camp" Retreat, Bellaire, MI, Summer 2003

Volunteer/Instructor, Philosophy for Kids, Chippewa Middle School, Okemos, MI, springs  
2003 – 05

**Honors and Awards**

Michigan State University College of Arts and Letters Graduate Merit Fellowship for  
dissertation research, Spring 2005.

**Professional Affiliations**

American Philosophical Association, since 1999

American Association of Philosophy Teachers, since 2005

American Association of University Professors, since 2006

American Society for Aesthetics, since 2001