Wayne State University
Academic Program Review
Philosophy Department
Fall 2008
http://www.clas.wayne.edu/Philosophy/

Author
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Executive Summary

The Philosophy Department at Wayne State University is relatively small: ten tenured or tenure-track faculty and one Senior Lecturer. Many of our faculty have achieved national recognition. The philosophical bent of the department is within the so-called analytic school, to which all of the best American, Australian, British, and Scandinavian departments subscribe. We offer a B.A., an M.A., and the Ph.D. At the present time, we have 30 undergraduate majors, and 25 students in the graduate program (6 in the M.A. and 19 in the Ph.D.). Our undergraduates have gone on to such graduate programs in philosophy as Princeton and law schools such as University of Michigan. Although our Ph.D. production is low, we have placed every student within the last 8 years into an academic position. We are able to support about 11 graduate students each year (10 GTA-ships, 1 Rumble Fellowship). We maintain an active colloquium series, bringing in “big name” philosophers twice yearly (the Gail Stine and Riklin lectures). Our graduate student club sponsors their own colloquia. 6 of our tenured faculty are 60 or older, and thus we expect large personnel changes in the next years. We would like to increase the size of our graduate program through more aggressive recruiting.
Section 1: Departmental Overview and Mission

Please respond to the following items:

1. State the mission, goals and objectives of your department. How are the academic activities, strategic planning and budgeting of your unit aligned with this mission? How are these aligned with the university’s mission and strategic plan? (The university’s mission statement is available at: http://wayne.edu/mission.html. The university’s strategic plan is available at: http://www.strategicplan.wayne.edu/.)

The mission of the Philosophy Department is to offer training in all major areas of philosophy in the analytic tradition for both undergraduate and graduate students.

The analytic tradition in Philosophy is marked by its dedication to rigorous argumentation and criticism, by its continuity with Philosophy's past, and by its attempt to engage in systematic philosophic theorizing without running the risk of speculative excess.

The Philosophy Department at Wayne State University has been known, since the late 1950's, for its contributions to analytic philosophy, contributions which have brought national and international recognition to the Department and the University. It is our aim to continue pursuing philosophical knowledge and research in the analytic tradition and to perpetuate and enhance that tradition by continuing to write and publish articles and books and to present work at national and international venues which advance current philosophical discussion.

The Philosophy Department at Wayne State University is relatively small (11 full-time faculty). As a result, we cannot be, philosophically, all things to all people; there are areas of Philosophy (principally, those associated with non-analytic trends) that we simply cannot cover. We intend, in light of this, to pursue excellence by concentrating on our strengths, by maintaining our analytic orientation and by hiring philosophers who, while diversifying our strengths and offerings, share that orientation.

Our students pursue Bachelor of Arts degrees in Philosophy at the undergraduate level and Masters and Doctoral degrees at the graduate level. Our aim is to provide serious philosophical training and a solid foundation in Philosophy to these students, including training in the History of Philosophy, Logic, Value Theory, Metaphysics, and Epistemology, regardless of the use to which they wish to put the degrees they earn.

The Philosophy Department also aims its courses at students who are concentrating in other disciplines, but who would benefit from seeing their disciplines from a broader, philosophical perspective. To that end, the Department offers courses that are interdisciplinary (e.g., Philosophy of Art, Philosophy of Law, Space, Time, and the Philosophy of Physics) and/or applied (e.g., Ethical Issues in Health Care, Professional Ethics).

We also desire to reach students in general whose education we believe would benefit from an exposure to Philosophy. To that end, we offer a wide range of prerequisite-free
courses that might appeal to students with diverse non-philosophical interests.

Because we believe that we have an obligation to the profession of Philosophy, it is also our goal to play a role in that profession; as a result of that belief, members of the Department participate in various service activities associated with the profession of Philosophy. We also believe that we have an obligation to participate in and enhance the life of the College of Liberal Arts and of Wayne State University; as a result, members of the Department have involved themselves in the affairs of the College and the University. In short, the Philosophy Department endeavors to produce philosophically significant scholarship, to serve the profession of Philosophy, to educate the citizens who live and work in the Detroit metropolitan area, and to provide for the students of Wayne State University an array of courses and educational opportunities in Philosophy that will be relevant to their professional lives and to their humanity.

The Philosophy Department’s offerings in Ethics, Applied Ethics, the Philosophy of Science, the Philosophy of Language, the Philosophy of Law, and so on mesh well with programs in other departments and colleges at Wayne State University, and thus help to prepare the next generation for the challenges of urban life.

The philosophical problems that arise in Metaphysics, Epistemology, Value Theory, and Logic are *universal* problems fundamentally concerned with the nature of reality, our knowledge of it, and how we should behave. There is nothing particularly urban, suburban, or rural about them. The Philosophy Department construes its urban mission as that of bringing to the students of Wayne State University, many of whom have urban backgrounds, the knowledge, techniques, and problems developed by philosophers over the course of the twenty-five hundred year history of Philosophy. It is those techniques and problems that have informed much of our common intellectual heritage, a heritage that needs to be critically understood and evaluated by students, if they are to be properly educated and able to take their place in an increasingly complex world functioning in which demands understanding and critical abilities.

2. Describe governance, structure, and organization of your unit. How does this organization allow your unit to achieve its mission?

A small unit (10 tenured or tenure-track plus one senior lecturer), the philosophy department, governed by its chair, is sub-divided into committees – graduate admissions, graduate advising, promotion and tenure, salary – which function semi-autonomously and report to the department as a whole. Our mission is achieved not so much through organization as through the common commitment and interests of the department members.

3. Describe how your unit interacts with other units within the university or with similar units in other universities (collaborative efforts, cooperative arrangements, etc.).

Members of the philosophy department have worked with members of Wayne’s Classics
department (now part of the Languages department), and members of the Mathematics department (Susan Vineberg runs an annual philosophy of mathematics workshop).

In addition the department cooperates with the Honors program by offering two to three honors courses each semester: PHI 1010 (Introduction: History), PHI 1030 (Introduction: Problems), PHI 1100 (Contemporary Moral Issues), and PHI 2320 (Introduction to Ethics) are made available with an Honors designation.

The department cross-lists courses with Linguistics: PHI 5050 (Symbolic Logic), PHI 5570 (Philosophy of Language), and PHI 7790 (Seminar in Philosophy of Language). Two courses are cross-listed with Mathematics: PHI 5350 (Logical Systems I) and PHI 5390 (Logical Systems II).

4. Department ranking:
   a. Was your department nationally ranked at the time of the last review? No
   b. Is your department currently ranked? No
   c. Through what organization was the department ranked? N/A
   d. What was the ranking? (Provide rank/number of programs ranked) N/A

Note: There is no official organization that ranks Philosophy programs. The closest thing we have is the “Philosophical Gourmet” (aka “The Leiter Report”), a web-based list of opinion regarding the top 50 doctoral programs, a list in which we do not appear. The NCA survey, which we participated in Fall 2006, has still not been released. For the Leiter Report, see http://www.philosophicalgourmet.com/overall.asp.
Section 2: Faculty

Part 1 – Overview

1. Describe the practices, policies, goals and achievements with regard to faculty:

   a. Recruitment

   Our principal means of recruitment is, as it is for most American Philosophy Departments, advertisements in Jobs for Philosophers, an internationally available publication by the American Philosophical Association (distributed by mail and also available on the APA website). We conduct interviews at national meetings of the APA, and invite our short-listed candidates to campus to meet the department, get a bit of a feel for the University, and deliver a professional presentation.

   b. Retention

   We are committed, barring extraordinary circumstances, to getting contracts for our junior faculty up to their sixth year. Junior faculty are given a one course reprieve for one of those years, and have the opportunity to take a one-semester sabbatical after three years. The University’s “merit money” system and annual pay raises of about 3% are an encouragement for both junior and senior faculty.

   c. Mentoring

   In our small department of 11 (including one Senior Lecturer), there is a good deal of personal and professional interaction. Junior faculty are encouraged to present their work to the department as a whole (i.e. to deliver a “paper”), for critical analysis and suggestions for improvement. Our annual evaluations are noteworthy for going into detail about a junior faculty’s publications and works-in-progress.

   d. Evaluation of teaching

   We rely on SET (Student Evaluation of Teaching) results, which all faculty are expected to hand out in their courses. Faculty often sit in on other faculty members’ upper-level classes. I will note that two of our regular faculty, Profs. Corvino and Russell, won the Wayne State Liberal Arts Teaching Award and the President’s Award for Excellence in Teaching.

   e. Diversity

   From the American Philosophical Association’s website: “People who held Philosophy Ph.D.’s comprised 7% of all those who held humanities Ph.D.’s in the U.S. in 1995, approximately 8300 out of a total of 113,700. Among all the fields in the humanities – History, Art History, Music, Philosophy, English/American Language/Literature, Classics, Modern Language/Literature and Other (including Linguistics, American Studies, etc.) –
Philosophy was the most disproportionately male. Of the 8300 Ph.D.’s, 82.6% were male and 17.4% female. The average for all fields was 64.6% male and 35.4% female. This average reflects the fact that Art History was predominantly female (58.6%), but the closest to Philosophy was History, which was 78.7% male.” Given this (approximate) 80/20 male/female ratio, we would like to achieve at least that balance.

From 1991 through 1996, there were 1808 Ph.D.’s awarded in Philosophy. Of these, 1.8% were Black, 2.5% Hispanic, and 2.8% Asian. This not only shows that Philosophy is an overwhelmingly White profession; it demonstrates the difficulties in hiring minorities from such a small pool.

f. Tenure and promotion

From the onset, junior faculty are coached about the tenure process. We encourage high quality publications in high quality journals (quality counts more than quantity). Our annual reviews of junior faculty monitor closely their progress towards tenure.

2. What is the number of faculty the department expects to recruit in the next 7 years, given the expected retirements? In what research areas do you expect to recruit these faculty?

We may have as many as six retirements in the next 7 years, given the age of the faculty: Profs. Granger, Lombard, McKinsey, Russell, Stine, and Yanal are each 60 and older – and in some cases much older. We would expect to recruit in the areas vacated by each retirement.

3. Describe the challenges you face in recruiting high quality faculty.

Perhaps the biggest challenge is the City of Detroit itself, or more accurately, the reputation of the city. There is also the fact that the reputation of Wayne State as a research university is not very well known. We have occasionally had to persuade people to apply by pointing out that what they think about the city and the university is not always the reality.

4. How do you expect these challenges to change in the next 7 years?

I don’t own a crystal ball.

5. Describe national and international impact of faculty on their discipline.

Wayne’s philosophy faculty are in general very well published, both in American and
international journals. For example, Prof. Hiddleston in his first year here was invited to speak at an important symposium organized by the APA. They frequently participate in national and international conferences. For example, Prof. Granger was invited to participate in an international symposium on Heraclitus and Pythagoras, held in Greece. Faculty are frequently asked to referee both journal articles and book proposals. Prof. McKinsey sits on the editorial board of a Russian journal of philosophy. Faculty have been invited to contribute entries to some of the best contemporary philosophical encyclopedias (e.g. *The Encyclopedia of Aesthetics, The Stanford Encyclopedia of Philosophy*). Prof. Russell organizes an annual mini-conference on philosophy, which he holds near his ranch in California. Prof. Vineberg has organized an annual workshop on the philosophy of mathematics, which draws participants from Wayne’s mathematics department as well as philosophers from other universities.

6. What recognition do faculty bring the program in the area of public service?

Prof. Granger has several times publicly pointed out the fallacies of post-modernism. Prof. Corvino lectures around the country on homosexuality and morality. Sean Stidd serves on the Ypsilanti Task Force for Long-Term City Planning. John Corvino received the Spirit of Detroit Award (from the Detroit City Council for work on behalf of gay and lesbian rights).

7. Describe the faculty’s participation in the university’s goal to be the leading university in research applied to urban needs and problems.

Contributions philosophy makes include courses in contemporary moral issues and political philosophy, which treat such issues as racism and economic inequality.

8. Describe the faculty’s participation in the university’s goals for global education.

In Fall 2009, we begin a search for a specialist in Chinese philosophy, who will teach in the philosophy department as well as offer courses in the Asian Studies minor.

9. Describe activities for faculty, such as colloquia, exchanges, lecture series, etc.

Wayne’s department has an active colloquia series. Besides two major lectures each year (the Gail Stine and Seymor Riklin Memorial Lectures), about half a dozen other visiting speakers are invited each year. In addition, members of the department present colloquia on their work. The department funds 50% of expenses for faculty wishing to attend outside conferences. Prof. Granger participates in a reading group in ancient philosophy at the University of Michigan.
10. In what ways do faculty employ new technologies to enhance effective learning environments for students who will live and work in a diverse technological society?

Many faculty members use PowerPoint in their lectures, and employ the web-based Blackboard for posting readings and notes or accepting papers. So far, the department has not offered a solely web-based course.

11. Describe faculty involvement in alumni and development activities. Describe the external constituencies with whom the faculty are involved. In what ways are the faculty involved with these groups?

Our web site provides news of department activities, such as lectures, and student and faculty achievements. Alumni often make contributions through this web site. We keep in fairly close contact with Mrs. Dolorais Riklin, who funds the annual Seymour Riklin Memorial Lecture (to honor her late husband), and she with us.

12. The faculty pursue the following professional or teaching development opportunities:

- Workshops at the Office of Teaching and Learning - Yes
- Department sponsored workshops - No
- The department subscribes to the Teaching Professor (or other similar publications) - No
- Grant-writing seminars - No
- Pre-reviews of grant proposals - No
- Workshops by national organizations (specify) - No
- Other (describe): - None

13. Provide the Tenure and Promotion factors the department uses, indicate the last time that they were reviewed, and describe the outcome of this review. See Appendix.
**Part 2 – Individual Faculty Supporting Data**

1. Provide curricula vitae for all faculty with regular faculty status. *See Appendix.*

2. Please provide the following information for all faculty with regular faculty status:

<table>
<thead>
<tr>
<th>Department Name: Philosophy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty - General Summary Data</td>
</tr>
</tbody>
</table>

Please provide information starting with the year of the last review through the current Fall

<table>
<thead>
<tr>
<th>Year of last Review</th>
<th>Year 2 2003-04</th>
<th>Year 3 2004-05</th>
<th>Year 4 2005-06</th>
<th>Year 5 2006-07</th>
<th>Year 6 2007-08</th>
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<tbody>
<tr>
<td>2000-01</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**New Appointments**

1 Corvino*

1 Hildleston

1 Novack

**Terminations**

Retirements

2 Powers Titiev*

**Resignations**

Percent UG lectures taught by full-time faculty

<table>
<thead>
<tr>
<th>Figures</th>
<th>F/W 50%</th>
<th>F/W 41%</th>
<th>F/W 49%</th>
<th>F/W 41%</th>
<th>F/W 45%</th>
<th>F 50%</th>
</tr>
</thead>
</table>

Percent UG lectures taught by part-time/(adjunct faculty, visiting, GTA)

<table>
<thead>
<tr>
<th>Figures</th>
<th>F/W 50%</th>
<th>F/W 59%</th>
<th>F/W 51%</th>
<th>F/W 59%</th>
<th>F/W 55%</th>
<th>F 50%</th>
</tr>
</thead>
</table>

Note: All Spring/Summer classes are taught by part-time faculty and GTAs. There are approximately 15 spring/summer classes offered each academic year.

*John Corvino had occupied a Lectureship; in 2000-01 he was appointed as Assistant Professor, tenure track. Robert Titiev had been on long-term disability for several years; he officially retired from the university in 2006-07.
3. Please provide information for each tenure-track faculty member.

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty 1</th>
<th>Faculty 2</th>
<th>Faculty 3</th>
<th>Faculty 4</th>
<th>Faculty 5</th>
<th>Faculty 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Corvino</td>
<td>Faculty</td>
<td>Herbert</td>
<td>Eric Hiddleston</td>
<td>Lawrence Lombard</td>
<td>Michael McKinsey</td>
<td>Gregory Novack</td>
</tr>
<tr>
<td>Herbert Granger</td>
<td>Prof.</td>
<td>Prof.</td>
<td>Asst. Prof.</td>
<td>Prof.</td>
<td>Prof.</td>
<td>Asst. Prof.</td>
</tr>
</tbody>
</table>

Classification: Faculty
Rank: Assoc. Prof., Prof.
Area of specialization: Ethics, Hume, Ancient Philosophy, Metaphysics, Epistemology, Metaphysics, Metaphysics, Phil. Language, Mind, Phil. Science
University where Ph.D. was awarded: U. Texas, U. Texas, Cornell, Stanford, Indiana U., U. Wisconsin
Place of post-doc experience: None, None, Syracuse, None, None, None
National honors/awards (#): 0, 0, 0, 0, 4, 0
Publications in refereed journal (#): 10, 26, 3, 21, 22, 1
Books (#): 1, 1, 0, 1, 0, 0
Chapters (#): 22, 1, 1, 9, 10, 0
Citations and evaluation statements found in the work of other scholars (#): Unknown, Unknown, Unknown, Unknown, Unknown, Unknown
Refereed abstracts (#): 0, 0, 0, 0, 0, 0
Conference presentations (#): 44, 50, 11, 34, 34, 4
Shows/exhibits/creative works (#): 1, 0, 0, 0, 0, 0
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<thead>
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<th>Faculty Name</th>
<th>Faculty 7 Bruce Russell</th>
<th>Faculty 8 Sean Stidd</th>
<th>Faculty 9 William Stine</th>
<th>Faculty 10 Susan Vineberg</th>
<th>Faculty 11 Robert Yanal</th>
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<td>Tenure date</td>
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<td>Stidd</td>
<td>Stine</td>
<td>Vineberg</td>
<td>Yanal</td>
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<tr>
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<tr>
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<td>9</td>
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<td>25</td>
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<td>Shows/exhibits/creative works (#)</td>
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<td>Grants funded (#)*</td>
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<td>0</td>
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</tr>
<tr>
<td>Total funded amount*</td>
<td>?</td>
<td>0</td>
<td>0</td>
<td>$8000</td>
<td></td>
</tr>
<tr>
<td>Funding source(s) of grants received*</td>
<td>WSU, NEH, Andrew Mellon, Calif. Council for Public Policy</td>
<td>N/A</td>
<td>N/A</td>
<td>WSU, NEH</td>
<td>WSU</td>
</tr>
<tr>
<td>Editorships</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Serving on review panels</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Officer of professional organizations</td>
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<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Other – Referee for Journals, University Presses</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>6</td>
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</tbody>
</table>

*Note on grants: Faculty do not keep track of grants submitted but not approved. And because the official Wayne State “Professional Record” asks for grants in the last five years, accurate count of grants over a faculty member’s career at Wayne is difficult. Internal, or WSU, grants include: Summer Research Grants (about $4000 years ago; $10,000 these days); Grants from the Humanities Center (about $1000); Career Development Chair (about $18,000). NEH Summer Stipends pay about $4,000.
Section 3: The Doctoral Program

Part 1 – Background

1. Rank order the principal missions of your doctoral program (Note: No tied ranks).
   a. Training scholar teachers for academic careers ___1___
   b. Training practitioners for industry, business, or government ___3___
   c. Providing advanced learning opportunities for interested students independent of career objectives ___2___
   d. Other (please explain) ______

2. How is the mission of the program aligned with the training students receive and assessment of student learning?

   Our principal mission is training scholars and teachers for academic careers. Towards this end, we require doctoral students to demonstrate proficiency in logic, history of philosophy, value theory, and metaphysics and epistemology. Proficiency is demonstrated either through written exams or through course work. All students in the doctoral program are given teaching experience, first through assisting other professors who supervise them, later they are assigned their own course.
3a. Please choose two comparable universities. For each university, indicate which of the following factors you used to determine comparability to your department.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Temple</th>
<th>Arizona State</th>
</tr>
</thead>
<tbody>
<tr>
<td>The comparison departments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Produces a similar number of Ph.D. graduates</td>
<td>More</td>
<td>More</td>
</tr>
<tr>
<td>Ph.D. graduates similar in quality to ours</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Places Ph.D. graduates in similar types of positions</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Ph.D. program is organized into similar divisions</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Ph.D. training curriculum is similar</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Students are drawn from a similar national pool</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Students drawn from a similar local pool</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Students drawn from a similar international pool</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Faculty publish in similar journals</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Number of faculty</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Generates about the same amount of external funds</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Receives funding from the same types of external sources</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Is a part of an urban university</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Are ranked similarly to our department (indicate ranking and ranking index used for comparison)</td>
<td>//</td>
<td>//</td>
</tr>
<tr>
<td>Faculty have similar research interests</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Faculty publish similar number of books</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Faculty members perform or exhibit their creative works as often as we do</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Faculty members have similar numbers and types of awards in the profession</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Faculty members participate to a similar extent in national, professional organizations</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Faculty members scholarly quality is similar to ours</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Other (please specify below) Department is, like ours, analytic in orientation</td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>

3b. How have you used these departments to benchmark performance in your department?

We have not used these departments to benchmark performance.
4a. Please list the university that has the doctoral program to which your doctoral program realistically aspires.

<table>
<thead>
<tr>
<th>Doctoral - Program Aspired to</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Department Name:</strong> Philosophy</td>
<td></td>
</tr>
</tbody>
</table>

**How was this doctoral program selected? Check all factors that apply and where appropriate indicate which option you have chosen.**

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Univ. Rochester</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department we aspire to:</td>
<td></td>
</tr>
<tr>
<td>Produces more/less Ph.D. graduates</td>
<td>More (2.5/year average)</td>
</tr>
<tr>
<td>Has more/less funding for Ph.D. students</td>
<td>More</td>
</tr>
<tr>
<td>Places more Ph.D. graduates in applied positions</td>
<td>Yes</td>
</tr>
<tr>
<td>Places more Ph.D. graduates in academic positions</td>
<td>Yes</td>
</tr>
<tr>
<td>Has a Ph.D. program organized differently than ours (Please describe)</td>
<td>Very similar</td>
</tr>
<tr>
<td>Has a Ph.D. training curriculum that differs from ours (Please describe)</td>
<td>Very similar</td>
</tr>
<tr>
<td>Has faculty who publish more in top tier journals</td>
<td>Yes</td>
</tr>
<tr>
<td>Has a smaller/larger faculty size</td>
<td>About the same (12)</td>
</tr>
<tr>
<td>Generates more external funding</td>
<td>Yes</td>
</tr>
<tr>
<td>Receives more funding from federal/private sources</td>
<td>Yes</td>
</tr>
<tr>
<td>Conducts more research focused on urban issues</td>
<td>No</td>
</tr>
<tr>
<td>Is ranked higher than our department (Indicate ranking and ranking index used for comparison)</td>
<td>Yes, by the Leiter Report <a href="http://www.philosophicalgourmet.com/overall.asp">http://www.philosophicalgourmet.com/overall.asp</a> Rochester ranked 44/50; we are not ranked in the top 50</td>
</tr>
<tr>
<td>Has a faculty with different research interests (Please specify)</td>
<td>Similar research interests</td>
</tr>
<tr>
<td>Has faculty members who have more professional awards</td>
<td>Yes</td>
</tr>
<tr>
<td>Has faculty members who participate to a greater extent in national professional organizations</td>
<td>About the same</td>
</tr>
<tr>
<td>Has faculty members whose scholarly quality is greater than ours</td>
<td>Yes</td>
</tr>
<tr>
<td>Produces Ph.D. students higher in quality than ours</td>
<td></td>
</tr>
<tr>
<td>Has faculty members who publish more books than we do</td>
<td>Yes</td>
</tr>
<tr>
<td>Has faculty members who perform or exhibit their creative works more often than we do</td>
<td>N/A</td>
</tr>
<tr>
<td>Has more students who apply nationally to the program</td>
<td>Unknown</td>
</tr>
<tr>
<td>Enrolls more students drawn from a national pool</td>
<td>Unknown</td>
</tr>
<tr>
<td>Enrolls more/less international students</td>
<td>About the same</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td></td>
</tr>
</tbody>
</table>

4b. The comparable universities indicate where the department is now and the university aspired to indicates where the department wants to be in the future. Please present a
plan for moving the department from one point to the other. What benchmarks will be used to assess progress? How will existing resources be used to achieve the department’s objectives? If the department had additional resources, what would be requested and how would it be used? (If this information is already provided in your strategic plan, you do not need to supply it again. Please list the page numbers from the strategic plan that provide the information.)

The University of Rochester is ranked 44/50 in the Leiter Report, an unofficial ranking of graduate programs nationally. WSU is unranked (not in the top 50). Rochester has a comparable philosophical orientation in analytic philosophy, and their faculty have comparable research interests as ours. The quality of their faculty and the amount of financial support they are able to offer means that they attract better students. Better students are more likely to complete the doctoral requirements, though the “prestige” of the institutions in which Rochester places their students is comparable to our placements.

Wayne must do its utmost to attract new faculty who will be looked at as superior in their field and who will attain some national name recognition. We have recently hired two assistant professors of promise, Eric Hiddleston and Greg Novack. We expect at least one, and probably two, retirements in the coming year or two and will try again to hire young philosophers of promise. Next year, we will search for a specialist in Chinese philosophy, an uncommon area of expertise in America but one which might attract graduate students.

We are somewhat stymied in our attempts to recruit graduate students by two factors. One is a paucity of graduate support (at the present time, 10 teaching assistantships, and one fellowship for incoming students). Another, frankly, is our location in Detroit, whose reputation sometimes works against us. An increase in GTAships would certainly help.
Part 2 – Doctoral Program Policies and Procedures, Course Description and Assessment

1a. Please check each process that applies to the department. Indicate who in the department is responsible for the process.

<table>
<thead>
<tr>
<th>PROCESS</th>
<th>APPLIES</th>
<th>RESPONSIBLE PERSON</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducts an orientation for new students</td>
<td>CHAIR X</td>
<td></td>
</tr>
<tr>
<td>Advises students on plan of work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approves plans of work</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Chairs Graduate Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oversees graduate recruitment</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Oversees graduate admissions</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Informs students of departmental requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informs students of university requirements</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Approves written qualifying exam committees</td>
<td></td>
<td>DEPARTMENT AS A WHOLE</td>
</tr>
<tr>
<td>Approves oral qualifying exam committees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approves dissertation committees</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Distributes fellowship and scholarship information to students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oversees graduate information on department website</td>
<td>DEPT. WEBMASTER</td>
<td></td>
</tr>
<tr>
<td>Serves as advisor for department graduate student organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distributes information to students concerning career options in the field</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Distributes information to students concerning job placement of students from the program</td>
<td>X</td>
<td>PLACEMENT OFFICER</td>
</tr>
<tr>
<td>Distributes information to student concerning time-to-degree for the program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oversees student record-keeping</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Assigns teaching assistantships</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Evaluates performance of GTAs</td>
<td>X</td>
<td>FULL-TIME FACULTY TO WHOM TA IS ASSIGNED</td>
</tr>
<tr>
<td>Observes GTAs in the classroom</td>
<td>FULL-TIME FACULTY TO WHOM TA IS ASSIGNED</td>
<td></td>
</tr>
<tr>
<td>Supervises GTAs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distributes and collects applications for GTAs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oversees appointments of GRAs</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Hears undergraduates’ grievances concerning GTAs</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
1b. What plans have been developed for undertaking processes for which no one is currently responsible?

There are no such processes.

2. List any 700 and 800 courses (since the year of the last review):
   a. offered less than once a year but more than every 2 years
   We have nine 7000-level courses in our catalog (History, Ethics, Aesthetics, Epistemology, Metaphysics, Philosophy of Science, Philosophy of Language, Logic, and Special Topics). In our departmental rotation, it is typical that each of these comes around within a two-year cycle.

   b. offered less than once every 2 years. None.

3a. Have department requirements changed since the last review? _____yes ___x___no
   If yes, please describe the changes:

3b. Describe the process in place to review doctoral requirements and training. How are student learning objectives met by training? How are these learning objectives assessed?

   Doctoral requirements are constantly under review. If something isn’t working, we try to fix it. Prior to the previous review, we revamped our graduate requirements substantially.

4. How does the curriculum prepare a graduate who will be living and working in an increasingly global society?

   The doctoral program includes a foreign language requirement.

5. Discuss the relationship of the doctoral program to the undergraduate program (if applicable).

   Doctoral students occasionally teach undergraduate courses.

6. Check all that apply. The Graduate Director in the department receives the following

---

<table>
<thead>
<tr>
<th>PROCESS</th>
<th>APPLIES</th>
<th>CHAIR</th>
<th>GRAD. OFFICER</th>
<th>RECRUITMENT OFFICER</th>
<th>ADMISSION OFFICER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hears graduate student grievances involving faculty members</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
compensation:
   a. Release time from teaching _____
   b. How much? _____
   c. Summer salary _____
   d. Stipend _____
   e. Travel money _____
   f. Research funds _____
   g. GRA _____
   h. Secretarial support _____
   i. Merit pay __x___
   j. Other (please indicate) _____

7. The appointment of the Graduate Director is: _____ 9-month  __x__ 12-month

8a. What do you view as the most important external threats to your doctoral programs?

A paucity of financial aid, the reputation of the City of Detroit, and vigorous competition from competing graduate programs.

8b. What plan do you have to address these problems?

More aggressive recruiting. Our principal recruitment “base” is colleges within Michigan. Next year, we plan to begin personal contact with chairs at these colleges to let them know what opportunities we have for any undergraduates who wish to pursue graduate education.
Part 3 – Doctoral Student Profile

1. Please provide the following information about doctoral students:

<table>
<thead>
<tr>
<th>Department Name: Philosophy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADMISSIONS/ENROLLMENT DATA</strong></td>
</tr>
<tr>
<td><strong>YEAR</strong></td>
</tr>
<tr>
<td>Number of students applied (completed applications)</td>
</tr>
<tr>
<td>Number of international students admitted</td>
</tr>
<tr>
<td>Number of minority students admitted</td>
</tr>
<tr>
<td>Number of all other students admitted</td>
</tr>
<tr>
<td><strong>TOTAL OF ADMITTED STUDENTS</strong></td>
</tr>
<tr>
<td>Number of international students newly enrolled</td>
</tr>
<tr>
<td>Number of minority students newly enrolled</td>
</tr>
<tr>
<td>Number of all other students newly enrolled</td>
</tr>
<tr>
<td><strong>TOTAL OF NEWLY ENROLLED STUDENTS</strong></td>
</tr>
<tr>
<td>Number of current full-time enrolled</td>
</tr>
<tr>
<td>Number of current part-time enrolled</td>
</tr>
<tr>
<td><strong>TOTAL OF ENROLLED STUDENTS</strong></td>
</tr>
<tr>
<td>Average GPA of international students admitted</td>
</tr>
<tr>
<td>Average GPA of minority students admitted</td>
</tr>
<tr>
<td>Average GPA of all other students admitted</td>
</tr>
<tr>
<td>Average GRE score of students admitted</td>
</tr>
<tr>
<td>Average GRE score of students enrolled</td>
</tr>
</tbody>
</table>

2. What is the average time to degree for students graduating in this time period (Ph.D. application date minus graduation date)? ____8+__ yrs.

3. How many students are candidates? ___6___

4. What is the average time to candidacy (Ph.D. application date minus candidacy date for all students achieving candidacy since the last review)? ____5____ yrs.

5. How many Ph.D. students graduated between the last review and the year prior to this review? __5____

6. What percentage of the total admitted and enrolled during this period does this number represent? ___33___%
Note: The STARS system has much of this information. Please go to http://stars.wayne.edu/
If you are unable to find the information in STARS, please contact the Program Review office at 7-0125 for assistance.

<table>
<thead>
<tr>
<th>Year of last review</th>
<th>Year 2 02-03</th>
<th>Year 3 03-04</th>
<th>Year 4 04-05</th>
<th>Year 5 05-06</th>
<th>Year 6 06-07</th>
<th>Year 7 07-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-02</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Doctoral - Dissertation Supervision

**Department Name: Philosophy**

For each faculty member with regular graduate faculty status, please provide the following information starting with the year of the last review through Fall of the current review.

**Faculty Name: John Corvino**

<table>
<thead>
<tr>
<th>Year</th>
<th>Completed (#)</th>
<th>In Progress (#)</th>
<th>Published (#)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of last review 01-02</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2 – 02-03</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3 – 03-04</td>
<td></td>
<td></td>
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<tr>
<td>Year 4 – 04-05</td>
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<tr>
<td>Year 5 – 05-06</td>
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<td></td>
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</tr>
<tr>
<td>Year 6 – 06-07</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 7 – 07-08</td>
<td></td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**Faculty Name: Herbert Granger**

<table>
<thead>
<tr>
<th>Year</th>
<th>Completed (#)</th>
<th>In Progress (#)</th>
<th>Published (#)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of last review 01-02</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Year 2 – 02-03</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Year 3 – 03-04</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 4 – 04-05</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 5 – 05-06</td>
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<tr>
<td>Year 6 – 06-07</td>
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<td></td>
</tr>
<tr>
<td>Year 7 – 07-08</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Faculty Name: Eric Hiddleston</td>
<td>Year</td>
<td>Completed (#)</td>
<td>In Progress (#)</td>
</tr>
<tr>
<td>-------------------------------</td>
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<td>---------------</td>
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</tr>
<tr>
<td></td>
<td>Year of last review</td>
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<td>None</td>
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<tr>
<td></td>
<td>01-02</td>
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<td>Year 2 – 02-03</td>
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<td>Year 3 – 03-04</td>
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<td>Year 7 – 07-08</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Name: Lawrence Lombard</th>
<th>Year</th>
<th>Completed (#)</th>
<th>In Progress (#)</th>
<th>Published (#)</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Year of last review</td>
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<td>None</td>
<td>None</td>
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<tr>
<td></td>
<td>01-02</td>
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<td>Year 2 – 02-03</td>
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<td>Year 3 – 03-04</td>
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<td>Year 6 – 06-07</td>
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<td>Year 7 – 07-08</td>
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<table>
<thead>
<tr>
<th>Faculty Name: Michael McKinsey</th>
<th>Year</th>
<th>Completed (#)</th>
<th>In Progress (#)</th>
<th>Published (#)</th>
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</thead>
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<td>Year of last review</td>
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<td>Year 2 – 02-03</td>
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<td>Year 7 – 07-08</td>
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<table>
<thead>
<tr>
<th>Faculty Name: Gregory Novack</th>
<th>Year</th>
<th>Completed (#)</th>
<th>In Progress (#)</th>
<th>Published (#)</th>
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</tbody>
</table>
### Faculty Name: Bruce Russell

<table>
<thead>
<tr>
<th>Year</th>
<th>Completed (#)</th>
<th>In Progress (#)</th>
<th>Published (#)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of last review 01-02</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2 – 02-03</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3 – 03-04</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 4 – 04-05</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 5 – 05-06</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Year 6 – 06-07</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Year 7 – 07-08</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Faculty Name: Susan Vineberg

<table>
<thead>
<tr>
<th>Year</th>
<th>Completed (#)</th>
<th>In Progress (#)</th>
<th>Published (#)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of last review 01-02</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2 – 02-03</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3 – 03-04</td>
<td></td>
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</tr>
<tr>
<td>Year 4 – 04-05</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Year 5 – 05-06</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 6 – 06-07</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Year 7 – 07-08</td>
<td></td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

### Faculty Name: Robert Yanal

<table>
<thead>
<tr>
<th>Year</th>
<th>Completed (#)</th>
<th>In Progress (#)</th>
<th>Published (#)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of last review 01-02</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2 – 02-03</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3 – 03-04</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 4 – 04-05</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 5 – 05-06</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 6 – 06-07</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Year 7 – 07-08</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>Year of last review</td>
<td>Year 2 02-03</td>
<td>Year 3 03-04</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>---------------------</td>
<td>---------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Number of students who repeated qualifying exams before passing</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students who failed the qualifying exams</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of students admitted and enrolled who have completed the Ph.D.</td>
<td>6%</td>
<td>6%</td>
<td>13%</td>
</tr>
</tbody>
</table>
Part 4 – Recruitment

1. List in order, the 5 universities from where your department most frequently enrolls doctoral students (i.e., where do most of your doctoral students come from?). List should include the first year after the last review of the department and the last 2 years preceding this departmental review.

<table>
<thead>
<tr>
<th>University</th>
<th>Year 1 (after last review)</th>
<th>Year (2 years prior to this review)</th>
<th>Year (1 year prior to this review)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WSU</td>
<td>2002-03</td>
<td>2006-07</td>
<td>2007-08</td>
</tr>
<tr>
<td>Central Michigan</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Western Michigan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>U. Mich Dearborn</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Valley State</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>U. Mich Flint</td>
<td></td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

2a. Check all that apply. The recruitment activities of the department include:
   a. Creating department-specific recruitment print materials __x__
   b. Advertising program to other faculty in the field __x__
   c. Making information about program available at conferences _____
   d. Sending faculty to give talks at other schools __x__
   e. Having faculty contact prospective students __x__
   f. Sending students to give talks at other schools _____
   g. Having students contact prospective students _____
   h. Inviting prospective students to campus __x__
   i. Inviting admitted students to campus __x__
   j. Appointing a recruitment director separate from the Graduate Officer __x__
   k. Other (please describe) _____

2b. How has the department planned to expand its activities in this area?

We’ve discussed hosting a graduate student conference at WSU.

3a. Check all that apply. The department website contains the following information for recruitment:
   a. List of faculty ____x____
   b. Faculty e-mail addresses __x__
   c. Faculty phone numbers __x__
   d. Faculty research interests __x__
   e. Faculty publications __x__
   f. Faculty grants _____
   g. Student publications _____
   h. Student profiles _____
i. Statements from present and past students _____
j. Programs offered __x__
k. Areas of specialization __x__
l. Description of the common core requirements __x__
m. Rationale for each program including selection of subject matter for study and prerequisites _____
n. Degrees offered __x__
o. Degree requirements __x__
p. Types of support available __x__
q. Time-to-degree for graduates in the last 5 years _____
r. Program placement information for graduates in the last 5 years __x__
s. A webpage dedicated to faculty recruitment _____
t. Other (please specify):_________________________________ _____

3b. How has the department planned to expand its activities in this area?

The suggestion (above) of using student profiles and/or statements from past students seems very good, and we will implement it.

3. When were print materials for recruitment last updated?

Our mail-out poster is revised every year. Our graduate student information is included on our web site which is updated when necessary.

**Part 5 – Teaching**

1a. Check all that apply. The department supports graduate teaching assistants by:
   a. Observing first year GTAs in the classroom at least once a semester __x__
   b. Observing first time GTAs teaching at least once a semester __x__
   c. Observing all GTAs in the classroom at least once a semester _____
   d. Providing written feedback on performance in the classroom _____
   e. Discussing teaching evaluations with the GTA _____
   f. Recognizing good teaching with a departmental award _____
   g. Recognizing good teaching by nominating students for the Heberlein award _____
   h. Videotaping GTAs in the classroom at least once _____
   i. Offering a course on teaching in the discipline _____
   j. Providing faculty teaching mentors for students __x__
   k. Providing a faculty member or staff person who serves as an instructional consultant for GTAs _____
   l. Encouraging use of the Office for Teaching and Learning _____
   m. Making information available concerning the Graduate Certificate in College and University Teaching __x__
   n. Other (please indicate):________________________________________ _____

1b. How has the department planned to expand its activities in this area? No plans.
2. For each semester in the last 3 academic years, list the percentage of lecture sections (not including laboratories or discussion sections) that have been taught by doctoral students.

<table>
<thead>
<tr>
<th></th>
<th>Year 1 05-06</th>
<th>Year 2 06-07</th>
<th>Year 3 07-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>28%</td>
<td>31%</td>
<td>37%</td>
</tr>
<tr>
<td>Winter</td>
<td>21%</td>
<td>28%</td>
<td>30%</td>
</tr>
<tr>
<td>Spring/Summer</td>
<td>63%</td>
<td>53%</td>
<td>88%</td>
</tr>
</tbody>
</table>

**Part 6 – Student Support**

1. How many Ph.D. students have been supported in each of the following categories since the year of the last review through the Fall of the current review?

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Yr. 01-02</th>
<th>Yr. 02-03</th>
<th>Yr. 03-04</th>
<th>Yr. 04-05</th>
<th>Yr. 05-06</th>
<th>Yr. 06-07</th>
<th>Yr. 07-08</th>
<th>Current 08-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate research assistantships</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Graduate teaching assistantships</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Fellowships</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Not supported</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Other support (please explain)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. How does the number of supported Ph.D. students compare with the similar universities you listed above? With the university to which you aspire? (Begin with the year of the last review up through the Fall of the current review.)

<table>
<thead>
<tr>
<th>University Name</th>
<th>Graduate research assistantships</th>
<th>Graduate teaching assistantships</th>
<th>Fellowships</th>
<th>Not supported</th>
<th>Other support (please explain)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparable university 1 (Arizona State)</td>
<td>About 10</td>
<td></td>
<td>Not known</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comparable university 2 (Temple)</td>
<td>15/year</td>
<td></td>
<td>20/year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University aspired to (Univ. Rochester)</td>
<td>“Nearly all Philosophy Ph.D. students receive financial aid for up to five years. Most receive Tuition Scholarships and University Fellowships in their first year with a teaching assistantships in subsequent years.” – University of Rochester’s website.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Doctoral - Sections taught by GTA**

**Doctoral - Ph.D. Student Support**

**Doctoral - Student Support Comparative Data**
Part 7 – Mentoring

1a. Check all that apply. Our department creates a sense of community among our doctoral students by:

- Encouraging students to attend seminars on campus ___x___
- Requiring students to attend seminars on campus ___x___
- Having a graduate student organization ___x___
- Having a listserv that includes graduate students ___x___
- Having a graduate student newsletter ______
- Having a graduate student webpage ______
- Having a graduate research day ______
- Other (please indicated) ______

1b. How has the department planned to expand its activities in this area? No plans.

2a. Check all that apply. Our department socializes doctoral students into the profession by:

- Encouraging students to attend conferences off campus ___x___
- Encouraging students to present papers at conferences ___x___
- Encouraging students to give talks at departmental seminars ___x___
- Requiring students to give talks at departmental seminars ______
- Conducting a workshop or course on grant writing ______
- Conducting a workshop or course on publishing ______
- Conducting a workshop on how to prepare a vitae ___x___
- Conducting a workshop on how to interview for a position ___x___
- Encouraging students to apply for external fellowships ___x___

2b. How has the department planned to expand its activities in this area? No plans.

3. How often does the department offer organized seminars, colloquia, or sponsored conferences during the academic year at which graduate students can present their research or creative works?

- Once a week ______
- Less than once a week, but more than once a month ______
- Once a month ___x*___
- Less than once a month, but more than once a semester ______
- Once a semester ______
- Less than once a semester, but more than once a year ______
- Once a year ______
- Never ______
*Graduate students present their work at conferences organized by the philosophy graduate student club. All graduate students and faculty are invited. Such presentations happen when they happen, usually 2-3 per semester.

4. Describe procedures used to conduct an annual student review. Please indicate the areas of student performance evaluated, who provides the review, and in what form the information is communicated. Please provide a copy of the evaluation form or template used. If no formalized annual review process exists, provide plans for implementing a review and include a timetable for implementation.

Areas of evaluation: the principal requirements of the doctoral program: the elementary logic requirement; the two advanced logic requirements; the areas of metaphysics / epistemology, value theory, and history; the foreign language requirement; the plan of work; candidacy; the prospectus; the foreign language requirement. Course credit requirements are also reviewed. See the “Graduate Student Handbook,” attached as an appendix.
Part 8 – Employment

1. Describe procedures used to aid students in obtaining employment. Check all that apply:

   Department conducts workshops on interviewing __x___
   Student gives a practice job talk before going on an interview _____
   Advisor makes phone calls to other faculty or industry contacts on behalf of student __x___
   Students are advised on where to look for job announcements __x___
   Advisor writes reference letters __x___
   Interviewers are brought into the department _____
   Students are provided travel funds to attend conferences in order to interview for positions ___x__
   Other (specify): ___________________________________________

2. Describe the current and immediate future job market in the discipline. Provide information on student placement (Contact Academic Program Review for information on student placement)

3. Since the last review, indicate the average number of graduates who found first employment in the following categories (Contact APR for this information):

   a. Postdoctoral fellowship/traineeship at an academic institution ______
   b. Research associateship at an academic institution ______
   c. Tenure-track faculty at an academic institution __6__
   d. Nontenure-track faculty at an academic institution ______
   e. Private researcher at a center/lab ______
   f. Other non-academic position __0__

   Note: We have placed all our PHD's granted since 2000 in academic positions.

4. Since the last review, indicate the average number of graduates who are employed in the field of their academic training (Contact APR for this information):

   b. Zhen Chen, A Puzzle about Morality and Rationality, 1999. Zhen is Full Professor in the Philosophy Department at Nanjing Normal University, China.
   d. David Baggett, Theistic Activism and the Euthyphro Dilemma, 2002. David is now Associate Professor of Philosophy at Liberty University, Lynchburg, VA.
   e. Steve Patterson, Enforceability and Primary Rights, 2003. Steve is Assistant Professor of Philosophy and Religious Studies at Marygrove College, Detroit.
g. R. Sloan Lee, Miracles: A Philosophical Analysis, 2004. Sloan is currently teaching at the Cambridge School of Dallas.
h. Frank Grabowski, Why Plato was not a Platonist: A Re-Assessment of Plato's Theory of Forms, 2004. Frank is Assistant Professor of Philosophy at Rogers State University in Claremore, Oklahoma. Frank has had his book, Plato, Metaphysics and the Forms, published by Continuum Studies in Ancient Philosophy.

5. Since the last review, indicate the average number of graduates who are conducting research as a primary activity in their position (Contact APR for this information): See above.
Section 4. Master’s and Certificate Programs

Note: This section should be completed when the highest degree offered is a master’s degree or when students are admitted directly to the master’s program. If your master’s program does not seem to fit either situation, call the APR office.

Part 1: Background

1. Rank order the principal missions of your Master’s and Certificate programs (Note: No tied ranks).

   Training scholar teachers for academic careers __1__
   Training practitioners for industry, business, or government __3__
   Providing advanced learning opportunities for interested students __2__
   independent of career objectives
   Other (please explain)

   ___

2. How is the mission of the program aligned with the training students receive and assessment of student learning?

   The M.A. program in philosophy is designed to prepare students to:
   • teach philosophy at the community college level
   • to enter doctoral programs in philosophy at ours or other institutions
   • or to work in any area that requires critical, analytical thinking (such as medicine, law, government, or publishing).
   Thus our MA students are required to pass a course in symbolic logic, take at least two advanced seminars, take other courses in metaphysics/epistemology, value theory, and history, and write either an essay or thesis.
3a. Please list the 2 universities that you believe have Master’s and/or Certificate programs similar to your department. (Note: If this information is provided in the doctoral section and it is the same, please go to question 3b).

| Master’s and Certificate - Comparable Universities |
|--------------------------------|------------------|------------------|
| **Department Name:** Philosophy                | **Temple**       | **Arizona State** |
| **For each, indicate which of the following factors you used to determine comparability. Check all that apply.** |                  |                  |
| **CRITERIA**                                   | **Temple**       | **Arizona State** |
| The comparison departments:                   |                  |                  |
| Produces a similar number of Master’s and Certificate graduates | More             | More             |
| Master’s and Certificate graduates similar in quality | x                | x                |
| Places Master’s and Certificate graduates in similar types of positions | x                | x                |
| Master’s and Certificate program is organized into similar divisions |                  | x                |
| Master’s and Certificate training curriculum is similar |                  | x                |
| Students are drawn from a similar national pool | x                | x                |
| Students drawn from a similar local pool | x                | x                |
| Students drawn from a similar international pool | x                | x                |
| Faculty publish in similar journals |                  | x                |
| Number of faculty | x                |                  |
| Generates about the same amount of external funds | x                | x                |
| Receives funding from the same types of external sources | x                | x                |
| Is a part of an urban university | x                | x                |
| Are ranked similarly to our department (indicate ranking and ranking index used for comparison) | //               | //               |
| Faculty have similar research interests | x                |                  |
| Faculty members publish similar number of books |                  |                  |
| Faculty members perform or exhibit their creative works as often as we do | n/a              | n/a              |
| Faculty members have similar numbers and types of awards in the profession |                  | x                |
| Faculty members participate to a similar extent in national, professional organizations | x                | x                |
| Faculty members scholarly quality is similar to ours |                  | x                |
| Other (please specify below) |                  | x                |

3b. How have you used these departments to benchmark performance in your department? Have not used them.
4a. Please list the university that has Master’s and Certificate programs to which your program realistically aspires. *See information in PHD program above.*

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Univ. Rochester</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department we aspire to:</td>
<td></td>
</tr>
<tr>
<td>Produces more/less Master’s and Certificate graduates</td>
<td></td>
</tr>
<tr>
<td>Has more/less funding for M/C students</td>
<td></td>
</tr>
<tr>
<td>Places more M/C graduates in applied positions</td>
<td></td>
</tr>
<tr>
<td>Places more M/C graduates in academic positions</td>
<td></td>
</tr>
<tr>
<td>Has a M/C program organized differently than ours (please describe)</td>
<td></td>
</tr>
<tr>
<td>Has a M/C training curriculum that differs from ours (please describe)</td>
<td></td>
</tr>
<tr>
<td>Has faculty who publish more in top tier journals</td>
<td></td>
</tr>
<tr>
<td>Has a smaller/larger faculty size</td>
<td></td>
</tr>
<tr>
<td>Generates more external funding</td>
<td></td>
</tr>
<tr>
<td>Receives more funding from federal/private sources</td>
<td></td>
</tr>
<tr>
<td>Conducts more research focused on urban issues</td>
<td></td>
</tr>
<tr>
<td>Is ranked higher than our department (Indicate ranking and ranking index used for comparison)</td>
<td></td>
</tr>
<tr>
<td>Has a faculty with different research interests (Please specify)</td>
<td></td>
</tr>
<tr>
<td>Has faculty members who have more professional awards</td>
<td></td>
</tr>
<tr>
<td>Has faculty members who participate to a greater extent in national, professional organizations</td>
<td></td>
</tr>
<tr>
<td>Has faculty members whose scholarly quality is greater than ours</td>
<td></td>
</tr>
<tr>
<td>Produces M/C students higher in quality than ours</td>
<td></td>
</tr>
<tr>
<td>Has faculty members who publish more books than we do</td>
<td></td>
</tr>
<tr>
<td>Has faculty members who perform or exhibit their creative works more often than we do</td>
<td></td>
</tr>
<tr>
<td>Has more students who apply nationally to the program</td>
<td></td>
</tr>
<tr>
<td>Enrolls more students drawn from a national pool</td>
<td></td>
</tr>
<tr>
<td>Enrolls more/less international students</td>
<td></td>
</tr>
<tr>
<td>Other (please specify)</td>
<td></td>
</tr>
</tbody>
</table>

4b. The comparable universities indicate where the department is now and the university aspired to indicates where the department wants to be in the future. Please present a plan for moving the department from one point to the other. What benchmarks will be used to assess progress? How will existing resources be used to achieve the department’s objectives? If the department had additional resources, what would be requested and how would it be used? (If this information is already provided in your
strategic plan, you do not need to supply it again. Please list the page numbers from the strategic plan that provide the information.) See response under PHD program.
### Part 2 – Program Policies and Procedures, Course Description and Assessment

1a. Please check each process that applies to the department. Indicate who in the department is responsible for the process. See information provided in the doctoral program above.

<table>
<thead>
<tr>
<th>Department Name:</th>
<th>Master’s and Certificate - Policies and Procedures Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROCESS</td>
<td>APPLIES</td>
</tr>
<tr>
<td>Conducts an orientation for new students</td>
<td></td>
</tr>
<tr>
<td>Advises students on plan of work</td>
<td></td>
</tr>
<tr>
<td>Approves plans of work</td>
<td></td>
</tr>
<tr>
<td>Chairs Graduate Committee</td>
<td></td>
</tr>
<tr>
<td>Oversees graduate recruitment</td>
<td></td>
</tr>
<tr>
<td>Oversees graduate admissions</td>
<td></td>
</tr>
<tr>
<td>Informs students of departmental requirements</td>
<td></td>
</tr>
<tr>
<td>Informs students of university requirements</td>
<td></td>
</tr>
<tr>
<td>Distributes fellowship and scholarship information to students</td>
<td></td>
</tr>
<tr>
<td>Oversees graduate information on department website</td>
<td></td>
</tr>
<tr>
<td>Serves as advisor for department graduate student organization</td>
<td></td>
</tr>
<tr>
<td>Distributes information to students concerning career options in the field</td>
<td></td>
</tr>
<tr>
<td>Distributes information to students concerning job placement of students from the program</td>
<td></td>
</tr>
<tr>
<td>Distributes information to student concerning time-to-degree for the program</td>
<td></td>
</tr>
<tr>
<td>Oversees student record-keeping</td>
<td></td>
</tr>
<tr>
<td>Assigns teaching assistantships</td>
<td></td>
</tr>
<tr>
<td>Evaluates performance of GTAs</td>
<td></td>
</tr>
<tr>
<td>Observes GTAs in the classroom</td>
<td></td>
</tr>
<tr>
<td>Supervises GTAs</td>
<td></td>
</tr>
<tr>
<td>Distributes and collects applications for GTAs</td>
<td></td>
</tr>
<tr>
<td>Oversees appointments of GRAs</td>
<td></td>
</tr>
<tr>
<td>Hears undergraduates’ grievances concerning GTAs</td>
<td></td>
</tr>
<tr>
<td>Hears graduate student grievances involving faculty members</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>
1b. What plans have been developed for undertaking processes for which no one is currently responsible? See information provided in the doctoral program above.

2. List any master’s courses (since the year of the last review): See above PHD section for information on 7000-level courses. MA students (and PHD students) also take courses on the 5000-level.

   a. offered less than once a year but more than every 2 years
   PHI 5270 (Phil Law) and PHI 5240 (Political Phil) are taught in alternate years. Same with PHI 5280 (History of Ethics) and PHI 5300 (Analytic Ethics). Same with PHI 5630 (History of Analytic Phil 1) and PHI 5640 (History of Analytic Phil 2). Same with PHI 5200 (Modal Logic) and PHI 5350 (Logical Systems 1). Same with PHI 5550 (Phil Mind) and PHI 5570 (Phil Language).

   b. offered less than once every 2 years
   PHI 5400 (Presocratics), PHI 5410 (Plato), and PHI 5420 (Aristotle) are taught in a three-year cycle. Same with PHI 5440 (Continental Rationalism), PHI 5450 (British Empiricism), and PHI 5460 (Kant). PHI 5390 (Logical Systems 2) and PHI 5750 (Philosophy of Logic) are sporadically offered.

3a. Have department requirements changed since the last review? _____yes __x___no
   If yes, please describe the changes:

3b. Describe the process in place to review Master’s/Certificate requirements and training as meeting student learning objectives? How are student learning objectives met by training? How are these learning objectives assessed?

4. How does the curriculum prepare a graduate who will be living and working in an increasingly global society?

   The curriculum is aimed at teaching students how to do philosophy well. Students wanting to be prepared for living in a global society would be better off taking a course in Chinese or International Economics.

5. Discuss the relationship of the Master’s program to the undergraduate program.

   Classes at the 5000-level can be taken by both MA people and undergraduates.

6. Check all that apply. The Graduate Director in the department receives the following compensation: See information provided in the doctoral program above.

   a. Release time from teaching
   b. How much?
   c. Summer salary
   d. Stipend
   e. Travel money
f. Research funds

g. GRA

h. Secretarial support

i. Merit pay

j. Other (please indicate)

7. The appointment of the Graduate Director is: _____ 9-month ____x__ 12-month See information provided in the doctoral program above.

8a. What do you view as the most important external threats to your Master’s/Certificate programs? See information provided in the doctoral program above.

8b. What plan do you have to address these problems? See information provided in the doctoral program above.

Part 3 – Master’s/Certificate Student Profile

Please provide the following information about M/C students.

<table>
<thead>
<tr>
<th>Department Name: Philosophy</th>
<th>Master’s and Certificate - Student Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMISSIONS/ENROLLMENT DATA</td>
<td>YEAR</td>
</tr>
<tr>
<td></td>
<td>Year of last review</td>
</tr>
<tr>
<td>Number of students applied (completed applications)</td>
<td>Data not available</td>
</tr>
<tr>
<td>Number of international students admitted</td>
<td>0</td>
</tr>
<tr>
<td>Number of minority students admitted</td>
<td>1</td>
</tr>
<tr>
<td>Number of all other students admitted</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL ADMITTED STUDENTS</td>
<td>6</td>
</tr>
<tr>
<td>Number of international students newly enrolled</td>
<td>0</td>
</tr>
<tr>
<td>Number of minority students newly enrolled</td>
<td>0</td>
</tr>
<tr>
<td>Number of all other students newly enrolled</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL NEWLY ENROLLED STUDENTS</td>
<td>5</td>
</tr>
<tr>
<td>Number of current full-time enrolled</td>
<td>5</td>
</tr>
<tr>
<td>Number of current part-time enrolled</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL ENROLLED STUDENTS</td>
<td>5</td>
</tr>
<tr>
<td>Average GPA of international students admitted</td>
<td>GPA data not available. Dept. does not require GRE.</td>
</tr>
<tr>
<td>Average GPA of minority students admitted</td>
<td></td>
</tr>
<tr>
<td>Average GPA of all other students admitted</td>
<td></td>
</tr>
<tr>
<td>Average GRE score of students admitted</td>
<td></td>
</tr>
<tr>
<td>Average GRE score of students enrolled</td>
<td></td>
</tr>
</tbody>
</table>

1. What is the average time to degree (Master’s and Certificate application
date minus graduation date)?
Master’s \( \underline{\quad} \) yrs.
Certificate \( \underline{\quad} \) yrs.

2. How many Master’s and Certificate students graduated between the last review and the year prior to this review?
Master’s \( \underline{12} \) yrs.
Certificate \( \underline{\quad} \) yrs.

3. What percentage of the total admitted and enrolled during this period does this number represent?
Master’s \( \underline{\quad}\% \)
Certificate \( \underline{\quad}\% \)
**Master’s/Certificate – Number of Graduates Since the Last Review**

<table>
<thead>
<tr>
<th>Year of last review</th>
<th>Year 2 03-04</th>
<th>Year 3 04-05</th>
<th>Year 4 05-06</th>
<th>Year 5 06-07</th>
<th>Year 6 07-08</th>
<th>Current Fall 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-02</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>03-04</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>04-05</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>05-06</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>06-07</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**Master’s/Certificate – Thesis and Essay Supervision***

*Note that many of our MA degrees are “Plan C” – which is an MA acquired *en passant* in the PHD program, hence no thesis or essay.

**Department Name:** Philosophy

For each faculty member with regular graduate faculty status, please provide the following information starting with the year of the last review through Fall of the current review.

**Faculty Name:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Completed (#)</th>
<th>In Progress (#)</th>
<th>Published(#)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of last review</td>
<td>1 Plan C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2 03-04</td>
<td>Bill Stine</td>
<td>+1 Plan C</td>
<td></td>
</tr>
<tr>
<td>Year 3 04-05</td>
<td>Robert Yanal</td>
<td>Herbert Granger</td>
<td>Mike McKinsey</td>
</tr>
<tr>
<td>Year 4 05-06</td>
<td>2 Plan C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 5 06-07</td>
<td>1 Plan C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 6 07-08</td>
<td>Mike McKinsey</td>
<td>+3 Plan C</td>
<td></td>
</tr>
<tr>
<td>Current Fall 08</td>
<td>2 (Plan C)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Part 4 – Recruitment

1. List in order, the 5 universities from where your department most frequently enrolls Master’s and Certificate students (e.g., where do most of your Master’s and Certificate students come from?). List should include the first year after the last review of the department and the last 2 years preceding this departmental review.

<table>
<thead>
<tr>
<th>University</th>
<th>Year 1 (after last review)</th>
<th>Year (2 years prior to this review)</th>
<th>Year (1 year prior to this review)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1997</td>
<td>2002</td>
<td>2003</td>
</tr>
</tbody>
</table>

There are currently six students in our MA program, one from each of the following: Grand Valley State University (Grand Rapids); Northern Michigan University (Marquette); University of Michigan, Flint; University of Michigan, Dearborn; Wayne State University; and the University of Indianapolis. Note that students sometimes enter as MA applicants, but then transfer to our doctoral program.

2. Check all that apply. The recruitment activities for Master’s and Certificate students include:
   a. Creating department-specific recruitment print materials __x__
   b. Advertising program to other faculty in the field __x__
   c. Making information about program available at conferences __x__
   d. Sending faculty to give talks at other schools __x__
   e. Having faculty contact prospective students __x__
   f. Sending students to give talks at other schools _____
   g. Having students contact prospective students _____
   h. Inviting prospective students to campus __x__
   i. Inviting admitted students to campus _____
   j. Appointing a recruitment director separate from the Graduate Officer __x__
   k. Other (Please indicate):

3a. Check all that apply. The department website contains the following information for recruitment: *See information under PHD program.*
   a. List of faculty _____
   b. Faculty e-mail addresses _____
   c. Faculty phone numbers _____
   d. Faculty research interests _____
   e. Faculty publications _____
f. Faculty grants

g. Student publications

h. Student profiles

i. Statements from present and past students

j. Programs offered

k. Areas of specialization

l. Description of the common core requirements

m. Rationale for each program including selection of subject matter for study and prerequisites

n. Degrees offered

o. Degree requirements

p. Types of support available

q. Time-to-degree for graduates in the last 5 years

r. Program placement information for graduates in the last 5 years

s. Other (please indicate)

3b. How has the department planned to expand its activities in this area?

4. When were print materials for recruitment last updated?
Part 5 – Teaching

1. Check all that apply. The department supports graduate teaching assistants by: See information under PHD program.
   a. Observing first year GTAs in the classroom at least once a semester_____
   b. Observing first time GTAs teaching at least once a semester_____
   c. Observing all GTAs in the classroom at least once a semester_____
   d. Providing written feedback on performance in the classroom_____
   e. Discussing teaching evaluations with the GTA_____
   f. Recognizing good teaching with a departmental award_____
   g. Recognizing good teaching by nominating students for the Heberlein award_____
   h. Videotaping GTAs in the classroom at least once_____ 
   i. Offering a course on teaching in the discipline_____
   j. Providing faculty teaching mentors for students_____
   k. Providing a faculty member or staff person who serves as an instructional consultant for GTAs_____
   l. Encouraging use of the Office for Teaching and Learning_____
   m. Making information available concerning the Graduate Certificate in College and University Teaching_____
   n. Other (please indicate)_____

2. For each semester in the last 3 academic years, list the percentage of lecture sections (not including laboratories or discussion sections) that have been taught by graduate students.
   This seems to ask for information already provided in the doctoral program.

<table>
<thead>
<tr>
<th>Semester</th>
<th>1997</th>
<th>1998</th>
<th>1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring/Summer</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 6 – Student Support

1. How many Master’s and Certificate students have been supported in each of the following categories since the year of the last review through the Fall of the current review?

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Master’s/Certificate - Student Support</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YEAR</td>
</tr>
<tr>
<td></td>
<td>Yr. of last review</td>
</tr>
<tr>
<td>Graduate research assistantships</td>
<td></td>
</tr>
</tbody>
</table>
2. How does the number of supported Master’s and Certificate students compare with the similar universities you listed above? With the university to which you aspire?

<table>
<thead>
<tr>
<th>University Name</th>
<th>Graduate research assistantships</th>
<th>Graduate teaching assistantships</th>
<th>Fellowships</th>
<th>Not supported</th>
<th>Other support (please explain)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparable university 1 (Temple)</td>
<td>Temple does not support MA students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comparable university 2 (Arizona)</td>
<td>No information about support for MA students from Arizona State.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University aspired to (Rochester)</td>
<td>No information about support for MA students from University of Rochester.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part 7 - Mentoring**

1a. Check all that apply. Our department creates a sense of community among our graduate students by:

- Encouraging students to attend seminars on campus  ____x____
- Requiring students to attend seminars on campus  ____x____
- Having a graduate student organization  ____x____
- Having a listserv that includes graduate students  ____x____
- Having a graduate student newsletter  __________
- Having a graduate student webpage  __________
- Having a graduate research day  __________
- Other (please indicated)  __________

1b. How has the department planned to expand its activities in this area? No plans

2a. Check all that apply. If these have been answered in the previous Ph.D. Section, please indicate the page. *See Ph.D. section.*

Our department socializes graduate students into the profession by:

- Encouraging students to attend conferences off campus  __________
- Encouraging students to present papers at conferences  __________
- Encouraging students to give talks at departmental seminars  __________
- Requiring students to give talks at departmental seminars  __________
- Conducting a workshop or course on grant writing  __________
- Conducting a workshop or course on publishing  __________
g. Conducting a workshop on how to prepare a vitae
h. Conducting a workshop on how to interview for a position
i. Encouraging students to apply for external fellowships
j. Other (please describe)

2b. How has the department planned to expand its activities in this area?
3. How often does the department offer organized seminars, colloquia, or sponsored conferences during the academic year at which graduate students can present their research or creative works? (In addition to seminar frequency for the department, if the department is divided into areas list each area and indicate event frequency separately for each.). If these have been answered in the previous Ph.D. section, you do not need to provide the information again. *See Ph.D. Section.*

   Once a week  
   Less than once a week, but more than once a month

   Once a month  
   Less than once a month, but more than once a semester

   Once a semester  
   Less than once a semester, but more than once a year

   Once a year  
   Never

4. Describe procedures used to conduct an annual student review. Please indicate the areas of student performance evaluated, who provides the review, and in what form the information is communicated. Please provide a copy of the evaluation form or template used. If no formalized annual review process exists, provide plans for implementing a review and include a timetable for implementation.

**Part 8 – Employment**

1. Describe procedures used to aid Master’s and Certificate students in obtaining employment. Check all that apply:

   a. Department conducts workshop on how to interview for a position  
   b. Student gives a practice job talk before going on an interview  
   c. Advisor makes phone calls to other faculty or industry contacts on behalf of student  
   d. Students are advised on where to look for job announcements  
   e. Advisor writes reference letters  
   f. Interviewers are brought into the department  
   g. Students are provided travel funds to attend conferences in order to interview for positions  
   h. Other (specify) ______

2. Describe the current and immediate future job market in the discipline for Master’s and Certificate students. *The M.A. in philosophy is often used for part-time teaching, and can lead to full-time employment at community colleges.*
Section 5. Undergraduate Programs

Part 1 - Background

1. Rank order the principal missions of your undergraduate program (Note: No tied ranks).

   a. Training students for continued academic work __2__
   b. Training students for other disciplines ______
   c. Training graduates for industry, business, or government __1__
   d. Providing advanced learning opportunities for interested students independent of career objectives ___3___
   e. Other (please explain) ______

2. How is the mission of the program aligned with the training students receive and assessment of student learning?

Many of our undergrad majors go on to law school; some continue with grad-level work in philosophy. Training in analytic philosophy is an excellent background for either of these.

3a. Complete Form 1BU (Note: if this information has already been included in the graduate sections and is the same, please go to question 3b. Same as in graduate sections)

<table>
<thead>
<tr>
<th>Form 1BU</th>
<th>Undergraduate - Comparable Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Name:</td>
<td></td>
</tr>
<tr>
<td>List the 2 universities that you believe have undergraduate programs similar to your department. For each, indicate which of the following factors you used to determine comparability. Check all that apply.</td>
<td></td>
</tr>
<tr>
<td>CRITERIA</td>
<td>Comparable University 1</td>
</tr>
<tr>
<td>The comparison departments:</td>
<td></td>
</tr>
<tr>
<td>Produces a similar number of undergraduates</td>
<td></td>
</tr>
<tr>
<td>Undergraduates similar in quality to ours</td>
<td></td>
</tr>
<tr>
<td>Places undergraduates in similar types of positions</td>
<td></td>
</tr>
<tr>
<td>Undergraduate program is organized into similar divisions</td>
<td></td>
</tr>
<tr>
<td>Undergraduate training curriculum is similar</td>
<td></td>
</tr>
<tr>
<td>Students are drawn from a national pool to about the same extent As we do</td>
<td></td>
</tr>
<tr>
<td>Students drawn from a local pool to about the same extent as we do</td>
<td></td>
</tr>
<tr>
<td>Students drawn from an international pool to about the same extent as we do</td>
<td></td>
</tr>
<tr>
<td>Are ranked similarly to our department (indicate ranking and index used for comparison) // //</td>
<td></td>
</tr>
<tr>
<td>Other (please specify below)</td>
<td></td>
</tr>
</tbody>
</table>
3b. How have you used these departments to benchmark performance in your department?

4a. Complete Form 2BU (Note: if this information has already been included in the graduate sections and is the same, please go to question 4b) *Same as in graduate sections.*

<table>
<thead>
<tr>
<th>Form 2BU</th>
<th>Undergraduate - Program Aspired to</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Department Name:</strong></td>
<td></td>
</tr>
<tr>
<td>List the university that has the undergraduate program to which your the undergraduate program realistically aspires. How were these undergraduate programs selected? Check all factors that apply and where appropriate indicate which option you have chosen.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>CRITERIA</strong></th>
<th><strong>University Aspired to</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The department we aspire to:</td>
<td></td>
</tr>
<tr>
<td>Produces more/less undergraduates</td>
<td></td>
</tr>
<tr>
<td>Places more undergraduates in positions that utilize their degree</td>
<td></td>
</tr>
<tr>
<td>Places more undergraduates in more graduate programs</td>
<td></td>
</tr>
<tr>
<td>Has an undergraduate program organized differently than ours (Please describe)</td>
<td></td>
</tr>
<tr>
<td>Has a training curriculum that differs from ours (Please describe)</td>
<td></td>
</tr>
<tr>
<td>Conducts more research focused on urban issues</td>
<td></td>
</tr>
<tr>
<td>Is ranked higher than our department (Indicate ranking and ranking index used for comparison)</td>
<td></td>
</tr>
<tr>
<td>Produces undergraduate students higher in quality than ours</td>
<td></td>
</tr>
<tr>
<td>Has more students who apply nationally to the program</td>
<td></td>
</tr>
<tr>
<td>Enrolls more students drawn from a national pool</td>
<td></td>
</tr>
<tr>
<td>Enrolls more/less international students Other (please specify)</td>
<td></td>
</tr>
</tbody>
</table>

4b. The answer to Question 3a indicates where the department is now and the answer to Question 4a indicates where the department wants to be in the future. Please present a plan for moving the department from one point to the other. What benchmarks will be used to assess progress? How will existing resources be used to achieve the department’s objectives? If the department had additional resources, what would be requested and how would they be used?
### Part 2 – Program Policies and Procedures, Course Description and Assessment

1a. Complete form 1UP

<table>
<thead>
<tr>
<th>PROCESS</th>
<th>APPLIES</th>
<th>RESPONSIBLE PERSON</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducts an orientation for new students</td>
<td></td>
<td>CHAIR</td>
</tr>
<tr>
<td>Advises students on Declaration of Major</td>
<td></td>
<td>ASSOC. CHAIR</td>
</tr>
<tr>
<td>Approves Declaration of Major</td>
<td></td>
<td>UNDER GRAD. OFFICER</td>
</tr>
<tr>
<td>Chairs Undergraduate Committee</td>
<td></td>
<td>OTHER (DESCRIBE)</td>
</tr>
<tr>
<td>Oversees undergraduate assessment of the major</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oversees undergraduate recruitment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informs students of departmental requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informs students of university requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distributes scholarship and financial aid information to students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oversees undergraduate information on department website</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Serves as advisor for department undergraduate student organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distributes information to students concerning career options in the field</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distributes information to students concerning job placement of students from the program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disseminates information to student concerning time-to-degree for the program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oversees student record-keeping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides information about graduate programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hears grievances of undergraduates students involving faculty and graduate teaching assistants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1b. What plans have been developed for undertaking processes for which no one is currently responsible? No plans

1c. List any undergraduate courses (since the year of the last review):
   a. offered less than once a year but more than every 2 years
   PHI 3270/5270 (Phil Law) and PHI 2330/5240 (Political Phil) are taught in alternate years. Same with PHI 5280 (History of Ethics) and PHI 5300 (Analytic Ethics). Same with PHI 5630 (History of Analytic Phil 1) and PHI 5640 (History of Analytic Phil 2). Same with PHI 5200 (Modal Logic) and PHI 5550 (Phil Mind) and PHI 5570 (Phil Language).

   b. offered less than once every 2 years
   PHI 5400 (Presocratics), PHI 5410 (Plato), and PHI 5420 (Aristotle) are taught in a three-year cycle. Same with PHI 5440 (Continental Rationalism), PHI 5450 (British Empiricism), and PHI 5460 (Kant). PHI 5390 (Logical Systems 2) and PHI 5750 (Philosophy of Logic) are sporadically offered.

2. Have department requirements changed since the last review? _____ yes __x__ no
   If yes, please describe the changes:

3. Describe the process in place to review undergraduate requirements and training as meeting student learning objectives? How are student learning objectives met by training? How are these learning objectives assessed?
   The learning objectives of an undergraduate major should be to learn philosophy, and specifically to learn what is being taught in the specific course he or she is enrolled in. It is the instructor of the course who assesses whether the student has learned the material.

4. How does the curriculum prepare an undergraduate who will be living and working in an increasingly global society? Undergraduates in philosophy are taught how to think critically and be analytical.

5. Check all that apply. The Undergraduate Officer in the department receives the following compensation:
   a. Release time from teaching _____
   b. How much? _____
   c. Summer salary _____
   d. Stipend _____
   e. Travel money _____
   f. Research funds _____
   g. Student Assistant _____
   h. Secretarial support _____
   i. Merit pay __x___
   j. Other (please indicate) _____
6. The appointment of the Undergraduate Officer is: _____ 9-month _x___ 12-month

7a. What do you view as the most important external threats to your undergraduate programs?

7b. What plans do you have to address these problems?
Part 3 - Undergraduate Student Profile
Please fill out form 1US
This form seems irrelevant to undergraduates, who do not apply.

<table>
<thead>
<tr>
<th>Form 1US</th>
<th>Undergraduate - Student Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Name:</td>
<td></td>
</tr>
</tbody>
</table>

Please provide the following information starting with the year of the last review through the Fall of the current review.

<table>
<thead>
<tr>
<th>ADMISSIONS DATA</th>
<th>YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year</td>
</tr>
<tr>
<td></td>
<td>01-02</td>
</tr>
</tbody>
</table>

Number of students applied (completed applications)

TOTAL STUDENT APPLIED

Number of international students admitted

Number of minority students admitted

Number of all other students admitted

TOTAL STUDENTS ADMITTED

Number of international students newly enrolled

Number of minority students newly enrolled

Number of all other students newly enrolled

TOTAL NEWLY ENROLLED

Number of current full-time students

Number of current part-time students

TOTAL ENROLLED

Average GPA of international students admitted

Average GPA of minority students admitted

Average GPA of all other students admitted

Average SAT/ACT score of students admitted

Average SAT/ACT score of students enrolled

2. What is the average time to degree (Major application date minus graduation date)?
   ______ yrs. No data

3. What percentage of the total admitted and enrolled during this period does this
   Number represent? ______%
<table>
<thead>
<tr>
<th>Year of last review</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Current</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-02</td>
<td>03-04</td>
<td>04-05</td>
<td>05-06</td>
<td>06-07</td>
<td>07-08</td>
<td>Fall</td>
</tr>
<tr>
<td>No data</td>
<td>18</td>
<td>20</td>
<td>19</td>
<td>29</td>
<td>31</td>
<td>30</td>
</tr>
</tbody>
</table>

**Part 4 – Recruitment**

1. Check all that apply. The department works with the Office of Admissions by:
   a. Creating department-specific recruitment print materials ___x___
   b. Advertising program to other high schools in the area ___
   c. Making information about program available at conferences ___
   d. Sending faculty to give talks at area high schools ___
   e. Sending students to give talks at area high schools ___
   f. Having faculty contact prospective students ___
   g. Having students contact prospective students ___
   h. Contacting presidential scholars awardees ___
   i. Using SAT/ACT for placement in degree programs ___

2a. Check all that apply. The department website contains the following information for recruitment: See graduate sections above.
   a. List of faculty ___x___
   b. Faculty e-mail addresses ___x___
   c. Faculty phone numbers ___x___
   d. Faculty research interests ___x___
   e. Faculty publications ___x___
   f. Faculty grants ___
   g. Student publications ___x___
   h. Student profiles ___
   i. Statements from present and past students ___
   j. Programs offered ___x___
   k. Areas of specialization ___x___
   l. Description of the common core requirements ___x___
   m. Rationale for each program including selection of subject matter for study and prerequisites ___
   n. Degrees offered ___x___
   o. Degree requirements ___x___
   p. Types of support available ___x___
   q. Time-to-degree for graduates in the last 5 years ___
   r. Program placement information for graduates in the last 5 years ___
   s. Other (please indicate) ___

2b. How has the department planned to expand its activities in this area? ___
3. When were print materials for recruitment last updated? 

---

**Part 5 - Mentoring**

1a. Check all that apply. Our department creates a sense of community among our undergraduate students by:
   a. Encouraging students to attend seminars on campus [x] 
   b. Requiring students to attend seminars on campus 
   c. Having an undergraduate student organization 
   d. Having an undergraduate student newsletter 
   e. Having an undergraduate student webpage 
   f. Having an undergraduate research day 
   g. Creating opportunities for graduates and undergraduates to collaborate on research and other academic activities 
   h. Assigning a graduate student to mentor undergraduate students 
   i. Other (please indicated) 

1b. How has the department planned to expand its activities in this area? No plans 

2a. Check all that apply. Our department socializes undergraduate students into the profession by:
   a. Encouraging undergraduates to attend conferences off campus 
   b. Encouraging undergraduates to present papers at conferences 
   c. Encouraging undergraduates to give talks at departmental seminars 
   d. Requiring undergraduates to give talks at departmental seminars 
   e. Conducting a workshop on how to prepare a resume 
   f. Encouraging students to apply for external fellowships or scholarships 
   g. Other (Please describe) 

2b. How has the department planned to expand its activities in this area? No plans 

3. How often does the department offer organized seminars, colloquia, or sponsored conferences during the academic year at which undergraduate students can present their research or creative works? (In addition to seminar frequency for the department, if the department is divided into areas list each area and indicate event frequency separately for each.)

   Once a week 
   Less than once a week, but more than once a month 
   Once a month 
   Less than once a month, but more than once a semester 

Once a semester
Less than once a semester, but more than once a year
Once a year
Never
Part 6 – Employment

1. Describe procedures used to aid undergraduates in obtaining employment.
   Check all that apply:
   a. Department conducts workshop on how to interview for a position ______
   b. Advisor makes phone calls to other faculty or industry contacts on behalf of student ______
   c. Students are advised on where to look for job announcements ______
   d. Advisor writes reference letters ______
   e. Interviewers are brought into the department ______
   f. Other (specify) ______

2. Describe the current and immediate future job market in the discipline.

A philosophy major serves as a conduit into professional schools, especially law.
Section 6. Support Staff, Physical Facilities, and Other Resources

1. Describe adequacy of all facilities necessary to your program, such as: library and information retrieval resources, laboratories, computer facilities, equipment, classroom, and office space. Adequate at the moment. However, we will need an additional faculty office if we hire another faculty member (at this writing, this is a possibility).

2. Describe the adequacy of support staff for your program (academic staff, secretarial, technical, and other staff assistance). We have one secretary and one student assistant. This is the minimum we need, and should not be reduced. We could use a part-time student to handle our library and/or graduate applications.

3. Describe your unit’s plan(s) for systematically evaluating its future staffing levels and mix. None.

4. What measures is your unit taking to insure diversity in the staff? How do we diversify one secretary?

5. Please list steps taken in your unit to increase awareness among staff of the importance of providing quality service. Phyllis provides quality service.

6. Please identify activities that have been implemented or are planned to encourage and recognize staff who provide quality service. Phyllis is invited to receptions and banquets.

7. Overall, do the staff and facilities provide an appropriate environment for the unit’s educational, research and/or service functions? Yes.
Section 7. Summary

1. Indicate what the major strengths are of the undergraduate and the graduate programs. What is needed to make them better?

We have a sound program in analytic philosophy at the undergraduate and graduate levels. Faculty are committed to teaching both undergraduates and graduates. As retirement looms for many of the senior faculty, it is crucial that they be replaced as quickly as possible.

2. What are the major weaknesses of each program? How can they be remedied or improved?

The size of the programs are a weakness. More undergrad majors and more students in the graduate program would make for a better department. Aggressive recruiting is the key here. Also more financial aid for graduate students. We also need to – somehow – get our graduate students to complete their dissertations.

3. What changes does the department plan to make in the undergraduate and graduate programs in the next 7 years within existing resources? In order of priority, what changes would be made if additional resources were to become available? If the changes are in the department’s Strategic Plan, you need only refer to the page number here.

Within existing resources, we want to keep the department at its current level of 11 faculty, smaller than which would make it difficult to offer the coverage we need for an undergraduate and graduate program.

In order of priority, if additional resources were make available we would (1) get a new faculty line, and (2) provide more GTA-ships as an inducement for new graduate students.
Appendices

Course Offerings
Undergraduate Major and Minor
Graduate Program
Graduate Student Handbook
Faculty CVs
Department By-Laws
Department Promotion and Tenure Factors
INTRODUCTORY COURSES

PHI 1010. Introduction to Philosophical Systems. Cr. 3-4.

This course satisfies the General Education Requirement in Philosophy and Letters (PL).

No credit after PHI 1030. An introduction to philosophy and the main schools of philosophical thought, through examination of some of the great philosophers of the past. Selected texts of writers such as Plato, Augustine, Aquinas, Descartes, Hume, Kant, Hegel, Nietzsche, James, and Russell will be discussed.

PHI 1020. Honors Introduction to Philosophical Systems. Cr. 3-4.

This course satisfies the General Education Requirement in Philosophy and Letters (PL).

Open only to Honors students. See PHI 1010 for description.

PHI 1030. Introduction to Philosophical Problems. Cr. 3-4.

This course satisfies the General Education Requirement in Philosophy and Letters (PL).

No credit after PHI 1010. A survey and discussion of some of the enduring and most pressing issues that have occupied philosophers: does God exist? What is a good person? Do we have free will? Is the mind the same as the brain? What is the universe really like? What do we really know? The course will acquaint students with techniques for discussing such questions and for evaluating proposed answers to them.

PHI 1040. Honors Introduction to Philosophical Problems. Cr. 3-4.

This course satisfies the General Education Requirement in Philosophy and Letters (PL).

Open only to Honors students. See PHI 1030 for description.

PHI 1050. Critical Thinking. Cr. 3.

This course satisfies the General Education Requirement in Critical Thinking (CT).

Knowledge and skills relevant to the critical evaluation of claims and arguments. Topics will include: the formulation and identification of deductively and inductively warranted conclusions from available evidence; the assessment of the strengths of arguments; the assessment of consistency, inconsistency, implications, and equivalence among statements; the identification of fallacious patterns of inference; and the recognition of explanatory relations among statements.

PHI 1100. Contemporary Moral Issues. Cr. 3 (Max. 9).

This course satisfies the General Education Requirement in Philosophy and Letters (PL).

A critical discussion of contemporary moral issues including pornography, adultery, incest, and homosexuality; abortion; preferential treatment; obligations to the poor; capital punishment; terrorism; ethics in the professions.

PHI 1120. Professional Ethics. Cr. 3

This course satisfies the General Education Requirement in Philosophy and Letters (PL).
This course satisfies the College of Engineering’s PL Requirement.
This course satisfies the General Education Requirement in Ethical Issues in Society (EI).
No credit after PHI 1110. Critical examination of moral issues in the workplace, including: discrimination and preferential treatment, sexual harassment, whistle-blowing, privacy and disclosure, corporate social responsibility. (T)

PHI 1110. Ethical Issues in Health Care. Cr. 3.

This course satisfies the General Education Requirement in Ethical Issues in Society (EI).

A survey of moral issues that arise in the practice of medicine and in pursuit of medical knowledge: abortion, euthanasia, experimentation on human subjects, informed consent, rights to health care, genetic engineering, the concepts of death, health, and disease.

PHI 1850. Introductory Symbolic Logic. Cr. 3. (Cross-listed with LIN 185)

The logic of propositions; the general logic of predicates and relations.

PHI 1860. Honors Introductory Symbolic Logic. Cr. 3. (Cross-listed with LIN 186)

See PHI 1850 for description.

Link to History of Philosophy classes
Link to Value Theory classes
Link to Philosophical Problems classes
Link to Logic classes
Link to Special classes
History of Philosophy Courses

PHI 2100. Ancient. Cr. 3.
This course satisfies the General Education Requirement in Philosophy and Letters (PL).
An introduction to the Western philosophical tradition from its origins in Ancient Greece. Unifying themes and important contrasts between the two eras will be stressed. Readings from the pre-Socratics, Plato, and Aristotle.

PHI 2110. Seventeenth and Eighteenth Century Philosophy. Cr. 3.
This course satisfies the General Education Requirement in Philosophy and Letters (PL).
A survey of the views concerning knowledge and reality of the major European philosophers of the seventeenth and eighteenth centuries. Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, Kant.

PHI 5400. Presocratic Philosophy. Cr. 3.
Prereq: any philosophy course at the 2000-level or above, or Classics major, or consent of instructor.
Selected readings on topics in the Presocratic philosophers, the philosophers who preceded, or were contemporaneous with, the ancient Greek philosopher Socrates (from the seventh through the fifth centuries B.C. E.), such as Heraclitus, Parmenides, Zeno, and Democritus.

PHI 5410. Plato. Cr. 4.
Prereq: any philosophy course at the 2000-level or above, or classics major, or consent of instructor. Selected readings on topics in Plato.

PHI 5420. Aristotle. Cr. 4.
Prereq: any philosophy course at the 2000-level or above, or classics major, or consent of instructor. Selected readings on topics in Aristotle.

PHI 5440. Continental Rationalism. Cr. 4.
Prereq: any philosophy course at the 2000-level or above, or consent of instructor. Topics concerning Descartes, Spinoza, or Leibniz.

PHI 5450. British Empiricism. Cr. 4.
Prereq: any philosophy course at the 2000-level or above, or consent of instructor. Topics concerning Locke, Berkeley, or Hume.

PHI 5460. Kant. Cr. 4.
Prereq: any philosophy course at the 2000-level or above, or consent of instructor. Selected topics or readings in Kant's philosophy.

PHI 5510. Special Topics in the History of Philosophy. Cr. 4 (Max. 8)
Prereq: Any Philosophy course from the History of Philosophy group, or consent of instructor. Topics to be announce in the schedule of classes.

PHI 7810. Seminar in History of Philosophy. Cr. 5 (Max. 10).
Study of a philosopher of a period.
THEORY OF VALUE COURSES

PHI 2320. Introduction to Ethics. Cr. 3-4.

This course satisfies the General Education Requirement in Philosophy and Letters (PL).

This course satisfies the General Education Requirement in Ethical Issues in Society (EI).

An introduction to some classical and modern views concerning such questions as: What determines the rightness and wrongness of actions? What is the nature of moral reasoning? What constitutes a moral life. [Only Honors students may register for four credits.]

PHI 2330. Introduction to Social and Political Philosophy. Cr. 3.

This course satisfies the General Education Requirement in Ethical Issues in Society (EI).

An introduction to the basic issues of political philosophy, such as the nature of the state, the ways of justifying its power and authority over its citizens; a philosophical analysis of central concepts like those of freedom, justice, and equality. Selected readings from some of the following: Plato, Aristotle, Hobbes, Locke, Rousseau, Mill, Marx, and Rawls.

PHI 3270. Foundations of Law. Cr. 3.

Prereq: upper division undergraduate status. No credit after PHI 5270. The legal system we live under commands, forbids, punishes, and defines responsibilities and harm. Common-sense morality: what is it and what is its relation to law? Statutory interpretation: do judges create new law? Punishment: why do we have it, and what rights do the accused have? What is the legal concept of harm and responsibility?

PHI 3700. Philosophy of Art. Cr. 3.

This course satisfies the General Education Requirement in Philosophy and Letters (PL).

What are art works? Why are they so moving? What is the nature of the experience they offer? This course introduces the student to some of the schools of thought on these issues. It also attempts to deal with the specific natures of the various artistic media, such as: drama, literature, film, painting, photography, music, and opera.

PHI 5240. Special Topics in Social and Political Philosophy. Cr. 4 (Max. 8).

Prereq: any philosophy course at the 2000-level or above or major in political science or consent of instructor. Selected topics and readings from major social and political philosophers. Topics to be announced in the Schedule of Classes.

PHI 5270. Philosophy of Law. Cr. 4.

Prereq: any philosophy course at the 2000-level or above or per-law or law student standing or consent of instructor. Intensive investigation of special topics or particular authors in the philosophy of law.

PHI 5280. History of Ethics. Cr. 4.

This course satisfies the General Education Requirement in Ethical Issues in Society (EI).

Prereq: any philosophy course at the 2000-level or consent of instructor. A survey and discussion of historically important moral philosophers from Plato to Mill.
PHI 5300. Twentieth Century Analytic Ethics. Cr. 4.

This course satisfies the General Education Requirement in Ethical Issues in Society (EI).

Prereq: any philosophy course at the 2000- level or consent of instructor. Important twentieth century moral philosophers in the analytic tradition, such as G.E. Moore, W.D. Ross, Hare, Stevenson, Baier, and Rawls.

PHI 7830. Seminar in Aesthetics. Cr. 5 (Max. 10).

Prereq: PHI 3700 or consent of instructor.

PHI 7840. Seminar in Ethics. Cr. 5 (Max. 10).

Prereq: any 5000-level course in philosophy or consent of instructor.

Link to Introductory classes
Link to History of Philosophy classes
Link to Philosophical Problems classes
Link to Logic classes
Link to Special classes
PHI 2400. Introduction to the Philosophy of Religion. Cr. 3.

Religious beliefs provide subject matter for philosophical study: Are the traditional arguments for the existence of God credible? Does the existence of evil conflict with a belief in God’s omnipotence and omnibenevolence? What is the value of religious experience?

The College of Liberal Arts offers a Minor in Religious Studies. For information about this program, click here.

PHI 2550. Introduction to Philosophy of Science. Cr. 3.

Distinguishing science from non-science; how scientific knowledge is established; what constitutes scientific progress; whether science is cumulative; the place of science in the enterprise of knowledge and rational belief.

PHI 3500. Theory of Knowledge. Cr. 3.

This course satisfies the General Education Requirement in Philosophy and Letters (PL).

The distinction between knowledge and belief is germane to every field of inquiry. What is the difference between knowledge and belief? Do we know anything at all? Are we ever in a position of being certain about beliefs pertaining to an objective world? Is our belief in an objective world based on our subjective experiences?

PHI 3550. Metaphysics. Cr. 3.

This course satisfies the General Education Requirement in Philosophy and Letters (PL).

A survey and examination of some of the enduring questions of metaphysics concerning the nature of reality. Topics include: the nature of physical objects, abstract entities, the concepts of time and change, the relation between mind and body, causation, and the nature of metaphysics.

PHI 3600. Space, Time, and the Philosophy of Physics. Cr. 3.

This course satisfies the Science, Technology and Society Exposure Requirement (ST).

Prereq: one course in philosophy or in a physical science or consent of instructor. A survey of some principle problems concerning the concepts of space and time and their relation to physical theories. Topics include: our knowledge of the geometric features of the world, the existence of space and time, time without change, the passage of time, the philosophical foundations and implications of Einstein’s Special Theory of Relativity, and the explanation of motion and the General Theory of Relativity. No prior knowledge of modern physics will be presupposed.

PHI 5230. Philosophy of Science. Cr. 4.

This course satisfies the Science, Technology and Society Exposure Requirement (ST).

Prereq: PHI 1850 or 1860 or any course from the Philosophical Problems group or consent of instructor. Intensive investigation and discussion of special topics or particular authors in the philosophy of science.

PHI 5500. Topics in Metaphysics. Cr. 4.

Prereq: any course from the Philosophical Problems group or consent of instructor. Intensive investigation and discussion of special topics or particular authors in metaphysics.
PHI 5530. Topics in Epistemology. Cr. 4.
Prereq: any course from the Philosophical Problems group or consent of instructor. Intensive investigation and discussion of special topics or particular authors in the theory of knowledge.

PHI 5550. Philosophy of Mind. Cr. 4.
Prereq: any course from the Philosophical Problems group or consent of instructor. Intensive investigation and discussion of special topics or particular authors concerned with the nature and status of the mental and theories about the mental.

PHI 5570. Philosophy of Language. Cr. 4. (Cross-listed with LIN 5570)
Prereq: PHI 1850 or 1860 or any course from the Philosophical Problems group or graduate student in linguistics consent of instructor. Intensive investigation and discussion of philosophical problems concerning meaning, truth, and the nature of language.

PHI 5630. Twentieth Century Analytic Philosophy I. Cr. 4.
Prereq: PHI 1850 or 1860 or any course from the Philosophical Problems group or consent of instructor. Major works, movements, and writers in the analytic tradition in the twentieth century up to the 1940’s. Frege, Russell. Moore, the early Wittgenstein, Carnap.

PHI 5640. Twentieth Century Analytic Philosophy II. Cr. 4.
Prereq: PHI 1850 or 1860 or any course from the Philosophical Problems group or consent of instructor. Major works, movements, and writers in the analytic tradition in the twentieth century from the 1940’s to the present. Quine, Austin, Ryle, the later Wittgenstein.

PHI 7790. Seminar in Philosophy of Language. Cr. 5 (Max. 10). (Cross-listed with LIN 7790)
Prereq: one 5000-level philosophy course or consent of instructor.

PHI 7800. Seminar in Philosophy: Special Topics. Cr. 5 (Max. 10).
Prereq: one 5000-level philosophy course or consent of instructor.

PHI 7850. Seminar in Epistemology. Cr. 5 (Max. 10).
Prereq: one 5000-level philosophy course or consent of instructor.

PHI 7860. Seminar in Metaphysics. Cr. 5 (Max. 10).
Prereq: one 5000-level philosophy course or consent of instructor.

PHI 7890. Seminar in the Philosophy of Science. Cr. 5 (Max. 10).
Prereq: one 5000-level philosophy course or consent of instructor.

Link to Introductory classes
Link to History of Philosophy classes
Link to Value Theory classes
Link to Logic classes
Link to Special classes
LOGIC COURSES

PHI 5050. Advanced Symbolic Logic. Cr. 4. (Cross-listed with LIN 5050)

Prereq: Junior, senior, or graduate student standing. Formal, extensive treatment of first-order predicate logic with emphasis on the notions of a formal logical language and truth in a model; the logic of identity definite descriptions; brief introductions to set theory and the metatheory of propositional and first-order logic; some additional advanced topics to be selected by instructor.

PHI 5200. Modal Logic. Cr. 4. (Cross-listed with LIN 5200)

Prereq: PHI 1850 or 1860 or consent of instructor. The logic of necessity, possibility, and other modal notions as they occur in epistemic and deontic contexts. Propositional and quantified modal logic.

PHI 5350. Logical Systems I. Cr. 4. (Cross-listed with MAT 5350)

Prereq: PHI 1850 or 1860 or 5050 or MAT 5600 or MAT 5420 or consent of instructor; for graduate students in Philosophy, satisfaction of the Elementary Logic Requirement. Metaresults concerning formal systems of sentential and first-order logics; soundness, completeness; independence of axioms; introduction to recursive functions; discussion of Gödel's incompleteness theorem and Church's Theorem.

PHI 5390. Logical Systems II. Cr. 4. (Cross-listed with MAT 5390)

Prereq: PHI 5350 or MAT 3530 or consent of instructor. Detailed proofs of Gödel's incompleteness results, Tarski's Theorem, and Church's Theorem; formal axiomatic treatment of set theory and selected applications.

PHI 5750. Philosophy of Logic. Cr. 4.

Prereq: PHI 1850 or 1860 and one other philosophy course at the 2000-level or above, or consent of instructor. Topics concerning such issues as the nature of logic, the relation between logic and ontology, and the relation between logic and mathematics. Topics to be announced in Schedule of Classes.

PHI 7870. Seminar in Logic. Cr. 5 (Max. 10).

Prereq: PHI 1850 or 1860 and one other course philosophy course at the 5000-level or consent of instructor.

Link to Introductory classes
Link to History of Philosophy classes
Link to Value Theory classes
Link to Philosophical Problems classes
Link to Special classes
SPECIAL COURSES

PHI 3800. Topics in Philosophy. Cr. 3 (Max. 6).
Topics to be announced in Schedule of Classes.

PHI 4870. Honors Directed Reading. Cr. 4.
Prereq: philosophy honors candidate. Research on topic or honors essay and research for comprehensive examinations.

PHI 4890. Honors Proseminar. Cr. 4.
Prereq: PHI 4870. Continuation of PHI 4870.

PHI 5800. Special Topics in Philosophy. Cr. 3-4 (Max. 9).
Topics and Prerequisites to be announced in Schedule of Classes.

PHI 5980. Directed Reading. Cr. 1-6 (Max 12).
Prereq: undergrad., consent of chairperson and instructor; grad., consent of chairperson, graduate officer, and instructor. Intensive investigation by student on topic chosen by student in consultation with instructor.

PHI 5993. Writing Intensive Course in Philosophy. Cr. 0.
This course satisfies the Writing Intensive component of the General Education Requirements.
Prereq: junior standing; satisfactory completion of English Proficiency Examination; consent of instructor and departmental undergraduate adviser; coreq: any 3000- or 5000-level philosophy course PHI 5200, 5350, and 5390. Offered for S and U grades only. No degree credit. Required for all majors. Disciplinary writing assignments under direction of faculty member. Must be selected in conjunction with a course designated as a corequisite; see section listing in Schedule of Classes for corequisites available each term. Directed practice in rewriting assignments for the concurrently-elected course, for the purpose of perfecting skills in philosophical writing.

Prereq: consent of adviser.

PHI 8999. Master's Thesis Direction and Research. Cr. 1-8 (8 req.)
Prereq: consent of adviser.

PHI 9999. Doctoral Dissertation Direction and Research. Cr. 1-16 (30 req.)
Prereq: consent of doctoral adviser. Offered for S and U grades only.
BACHELOR OF ARTS WITH A MAJOR IN PHILOSOPHY

A candidate for the regular major in Philosophy must complete a minimum of nine (9) courses in Philosophy, including the following courses or selections from course groups:

1. PHI 2100 (Ancient & Medieval Philosophy) or PHI 5400 (Presocratic Philosophy) or PHI 5410 (Plato) or PHI 5420 (Aristotle);
2. PHI 2110 (17th & 18th Century Philosophy) or PHI 5440 (Continental Rationalism) or PHI 5450 (British Empiricism) or PHI 5460 (Kant);
3. One course from the Theory of Value Group;
4. One course from the Philosophical Problems Group;
5. Symbolic Logic (PHI 1850 or PHI 1860 or PHI 5050);
6. Three courses at the 5000-level or above (other than PHI 5993); and
7. PHI 5993 (Writing Intensive Course in Philosophy).

NOTE: Rather than taking a 2000- or 3000-level course in satisfying the Theory of Value Requirement or the Philosophical Problems Requirement, one may take a 5000-level course from the same group instead; however, the student should consult the instructor before doing so. Courses taken at the 5000-level which are used to satisfy any of the other requirements may also be used to satisfy the “three 5000-level courses”-requirement, though the nine course minimum must still be met.

For further information, you may contact the Director of Undergraduate Studies in Philosophy (Prof. Herbert Granger) by phone at (313) 577-6102, by e-mail (ad4985@wayne.edu), or in his office (12212.2, in 5057 Woodward Ave.).

THE HONORS PROGRAM IN PHILOSOPHY

Admission to the honors program in Philosophy is determined on the basis of the student’s overall record. The student will normally be required to have:

- a minimum honor point average of 3.3,
- credit in at least three philosophy courses, and
- a "B" or better average in philosophy courses.

To remain in the Philosophy Honors Program, the student must maintain a B or better average in philosophy courses. Honors Requirements: To receive an Honors Degree in Philosophy, the candidate must:

- Complete the course requirements for the regular major in Philosophy
- PHI 4870 (Honors Directed Reading) and PHI 4890 (Honors Proseminar), to be taken in the candidate’s senior year
- Pass a comprehensive examination in Philosophy
- Write an Honors Essay of sufficiently high quality on a topic to be chosen by the candidate in consultation with his/her instructor in PHI 4870
- Complete a 4000-level course offered through the Honors Program
- Accumulate at least fifteen (15) credits in honors-designated course work, including PHI 4870, PHI 4890, and the 4000-level Honors Program Seminar.

At graduation, the overall honor point average must be at least 3.3. If at any point, the student fails to maintain Honors standards, his or her credits will automatically be counted towards the regular major in Philosophy.

Students interested in becoming candidates for the Honors degree in Philosophy should consult with Prof. Herbert Granger by phone at (313) 577-6102, by e-mail (ad4985@wayne.edu), or in his office (12212.2, in 5057 Woodward Ave.). You might also wish to consult the University's Honors Program’s web site.

THE MINOR IN PHILOSOPHY

A candidate for a minor in Philosophy must complete a minimum of five (5) courses in Philosophy, including the following courses or selections from course groups:

1. PHI 2100 (Ancient & Medieval Philosophy) or PHI 5400 (Presocratic Philosophy) or PHI 5410 (Plato) or PHI 5420 (Aristotle) or PHI 2110 (17th & 18th Century Philosophy) or PHI 5440 (Continental Rationalism) or PHI 5450 (British Empiricism) or PHI 5460 (Kant) (for descriptions, click here);
2. Symbolic Logic (PHI 1850 or PHI 1860 or PHI 5050);
(3) one course from either the Theory of Value Group or the Philosophical Problems Group;
(4) one course at the 5000-level or above (other than PHI 5993); and
(5) one additional course at the 2000-level or above.

NOTE: Courses taken in compliance with requirement (4) may be used to satisfy any of requirements (1), (2), (3), or (5), though the five course minimum must still be met. Students wishing to do this must consult with the instructor.

Students who are planning to minor in Philosophy should consult with the Director of Undergraduate Studies in Philosophy in the Philosophy Department (Prof. Herbert Granger) by phone at (313) 577-6102, by e-mail (ad4985@wayne.edu), or in his office (12212.2, in 5057 Woodward Ave.).
GRADUATE PROGRAMS IN PHILOSOPHY

The Philosophy Department at Wayne State University offers both M.A. and Ph.D. degrees in Philosophy. Graduate study in Philosophy may be pursued and graduate degrees in Philosophy may be sought for a variety of reasons.

The M.A. program may be pursued: to enhance one's knowledge and appreciation of Philosophy, or to complement one's work in another field, or to prepare for or make up one's mind about pursuing the Ph.D.

The Ph.D. program is designed especially, though not exclusively, for those wishing to prepare for a career as professional philosophers. (For a list of recent Ph.D.s, their dissertation titles, and their current employment, click here.)

The Department’s Graduate Student Handbook provides a comprehensive description of the requirements in each program.

Approach. The Department’s strength is its distinctive approach and vision, centering on the fundamental areas in analytic philosophy. Within that tradition, we offer courses in epistemology, metaphysics, ethics, the history of philosophy, logic, the philosophy of mind, the philosophy of language, the philosophy of science, the philosophy of art, and the philosophy of law. For descriptions of our courses, click here. To see current, recent, and future course offerings, click here.

Faculty. The faculty of the Philosophy Department have been trained at some of the leading universities in the United States. In their publications, in departmental colloquia, and in their classes, they continue a tradition of lively and penetrating discussion of philosophical issues for which the Wayne State Philosophy Department has long been noted. The size of our program (eleven faculty and roughly twenty-five graduate students) allows for considerable faculty-student interaction.

Colloquia and Library. The Department maintains an active colloquium program, in which both graduate students and faculty participate fully. We also have, in the Department, a library of both books and journals, in addition to the University’s library collections.

Financial Aid. The Department currently provides financial support to over 80% of its Ph.D. students in the form of University Fellowships, Graduate Teaching Assistantships, and adjunct teaching work. If you are applying to the Ph.D. program and wish to be considered for such support, please indicate this in your cover letter. For more information about opportunities for financial aid, see the Department’s Graduate Handbook and the Wayne State University Web site for financial aid.

Admission Requirements. Prospective students should indicate to which program they are seeking admission: the M.A. or Ph.D. Although the M.A. is not a prerequisite for the Ph.D. program, students who do not have a substantial background in philosophy are advised to apply first for admission to the M.A. program. A student who performs well in the M.A. program may later be admitted to the Ph.D. program, and credits earned toward the M.A. may be applied to the Ph.D.

For the M.A.: Students are expected to have a minimum undergraduate Grade point Average (GPA) of 2.6 from an accredited college or 3.0 from an unaccredited college, in upper division (approximately the last 60 credits) undergraduate courses. Any applicant whose GPA falls below this standard must submit scores from a recent Graduate Record Examination (otherwise, GRE scores are optional).

It is desirable to have taken courses on logic, value theory, and the history of philosophy, though applicants without any (or minimal) undergraduate philosophy courses are not discouraged from applying. Students applying for admission to the M.A. program whose preparation is deemed insufficient may be asked to take courses as a non-degree student before being considered for admission. Some credits earned under non-degree status can be applied to the M.A. once the student is admitted.

For the Ph.D.: An undergraduate GPA of at least 3.0 for upper division undergraduate courses. The applicant should have completed an undergraduate major or have done substantial work in philosophy. Students who apply for admission to the Ph.D. program whose preparation is deemed insufficient may be admitted to the M.A. program.
Questions concerning admission to our graduate programs should be directed to Professor Greg Novack, the Department’s Graduate Recruitment Officer. His address is: Professor Greg Novack, Department of Philosophy, 5057 Woodward Ave., Rm. 12205.1, Detroit, MI 48202. His phone number is (313) 577-6109, and his email address is dv1445@wayne.edu.

Questions regarding the application process and the status of applications should be directed to Professor Susan Vineberg, Director of Graduate Admissions. Her address is: Professor Susan Vineberg, Director of Graduate Admissions, Department of Philosophy, 5057 Woodward Ave., Rm. 12005.2, and her email address is Susan.Vineberg@wayne.edu.

Questions regarding other aspect of the Graduate Program should be directed to Professor Bruce Russell, Graduate Advisor. His address is: Department of Philosophy, 5057 Woodward Avenue, Rm. 12002.3, Wayne State University, Detroit, Michigan, 48202; his email address is Bruce.Russell@wayne.edu, and his phone number is (313) 577-6105.

Application Procedures:

Students applying for admission to either the M.A. or Ph.D. program must complete a two-part application process which consists of an application to the Office of Graduate Admissions and a separate departmental application.

I. Office of Graduate Admissions Application.

Send the following to the Office of Graduate Admissions:

1. A completed application form
2. Application fee
3. Official transcripts

Some foreign students must also submit TOEFL scores.

These materials should be sent to:

Office of Graduate Admissions
Wayne State University
The Welcome Center, 4th Floor
42. W. Warren Ave.
Detroit, Michigan 48202

For further information or to apply online or to obtain a downloadable application form, visit the web site of the Office of Graduate Admissions at: http://www.gradadmissions.wayne.edu.

II. Departmental Application

In addition, all applicants must submit the following material directly to the Department of Philosophy:

For the M.A. program:

1. A cover letter explaining the applicant’s reason for seeking the degree and relevant background information
2. Three (3) confidential letters of recommendation (sent directly by the referees or by confidential letter service). These letters should address your capacity for graduate study in philosophy; no special form is required.
3. A complete set of transcripts (these can be unofficial)
4. GRE scores for students with upper division GPAs under 2.6

In addition, it is strongly recommended that students submit a writing sample (preferably on some philosophical topic).

For the Ph.D. Program:

1. A cover letter explaining the applicant’s reasons for seeking the degree and any relevant background information
2. Three (3) confidential letters of recommendation (sent directly by the referees or confidential letter service). These should address your capacity for graduate study in philosophy; no special form is required.
3. A complete set of transcripts (these can be unofficial)
4. A writing sample on some philosophical topic

These departmental application materials MUST be sent DIRECTLY to:

Professor Susan Vineberg, Graduate Admission
Department of Philosophy
5057 Woodward Ave., Rm. 12005.2
Deadlines: To be assured of consideration, students should apply before May 1 for admission to the Fall Semester, and October 1 for admission to the Winter Semester. Students may apply after these deadlines, but there may be insufficient time to process such applications.

Students who wish to be considered for Graduate Teaching Assistantships or Fellowships should submit all application materials by February 15th.

Philosophy Department Graduate Handbook
Office of Graduate Admissions
Wayne State University Web site for financial aid
Recent Ph.D.s in Philosophy

7909 visitors since 12/7/2005
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THE GRADUATE PROGRAM

Preface to the 13th Edition

Links to forms and other web sites have been updated for this edition.

— Robert J. Yanal

Overview

The Philosophy Department of Wayne State University offers both a Masters of Arts (M.A.) and a Doctor of Philosophy (Ph.D.). The department offers a wide range of courses in philosophy, though its emphasis is on the methods and concerns of the analytic school. Students primarily interested in phenomenology or contemporary continental philosophy might be better served elsewhere. Further information on the department, its faculty, and its current course offerings can be found at this web site:
http://www.cla.wayne.edu/Philosophy/Index.html

These pages list the specific requirements passed by the Philosophy Department pertaining to each degree. These are in addition to the University-wide requirements for these degrees which are not necessarily restated in this brochure. University-wide requirements can be found in the current edition of the Graduate Bulletin of Wayne State University, which can be found at: http://www.bulletins.wayne.edu/gbk-output/gbk-index.html

The Master’s program in Philosophy is overseen by the Liberal Arts Graduate Office:
http://www.cla.wayne.edu/

The Ph.D. program is administered through the Graduate School:
http://www.gradschool.wayne.edu/

All graduate students in Philosophy, whether in the M.A. or Ph.D. program, are responsible for knowing the rules and policies of the Department, the College of Liberal Arts, and the Graduate School as outlined in these pages and in the current edition of the Graduate Bulletin of Wayne State University.

The force of “must” in what follows is this: If a student fails to do what these rules say he or she must do, that student will be dropped from the program.

Admission and Transfers Between Programs

Applicants must specify whether they seek admission to either the M.A. or Ph.D. program. Applications for either the M.A. or Ph.D. programs can be downloaded from this web site: http://www.gradadmissions.wayne.edu/
Students who wish to eventually pursue the Ph.D. degree but who have slight undergraduate preparation in philosophy are best advised to apply for the M.A.

It is within the discretion of the Philosophy Department to admit the applicant or not. It is within the discretion of the Department to reject an application for the Ph.D. program but allow admission to the M.A. program. This is, in fact, usually done in cases where it is judged that the applicant does not have sufficient preparation in philosophy to begin the doctoral program.

Students in the M.A. program in Philosophy may later apply for admission into the Ph.D. program. It is within the discretion of the Philosophy Department to admit the student or not. Such transfers are effected by filing a “Change of Status” form.

Much helpful information can be found at the Graduate School’s web site for Prospective Students: see “Future Students” at http://www.gradschool.wayne.edu/

**WSU Graduate Student Handbook**

In addition to this, the Philosophy Department’s Graduate Student Handbook, there is a booklet, available at http://www.gradschool.wayne.edu/Current/StudentHandbook.html which is very helpful in a number of areas, including parking, registration, how to get an e-mail address, international student services, etc., etc. Do yourself a favor and download a copy.

**Grade Point Average (GPA)**

Each graduate student, whether in the M.A. or Ph.D. program, must maintain at least a B average (i.e., at least 3.0) to be kept in the graduate program. Students who fall below that average are placed on probation; and if their GPA is not raised within a semester such students will not be allowed to register for any classes.

Failing to maintain a 3.0 is also ground for losing fellowships and teaching assistantships.

Note that while a B equals 3.0, a B-minus equals but 2.67 so B-minuses can put a student on probation. While the department’s requirements for satisfying an area (e.g. Elementary Logic) allow a B-minus to count, the student should keep in mind that this grade is below minimum GPA.

**Elementary Logic**

Every student, whether admitted to the M.A. or Ph.D. program in Philosophy to begin study September 1988 or later, must fulfill the Elementary Logic Requirement before the third semester of graduate study. A student who does not fulfill the requirement within twelve (12) months after beginning the graduate program will be dropped from the graduate program in philosophy. There are two ways to fulfill the requirement.
**Course.** A student may fulfill the elementary logic requirement by passing PHI 5050, Advanced Symbolic Logic, with a grade of B-minus or better. PHI 5050 is offered once each year, typically in the Winter Term.

**Exam.** A student may fulfill the elementary logic requirement by passing the elementary logic exam. The exam is offered in December, April, and August, but only if it is known that there are students who wish to take the exam. It is best, then, to request an elementary logic exam within the first three weeks of the term. Students may prepare for the exam in a number of ways, including auditing (or taking) PHI 1850, Symbolic Logic—but note that no graduate credit is earned for PHI 1850. Texts that will be of assistance include:

- Guttenplan, S., *The Language of Logic* (beginners)
- Jeffrey, R., *Formal Logic: Its Scope and Limits* (“truth trees”)
- Kahane, H., *Logic and Philosophy*
- Suppes, P., *Introduction to Logic* (includes set theory)

The Elementary Logic Exam will test basic competence in first-order predicate calculus through the logic of relations with identity. In order to pass it, a student must demonstrate the ability to:

1. Translate ordinary language into and out of logical symbolism.
2. Give proofs of the validity and invalidity of arguments, including the logic of relations with identity.
3. Use natural deduction rules for finding derivations.
4. Use truth-tables and other semantic concepts sufficient to provide appropriate semantic interpretations of any well-formed formulae (e.g., prove invalidity by being able to give interpretations in models).
5. Use the theory of definite descriptions.

This list is understood as establishing a limit to the sorts of question that can be asked on an Elementary Logic Exam. Old exams are available to the student. Consult the chairperson.

**Graduate Credits**

The current *Bulletin* lists all the courses offered by the Philosophy Department. The course offerings for any particular term are listed in the *Schedule of Classes* for that term. The Philosophy Department’s current course offerings can be found on its web site: [http://www.cla.wayne.edu/Philosophy/Index.html](http://www.cla.wayne.edu/Philosophy/Index.html)

The University’s course offerings can be found on its web site: [http://www.classschedule.wayne.edu/course_web/schedule/index.cfm](http://www.classschedule.wayne.edu/course_web/schedule/index.cfm)
Only courses numbered 5000 and higher may be applied towards any graduate degree at WSU. The graduate course offerings of the Philosophy Department are either 5000-level or 7000-level courses. (Some other departments offer 6000-level graduate courses.)

Advanced undergraduates and graduates may enroll in 5000-level courses, but only graduate students may enroll in 7000-level courses. The University refers to 7000-level courses as “graduate only courses.”

See The M.A. Degree and The Ph.D. Degree for specific course and credit requirements.

Incomplete Course Work

Students are expected to complete each course by the end of the semester. The Graduate School has the right—and has been known to—question and delay Teaching Assistantships because of Incompletes on a student’s record.

The grade of “I” (Incomplete) may be given only for good reason and at the instructor’s discretion, and only if:

1. The student requests an “I” before the last class meeting and the instructor agrees.
2. A deadline and penalty for missing the deadline are set by the instructor in writing. The following penalties are suggested: If the course work is not completed in 3 months the grade cannot be better than “B”; if not completed within 6 months the grade cannot be better than “C”.

Directed Study

A graduate student may take at most 10 credits of PHI 5900, Directed Study. Arrangements must be made between the student and the faculty member. All directed study courses must be approved by the department’s graduate advisor.

Credits Towards the M.A. and Ph.D.

Graduate course credits that were earned while in the M.A. program may be applied towards the Ph.D. degree, should the student later be admitted to the Doctoral program. Similarly, course credits earned for the Ph.D. degree may be applied towards the M.A. degree—for example, when a graduate student applies for a Plan C Masters.

However, the same credits may not earn the same degree twice. For example, credits that earned one M.A. (at Wayne State or any other university) may not be applied towards another M.A. at Wayne State University.
Transfer Credits

Students may petition the Department to transfer graduate credits earned at another institution. This petition may be granted by the Department in full or in part or not at all. The petition ought to describe for each course requested for transfer:

- College/university where course was taken
- Course name and number
- Credits earned for each course, and whether semester credits or something else
- Grade in the course
- Instructor’s name
- What program (e.g. the M.A. program) the student was enrolled in when course was taken
- A brief description of the course content and books used
- An explanation of any peculiarities: e.g. if non-letter grades were assigned, what do these mean?

Wayne State University has established a minimum number of credits that must be earned “in residence,” i.e. must be Wayne State credits.

- The M.A. 24 course credits must be earned in residence.
- The Ph.D. 30 course credits must be earned in residence.

Course credits are other than graduate research credits (PHI 7999, 8999, or 999x). Thus no more than 8 credits may be transferred for a Master’s and no more than 30 credits may be transferred for the Ph.D. The Philosophy Department approves all transfer credits, and may at its discretion permit fewer transfer credits than a student requests.

If the Department has approved transfer credits, these are submitted along with the student’s Plan of Work. The form for transfer credits for the doctoral program can be found at: http://www.gradschool.wayne.edu/Current/OnLineForms.html

Fellowships and Scholarships

The various awards for graduate students are described at:
http://www.gradschool.wayne.edu/Current/finaid.html

All forms for the awards below, which include additional information regarding what the award provides, tips on how to apply, deadlines for application, and other relevant information may be found at:
http://www.gradschool.wayne.edu/Current/OnLineForms.html

Graduate Professional Scholarship. The Graduate School sponsors one competition annually for Graduate-Professional Scholarships for the 2001-2002 academic year. The
competition is held for full academic year tuition awards (Fall and Winter Terms). Scholarships are offered to qualified applicants pursuing graduate (Master's, Ph.D., Certificate Programs) or advanced professional (Ed.D., M.S.W., Pharm.D.) degrees in all University programs. Students should apply for admission no later than December and must be admitted by the March 1, 2001 deadline to be considered in the competition. Awards are based on merit and available to both full-time and part-time students. The scholarship will provide up to twelve graduate credits each term for the Fall and Winter terms regardless of your status as a full or part-time student. See web sites above for further details.

**Thomas C. Rumble University Graduate Fellowships.** The University will make available Thomas C. Rumble Fellowships for the academic year (Fall and Winter Terms). Full-time graduate students pursuing a Ph.D., M.M., or M.F.A. degree are eligible to apply. The award includes: a minimum stipend of $10,250 per academic year; tuition of up to twelve graduate credits per term; subsidized medical and dental insurance coverage for twelve months; and a housing allowance of up to $178.50 per month for the same twelve-month period. See web sites above for further details.

**King-Chavez-Parks Future Faculty Program.** The Graduate School sponsors one competition annually for King-Chavez-Parks Future Faculty Fellowships. The KCP Fellowship provides a stipend of $6,250 per year for up to four years. The purpose of the Fellowship is to assist students who intend to pursue a full-time teaching position in a Michigan post secondary institution within one year of receiving their doctoral degree at Wayne State University. The eligibility requirements include: United States citizenship or permanent resident status; being an underrepresented minority (Black, Hispanic, or Native American) in the chosen field of study; and acceptance into a Wayne State University Ph.D. program. See web sites above for further information.

**The Federation of Women's Clubs of Metropolitan Detroit Scholarship.** This scholarship is available to full-time or part-time graduate, post-bachelor's, post-master's and undergraduate women students. Usually only one award is made each semester for the resident tuition cost. This scholarship does not pay full tuition. See web sites above for further information.

**Graduate Teaching Assistantships (GTAships)**

These awards provide a stipend, assistance for 6-10 credits of graduate tuition per term, and subsidized health insurance coverage. As a GTA, the student spends about 20 hours per week in teaching or related duties. Information concerning all of these awards may be obtained by writing directly to the admissions officer of the philosophy department.

There is a union for GTAs: the Graduate Employees Organizing Committee, associated with the Michigan Federation of Teachers: GEOC/MFT. The current contract can be found at: [http://www.gradschool.wayne.edu/assistantships/ContractPage.html](http://www.gradschool.wayne.edu/assistantships/ContractPage.html)
GTAs generally begin by assisting with PHI 1010, 1030, or 1050. They must attend lectures, hold discussion sections and office hours, and grade tests and papers. Sometimes advanced TAs will be given their own course to teach.

On September 30, 1997 the Department adopted the following policy on Graduate Teaching Assistantships:

No GTA can expect to hold his/her GTAship for more than four years. Generally, a GTA can expect to hold a GTAship for four years. However, a graduate student should not presume that appointment to a GTAship is a guarantee of four years of GTA support. At the end of each year of service, each GTA will be reviewed for the purpose of deciding whether his/her GTAship will be renewed. Renewal is conditional upon satisfactory performance as a teacher, satisfactory performance as a graduate student, and satisfactory performance towards his/her degree.

The Department also authorized the following factors for assessing performance:

**Performance as a teacher**
1. Student evaluations of teaching (SETs) will be examined. Low scores (below 5.0) are indications of unsatisfactory performance.
2. Where possible, two faculty whom the student had assisted will be asked for brief written assessments of the student’s work as a GTA. In particular, indications that a GTA has been remiss in holding office hours, meeting discussion sections, or grading exams promptly and accurately will be looked on as indications of unsatisfactory performance.

**Performance as a graduate student and progress towards the degree**
1. Unofficial transcripts will be examined. GPA below 3.0 is a serious indication of unsatisfactory performance.
2. Progress in the doctoral program will be examined. Students who have not met departmental time criteria (e.g. for completing area requirements or for submitting a passing prospectus) will be considered as making unsatisfactory progress towards the doctorate.

**Other Financial Aid Possibilities**

**Part-Time Teaching.** Competent graduate students may be hired to teach courses either on campus or at an extension center. No tuition or fee waivers included. Consult chairperson.

**Loans.** Inquiries about loans or other financial support should be directed to the Scholarship and Financial Aids Office, 222 Administrative Services Building.

See other opportunities at: [http://www.gradschool.wayne.edu/Current/finaid.html](http://www.gradschool.wayne.edu/Current/finaid.html)
Colloquia

Papers are often given by members of Wayne’s Philosophy Department or by guest speakers, usually on Thursdays at 4 p.m. Watch mailboxes and bulletin boards for announcements. Contemporary philosophy is largely disseminated through papers. Thus the Philosophy Department considers attendance at colloquia to be as vital a part of graduate study as course work and research, and so every effort should be made by each graduate student to attend.

Check the department’s web page (or your mailbox) for upcoming events.

Mailboxes and Library

Each active student in the graduate program will be assigned a mailbox. Please check weekly for communiqués from the graduate advisor and chair, announcements of upcoming colloquia, and other gossip.

The Philosophy Department maintains a library of books and journals which any philosophy student is welcome to use. We ask that you return books or journals in a timely fashion.

Faculty

Bruce A. Russell, Professor & Chair  
B.A., M.A., Ph.D., University of California, Davis  
Ethics, Philosophy of Religion, Epistemology

John Corvino, Assistant Professor  
B.A., St. John’s University, New York; Ph.D., University of Texas, Austin  
Ethics, Applied Ethics, Hume

Herbert Granger, Professor  
B.A., Trinity University; Ph.D., University of Texas, Austin  
Ancient Philosophy, Aristotle, Presocratics

Eric Hiddleston, Assistant Professor  
B.A., University of Nebraska; Ph.D. Cornell University.  
Metaphysics, epistemology, philosophy of science.

Lawrence B. Lombard, Professor  
A.B., Cornell University; Ph.D., Stanford University  
Event and Action Theory, Metaphysics, Philosophy of Space and Time
T. Michael McKinsey, Professor
B.A., Southern Methodist U.; M.A. Kansas State U.; Ph.D., Indiana University
Philosophy of Language, Philosophy of Mind, Ethics, Medical Ethics

Lawrence H. Powers, Associate Professor
B.A., Wayne State University; Ph.D., Cornell University
Metaphilosophy, Epistemology, History of Philosophy, Logic

Sean C. Stidd, Lecturer
B.S., Harvey Mudd College; M.A. University of Illinois, Urbana-Champaign
Philosophy of Mathematics, Philosophy of Art, History of Philosophy, Wittgenstein

William D. Stine, Associate Professor
B.A., Haverford College; M.A., Ph.D., Harvard University
History of Modern Philosophy, Kant, Epistemology

Susan Vineberg, Associate Professor
B.A., Ph.D., University of California, Berkeley
Philosophy of Science, Philosophical Logic, Philosophy of Mathematics

Robert J. Yanal, Professor
B.A., University of Pittsburgh; M.A., Ph.D., University of Illinois, Chicago
Philosophy of Art, Philosophy of Film, Philosophy of Law
THE M.A. DEGREE

Preface

The M.A. in Philosophy can be used to enhance one’s knowledge and appreciation of philosophy; to begin formal study of philosophy in preparation for a doctoral program (recommended for students whose undergraduate background in philosophy is insufficient); or as a complement for graduate or professional work in another field.

Students considering the M.A. program in philosophy should note two things. First, the M.A. is not a pre-requisite for the Ph.D. Sufficiently prepared students who want a Ph.D. should consider making direct application to the doctoral program. (A Plan C Masters can be earned through the doctoral program. See below.) Second, it is possible to teach at certain institutions (some two-year community colleges, for example) with an M.A., but a Ph.D. is usually a pre-requisite for teaching at four-year colleges and universities.

The Three Plans

Plan A. Fewer courses and a longer thesis than Plan B. The student pursues Plan A with a Master’s Thesis which is like a small Ph.D. dissertation: about 60–120 pages defending an original thesis. The Thesis must be approved by a committee of three (the student’s principal advisor and two additional faculty members); and the student must pass an oral exam defending the Thesis administered by that committee of three.

Plan B. More courses and a shorter essay than Plan A. Plan B requires a Master’s Essay which is shorter (about 30–60 pages) and can be considered to be rather like a long term paper done for a graduate seminar. In the end, each plan arrives at the same degree: an M.A. The Essay must be approved by at least two faculty members: the student’s principal advisor and a second reader. (A third reader may be invited by the advisor.)

Whether a student pursues the M.A. via Plan A or Plan B is in part up to him; but he must get approval of a regular full-time member of the Philosophy faculty who agrees to serve as his principal advisor. It should be recognized that faculty serve as advisors (or not) at their discretion; that a faculty member may refuse to be advisor to a Thesis (though he might agree to advise an Essay); and that a faculty member may refuse to advise a Thesis or Essay on a certain topic.

The Plan C Master’s is an option only for students in the Ph.D. program. It is intended to acknowledge a student’s accomplishments in completing requirements for Ph.D. candidacy and to enhance the student’s job and salary prospects before completion of the dissertation.

See the chart following for more specifics:
<table>
<thead>
<tr>
<th>• Plan A • (Thesis)</th>
<th>• Plan B • (Essay)</th>
<th>• Plan C • (Ph.D. students only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 course credits including two philosophy seminars at the 7000 level.</td>
<td>28 course credits including two philosophy seminars at the 7000 level.</td>
<td>32 course credits including two philosophy seminars at the 7000 level.</td>
</tr>
<tr>
<td>8 credits of PHI 8999 Thesis Research.</td>
<td>4 credits of PHI 7999 Essay Research.</td>
<td>Satisfy all Ph.D. Area Requirements (prelims and/or course work) and all Logic Requirements.</td>
</tr>
<tr>
<td>A Thesis, approved by a three person committee, and defended in an oral exam.</td>
<td>An Essay, approved by its principal advisor and at least one other faculty member.</td>
<td>No Essay or Thesis required for Plan C Masters.</td>
</tr>
<tr>
<td>32 credits total.</td>
<td>32 credits total.</td>
<td>32 credits total</td>
</tr>
</tbody>
</table>

**Thesis and Essay Format**

Theses and essays (at least for final copies) must be typed (or printed in good quality computer printing), double-spaced. See Kate Turabian’s *Manual for Writers of Term Papers and Theses* on how to handle scholarly apparatus. The College of Liberal Arts Graduate Office has a booklet on thesis format.

Information on the Masters Thesis can be found at: [http://www.gradschool.wayne.edu/current/masterinformation.html](http://www.gradschool.wayne.edu/current/masterinformation.html)

It is the responsibility of the student to make sure his or her committee gets copies; and the student should make sure that there is a copy of the final approved version for the department library.
**Plan of Work**

A Plan of Work, available through the Liberal Arts Graduate Office, and on the web [http://www.cla.wayne.edu/MAplan.pdf](http://www.cla.wayne.edu/MAplan.pdf) is a document on which the student lists the courses he or she has taken or will take towards the M.A. degree (including PHI 7999 or 8999). Transfer credits, if any, are listed on the Plan of Work, which is submitted along with another form “Transfer Credits.” The Plan of Work also indicates which plan (A, B, or C) the student will pursue.

The Liberal Arts Graduate Office recommends that a student in the Master’s program file a Plan of Work **after 12 graduate credits** have been earned. In any event, a Plan of Work **must** be filed before the student can have a Thesis or Essay approved.

Students in the doctoral program who fulfill the requirements for a Plan C Master’s file a Plan of Work with the Liberal Arts Graduate Office, indicating that they wish to pursue a Plan C Master’s.

**Graduation**

In order to receive the M.A. degree in term T the student must “apply for graduation” near the beginning of T. Applying for graduation asserts that the student expects to complete all requirements for the M.A. by the deadline established by the graduate office during term T (usually about six weeks into the term). If a student fails to complete all requirements during term T, he/she must reapply for graduation in the following term (or whenever the student actually expects to finish).

**Time Limits**

Any student in any Master’s program at WSU has a six-year time limit beginning with the end of the first semester of his or her first graduate course in the program. More simply, it means that every student has **six and one-half years** to finish **all** requirements for the Master’s degree. No “part-time” status is recognized. Thus, a student’s clock keeps running even if that student is not taking courses towards the degree.
THE PH.D. DEGREE

Overview

In order to complete the degree of doctor of philosophy in philosophy, the student must do the following, each of which is described in further detail following:

• Earn 60 course credits distributed according to requirements below.
• Pass all logic requirements (elementary, advanced logic I and II)
• Pass all area requirements (history, value theory, metaphysics-epistemology)
• Submit an acceptable dissertation proposal and pass an oral exam on it
• Complete the foreign language requirement
• Four consecutive semesters of Candidate Status (PHI 9991, 9992, 9993, 9994), each of which is worth 7.5 credits.
• Write an acceptable dissertation and pass a public lecture/defense of it.

Credits

Every student needs a minimum of 90 graduate credits to earn a Ph.D. More specifically:

• A minimum of 30 course credits at the 7000 level.
• 30 additional graduate course credits (courses numbered 5000 and above).
• The 60 course credits must include at least one minor composed of at least six credits elected outside the major department (see below).
• 30 credits earned in four consecutive Candidate Status semesters (PHI 9991, 9992, 9993, 9994) after candidacy has been approved. Each semester will be billed at a rate of 7.5 graduate credits.

The Minor

The Ph.D. degree in Philosophy requires at least 6 credits, which are to be graduate courses (5000 level and above) taken in a department other than Philosophy and preferably related to the student’s dissertation interests. These credits are not in addition to those listed above, but are included in them. No more than 3 minor courses will be allowed to count towards the Ph.D. in Philosophy.

Annual Review

The Graduate School mandates that each doctoral student receive an annual written review basically describing what the student has done and what the student has yet to do.
This review must be reviewed by the student who can offer corrections. The student must sign the annual review.

Logic Requirements

There are three parts to the graduate logic requirements: Elementary Logic, Advanced Logic I, and Advanced Logic II.

1. Elementary Logic. This is described in the first section, The Graduate Program. All Ph.D. students must pass the elementary logic requirement by the end of their first year of graduate study or be dropped from the graduate program.

2. Advanced Logic I. Must be satisfied by the end of the student’s fourth year of graduate study. The Advanced Logic I requirement may be satisfied by passing PHI 5350 Logical Systems I with a grade of B-minus or better or by exam.

The Advanced Logic I Exam will be administered twice a year, near the end of each semester, but only if a students requests that exam. (See Notification Requirements below.)

The Philosophy Department has prepared a stock of questions, included in the Reading Lists, from which particular Advanced Logic I exams will be drawn. The questions cover such topics as: acquaintance with and ability to use metatheorems sufficient to yield proofs of consistency, completeness, independence of axioms and deduction theorems in propositional logic, and to outline such proofs in predicate logic; intuitive set theory, including the concepts of union, intersection, complement, ordered pair, function, and relation; familiarity with Russell's paradox and other paradoxes of set theory, and the major methods extant for dealing with them; Church's Thesis and Church's Theorem on the undecidability of the first-order predicate calculus; Gödel's incompleteness theorem; and Cantor's theorem.

3. Advanced Logic II. The student, by the end of the fourth year of graduate study, must take one further course other than PHI 5350 (Logical Systems I) that is substantially formal and rigorous, and pass it with a grade of B-minus or better. Successful completion of either PHI 5200 (Modal Logic) or PHI 5390 (Logical Systems II) will automatically satisfy the Advanced Logic II requirement.

Another course and not necessarily one given by the Philosophy Department (e.g., Philosophy of Science, Axiomatic Set Theory, Formal Linguistics, Game Theory, Philosophy of Logic), completed with a grade of B-minus or better, will satisfy Advanced Logic II if it is sufficiently formal and rigorous, and if it is approved as fulfilling Advanced Logic II by the Department before the course is taken. Students should therefore petition the department before taking anything other than PHI 5200 or 5390 if the course is to satisfy this requirement.
**History, Value Theory, M&E**

In order to test knowledge of the core areas of philosophy and to assess whether a student can write a competent doctoral dissertation in philosophy, the department insists that all doctoral students satisfy three areas:

1. History of Philosophy
2. Value Theory
3. Metaphysics and Epistemology (M&E)

Each area requirement may be satisfied by taking and passing a preliminary exam in that area. Students **must** take a preliminary exam in either History or Value Theory. Students **may** satisfy either History or Value Theory (but not both) by doing a course option. Students **must** satisfy M&E by preliminary examination (i.e. course work is not an option here). In other words, every student must take at least two preliminary exams: M&E and (History or Value Theory).

**Preliminary Exams**

Preliminary Exams will be offered twice a year, near the end of each semester. See **Notification Requirements** above.

No exam can be attempted more than three times. While a student is allowed to—is in fact encouraged to—complete these exams as early as possible, the following timetable **must** be adhered to:

- At least one preliminary exam must be passed by the end of the student's second year of study.
- All three preliminary exams must be passed by the end of the student's third year of study OR at least two prelims must be passed and the student must declare his or her intention to satisfy the remaining area requirement by course work.

In general, each of the three Preliminary Exams lasts four hours and consists of a number of essay questions from which the student will have to answer four. Questions will be drawn from the Readings Lists in Metaphysics-Epistemology, Value Theory, and History, and from recent course material which can be expected to direct the focus and emphasis of some of each exam. Samples of past Preliminary Exams are available in the Department office. See also the **Reading Lists**, available in a separate booklet from the Philosophy Department.

All exams will occur during the week(s) established by the Department, typically the last week of the semester.

**The History of Philosophy Exam.** The History of Philosophy Exam can cover all historical figures and schools of thought from Thales through 1900. However, special em-
phasis will be given to: Plato, Aristotle, Descartes, Locke, Berkeley, Leibnitz, Spinoza, Hume, and Kant. Students will be required to answer questions from “Ancient” Philosophy (pre-Descartes) and from “Modern” Philosophy (Descartes through 1900). Typically the exam requires the student to answer two questions on Ancient philosophy, and two on Modern.

**The Metaphysics-Epistemology Exam.** Questions on the classic issues in these areas, issues discussed in recent courses, and topics of current interest. Besides topics of traditional metaphysics and epistemology, this exam might include questions drawn from these areas: philosophy of science, of mind, of language, of religion; event and action theory; and metaphilosophy. Typically, the exam will consist of a number of essay questions, divided into questions of Metaphysics and questions of Epistemology, with the student to answer two questions from each part.

**The Value Theory Exam.** The Value Theory Exam consists of three areas: the history of ethics; contemporary ethical theory and problems; and aesthetics, social, political, and legal philosophy. Four questions must be answered, at least one from each of the three areas.

**Course Option**

A student may elect to fulfill either the History or Value Theory area requirement (but not both) by taking three courses in that area and passing each with a grade of B-minus or better.

**Distribution for History:** 1 course in Ancient; 1 in Modern; 1 Seminar. From these:

- 5400 Presocratic Philosophy
- 5410 Plato
- 5420 Aristotle
- 5440 Continental Rationalism
- 5450 British Empiricism
- 5460 Kant
- 7810 Seminar in History

**Distribution for Value Theory:** 1 course in Ethics; 1 in non-Ethics; 1 Seminar. From these:

- 5240 Social & Political
- 5270 Philosophy of Law
- 5280 History of Ethics
- 5300 20th century analytic ethics
- 7830 Seminary in Aesthetics
- 7840 Seminar in Ethics

A special topics course may be approved for satisfying an area requirement.

**Plan of Work**

A Plan of Work is a form listing all courses past, present, and future that a student will submit for the Ph.D. degree. A Plan of work should be submitted when 40 graduate cred-
its are earned. (Since there would be some “predicting” of courses to be taken, a Plan of Work can be amended after submission.) Any transfer credits approved by the Department accompany a Plan of Work (on a Transfer of Credits form). A Plan of Work must be approved both by the Philosophy Department and by the Graduate School. Plans of Work, including a Transfer of Credits form, may be filled out on a computer with web access: http://www.gradschool.wayne.edu/Current/onlineforms.asp

**Time and Notification Requirements**

A student must pass at least one preliminary EXAM by the end of his or her second year or be dropped from the doctoral program.

Any additional preliminary exams must be passed by the end of the third year. A declaration to satisfy an area requirement by course option must be made by the end of the third year. Students have until the end of their fourth year to complete a course work option (if chosen) though the department strongly encourages students to finish ALL area requirements by the end of their third year.

**Notification Requirements.** Any student wishing to take the Advanced Logic I, History of Philosophy, Value Theory, or Metaphysics-Epistemology exams must declare to the Graduate Advisor his or her intentions to take any particular exam by the end of the third week of the semester during which the exam is to be taken. No exam may be taken unless such intentions are declared to the Graduate Advisor; and if such a declaration is made, the student is committed to taking the exam. If the exam is not attempted after such a declaration has been made, then the student will be considered to have taken and failed that exam.

**Ph.D. Applicants and PHI 9990**

A student in the doctoral program is initially an “applicant”. Ph.D. Applicants without any PHI 9999 credits who wish to register for pre-Doctoral Candidate research will not be permitted to register for 9999 credits. Instead they will register for PHI 9990. Registration of up to 12 credits will be permitted in 9990. This course will not substitute for any of the Candidate Status (9991-4) registrations.

**Ph.D. Candidate**

A Ph.D. applicant will be advanced to the rank of Ph.D. Candidate by the Graduate School upon the recommendation of the department and completion of the following requirements:

1. Approval of the Plan of Work by the Graduate School
2. Completion of at least fifty credits of course work, as required by the Plan of Work
3. Satisfactory completion of the areas of Value Theory, History of Philosophy, Metaphysics/Epistemology, and all Logic requirements (Elementary, Advanced Logic I and II)
4. Identification of the membership of the student’s dissertation advisory committee. (The Advisory Committee membership may be changed prior to submission of an approved prospectus without notification of the Graduate School).

Once the student has been advanced to candidacy, he or she begins the PHI 9991-4 four semester sequence. A student is considered withdrawn from the Ph.D. program if he or she fails to register for any of the required four consecutive semesters beginning with the term following the advancement to Ph.D. Candidate.

Candidate Maintenance Status (PHI 9995) will be available to Candidates following enrollment in the four semesters of Candidate Status if they have not completed their dissertation and defense and if they are using University resources (e.g. the library) during a semester. Fee for Maintenance status will be the registration fee plus the omnibus fee for one credit hour.

Candidate Maintenance Status is available to candidates under the old system who have already registered for all 30 of their 9999 credits but have not completed the degree.

**Dissertation Advisory Committee**

The *Dissertation Committee* shall consist of minimally of three major departmental members plus one extra-departmental member. The expertise of the extra-departmental member must be appropriate to the student’s dissertation work. At least two committee members, including the dissertation director, must hold regular Graduate Faculty appointments.

**Dissertation Prospectus and Oral Exam**

A doctoral student must complete an oral exam. In the Philosophy Department, the oral exam is given on the student’s dissertation prospectus by the student’s dissertation committee.

The student is reminded that the Graduate School requires that a Plan of Work be submitted before taking the written and oral qualifying examination.

The dissertation prospectus should be a general description of the problem to be investigated in the dissertation, along with a proposed solution. It must include a bibliography that takes into account the relevant literature on the problem. As a rule of thumb, the Prospectus should be roughly 10–20 double-spaced, typewritten pages in length, excluding the bibliography.
Some dissertation advisors may require more: a chapter of the dissertation in addition to the prospectus, for example.

The dissertation proposal can be rejected by the student's dissertation committee. No oral exam will be administered until the committee is satisfied with the proposal.

When the oral exam has been passed, the student must submit the Prospectus along with a Prospectus Form to the Graduate School. This form can be found at the usual place: http://www.gradschool.wayne.edu/Current/onlineforms.asp

This form, once approved by the Graduate School, establishes the student’s dissertation topic and committee. **Any future changes in topic or committee must receive graduate school approval** (i.e. a new Dissertation Outline must be submitted).

**Doctoral Dissertation**

The doctoral dissertation in Philosophy should be an original piece of work. The Department expects the dissertation to conform to high standards of clarity and argumentation. The Graduate School expects the dissertation to have a precise format: www.gradschool.wayne.edu/Current/Phd/dissertationTemplates.html

**Foreign Language**

The Philosophy Department has established a Foreign Language Requirement. Competence in Greek, Latin, French, or German will meet this requirement. Other languages may be substituted only by special permission of the Philosophy Department, and only if clearly implicated in the student’s dissertation research.

The Foreign Language Requirement may be met by proving competence in an foreign language by any one of the following means:

1. Satisfactory performance on an ETS examination in the language. The passing scores are 480 in French and 450 in German. Such an examination must be passed no more than seven years prior to the student's request to be certified as having met this requirement.
2. Satisfactorily completing two years of college course work in the foreign language in question. The date of the student's credit for the last of that work may not be more than seven years prior to the student's request to be certified as having met this requirement. **Students who believe they have met this condition should inform the graduate advisor immediately.**
3. Special examination in the foreign language in question, administered by the faculty of the Philosophy Department or its delegated representative.

The Philosophy Department reserves the right to require additional work in foreign language if such work is deemed relevant to the student's dissertation.
The Foreign Language Requirement must be satisfied before the student will be permitted to take on the Public Lecture/Defense of his or her dissertation.

**Public Dissertation Lecture/Defense**

Students must be registered for the semester in which they defend the dissertation.

Before a Public Dissertation Lecture/Defense is scheduled, the student’s committee should have read and approved the dissertation. Approval is indicated by signing the title page of the dissertation.

The Public Dissertation Lecture/Defense is all that the name asserts: a public procedure in which the student gives a short lecture (10–20 minutes—the student’s advisor can stipulate the time-limit) on the dissertation project, after which the student’s dissertation committee questions the student. Audience members may be invited to comment or ask questions. Students pass or fail the lecture/defense. The student’s committee may also require minor revisions in the dissertation after the examination. The committee member from outside the department shall chair the lecture/defense. (A separate graduate examiner appointed by the graduate school is no longer required.)

Two final signed copies of the dissertation are to be submitted to the Graduate School within ten calendar days after the Dissertation Public Lecture Presentation-Defense. The Ph.D. degree will be certified only upon receipt of these two copies and the reconciliation of the student's Plan of Work and transcripts.
Timetable for completion of Ph.D. requirements

The Graduate School stipulates that students have **seven and one-half years** to complete all requirements. All Ph.D. students fall under this stricture. The Graduate School does not recognize a “part-time” status in the sense that students who choose not to take courses for some period of time still come under the seven and one-half year time limit. With this requirement in mind, the Philosophy Department has developed the following time schedule which every Ph.D. student **must** adhere to.

<table>
<thead>
<tr>
<th>By the end of the student’s …</th>
<th>The student must have …</th>
</tr>
</thead>
<tbody>
<tr>
<td>First year</td>
<td>Satisfied elementary logic</td>
</tr>
<tr>
<td>Second year</td>
<td>Passed one preliminary exam</td>
</tr>
</tbody>
</table>
| Third year                    | Passed all three preliminary exams  
                             | or Passed two prelims and declared an intent to fulfill the third area requirement with course work |
| Fourth year                   | • Completed all course work elected to fulfill area requirements  
                             | • Satisfied Advanced Logic I and II  
                             | • Assembled a dissertation committee and submitted a dissertation proposal |
| First semester of fifth year  | • By this point the student should have achieved candidacy and have begun serious work on the doctoral dissertation. |
| Seventh and one-half years    | • Satisfied foreign language requirement  
                             | • Completed four semesters of Candidate Status OR 30 credits of PHI 9999  
                             | • Written an acceptable dissertation  
                             | • Passed the public dissertation defense |
JOHN FRANK CORVINO

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E-mail: j.corvino@wayne.edu

DEPARTMENT/COLLEGE: Department of Philosophy, College of Liberal Arts and Sciences

PRESENT RANK & DATE OF RANK: Associate Professor (2007)

WSU APPOINTMENT HISTORY:
Year Appointed/Rank: 1998/Lecturer
Year Promoted/Rank: 1999/Senior Lecturer
Year Promoted/Rank: 2001/Assistant Professor
Year Promoted/Rank: 2007/Associate Professor with tenure

CITIZEN OF: United States of America

EDUCATION:
Baccalaureate: St. John’s University, Jamaica NY, B.A. (Philosophy) 1990
Graduate: University of Texas at Austin, Ph.D. (Philosophy) 1998

PROFESSIONAL SOCIETY MEMBERSHIPS:
American Philosophical Association
Hume Society
Society for Lesbian and Gay Philosophy
American Association of University Professors

HONORS/AWARDS:
3. College of Liberal Arts Teaching Award, Wayne State University, 1999
5. WSU President’s Award for Excellence in Teaching: 2006.
I. TEACHING
A. Years at Wayne State: since Fall 1998.
B. Years at Other Colleges/Universities: 2, as Assistant Instructor at the University of Texas at Austin (full teaching duties), 1995-1997.
C. Courses Taught at Wayne in Last Five Years:
   1. Undergraduate
      PHI 1100 – Contemporary Moral Issues (Survey Course)
      PHI 1100 – Contemporary Moral Issues: Professional Ethics
      PHI 1100 – Freshman Seminar on Moral Reflections on Race, Sex, and Class
      PHI 2320 – Introduction to Ethics/Honors Introduction to Ethics
      PHI 3800 – Topics in Philosophy: Sex and Sexual Orientation (also listed as WS 2700)
      HON 4200 – Senior Seminar in “Morality and Objectivity”
      HON 4200 – Senior Seminar on “Moral Preferences”
   2. Graduate
      PHI 5280 – History of Ethics
      PHI 5300 – 20th Century Analytic Ethics
      PHI 5450 – British Empiricists
      PHI 7840 – Seminar on Moral Realism
      PHI 7840 – Seminar on Moral Preferences
      PHI 7810 – Seminar on Hume
D. Essays/Theses/Dissertations Directed
   1. Erik Roys, M.A. “Ethical Dilemmas in the United States Transplant Organ Allocation Policy: Justice vs. Utility” (12/01)
   2. Lane Wilkinson, M.A. “On the Current Status of the Embedding Problem” (12/08)
E. Course or Curriculum Development:
   1. Developed PHI 1100 (now 1120) Contemporary Moral Problems/Professional Ethics. required of all Engineering Students
   2. Developed PHI 3800 (WS 2700) Topics in Philosophy: Sex and Sexual Orientation
   3. Developed PHI 1100 Freshman Seminar: “Moral Reflections on Race, Sex, and Class
   4. Developed Seminars on Moral Realism Moral Preferences, Morality and Objectivity, and Hume.
F. Course Materials (unpublished): coursepacks for PHI 1100, PHI 1120 and PHI 2320, including collections of published readings and handouts prepared by the professor.

II. RESEARCH
A. Research in Progress, not funded
   1. A book on moral arguments surrounding homosexuality
   2. A paper on “Hume on the Reality of Moral Distinctions”
   3. A paper on “Hume, Homosexuality, and the Challenge of Relativism”
   4. A paper on “Homosexuality and Job Discrimination”
B. Funded Research in the Last 5 Years
   1. A paper on Homosexuality and Education
   2. A paper on Hume and the Secondary Quality Analogy
C. Fellowships/Grants/Special Awards in the Last Five Years:
   1. College of Liberal Arts Research and Inquiry Grant, 2002
   2. Humanities Center Summer Grant, 2002
   3. Humanities Center Small Grant ($500) for Innovative Projects in the Humanities, 2002
   4. Educational Development Grant, 2003
   5. University Research Grant, 2004
   6. Humanities Center Small Grant ($500) for Innovative Projects in the Humanities, 2005
III. PUBLICATIONS

B. Chapters Published - Authored


Encyclopedia Entries:


C. Editorships of Books:

D. Journal Articles Published - Refereed Journals

Shorter Articles:

H. Book Reviews Published – Academic Journals

L. Papers Presented
1. Invited and/or Refereed Internationally or Nationally:
   a. Invited
(9) “When Morality Doesn’t Pay, Can Virtue Ethics Help?”
Nanjing Audit University (China), May 29, 2006.
(17) “Hume, Homosexuality, and the Challenge of Relativism,” APA Central Division Meeting, SLGP Session; Chicago IL; April 17, 2008.
(18) “Hume on the Reality of Moral Distinctions,” APA Central Division Meeting, Hume Society Session; Chicago IL; April 17, 2008.

b. Refereed

Mountain Plains Philosophy Conference, Santa Fe, October 27, 1995.
(4) “Not by Reason Alone: Hume’s Response to Wollaston and Clarke in Treatise III.i.1”:
APA Central Division Meeting, Chicago, IL, May 7, 1998.
(9) “Hume on the Color of Virtue”:
APA Central Division Meeting, Chicago IL, April 27, 2002.
2. Invited Locally/Regionally

a. Away from Wayne State
   (1) “Homosexuality and Biblical Interpretation” Coe College (IA), April 23, 1996.
   (2) “Hume on the Color of Virtue,” The University of Texas at Austin, December 4, 1998.
   (3) “First Gays, Then Polygamists?” University of Wisconsin, Stevens Point, February 29, 2000 (job talk).
   (4) “Two Distinctions in Hume’s Moral Theory”:
       i. California State University, Northridge, February 4, 2000 (job talk).
   (9) “Homosexuality and the PIB Argument,”
       Georgia State Philosophy Department and Jean Beer Blumenfeld Center for Ethics, March 25, 2004.
       Rice University, April 1, 2005.

b. At Wayne State
   (3) “First Gays, Then Polygamists?” (Humanities Center), October 27, 2000.
   (4) “Naughty Fantasies” (Humanities Center), February 19, 2002.
   (7) “Moral Preferences,” (Humanities Center), November 16, 2004.
   (8) “How to be a Humean Moral Realist,” (Humanities Center), September 20, 2005.

M. Invited Public Lectures Presented in the Last 5 Years (listed alphabetically and then in reverse chronological order):

   “Born or Made—and What’s the Difference?”


“Dialogue Between Gays and Evangelicals” (luncheon discussion for InterVarsity Fellowship), Lawrence University (WI), October 17, 2007.


“Homosexuality, Morality, and Diversity”
University of Southern Indiana (Evansville), April 15, 2008.
Texas A&M University, April 10, 2008.
Lake Superior State University, April 4, 2008.
Aquinas College, April 3, 2008.
Virginia Polytechnic Institute and State University, March 20, 2008.
St. Louis Community College (Meramac), February 28, 2008.
University of Illinois (Springfield), December 5, 2007.
Augustana College (IL), December 4, 2007.
Canisius College (NY), November 14, 2007.
Appalachian State University (NC), October 30, 2007.
Oakland Community College (MI), October 12, 2007.
University of Missouri, Rolla, October 10, 2007.
Morehead State University (KY), October 3, 2007.
Northern Kentucky University, October 2, 2007.
University of Wisconsin-Stevens Point, March 9, 2007.
St. Norbert College (WI), March 7, 2007.
Fox Valley Technical College, March 6, 2007.
Lawrence University (WI), February 27, 2007.
Otterbein College (OH), January 30, 2007.
Beloit College (WI), November 16, 2006.
Carroll College (WI), November 15, 2006.
The University of Texas at Dallas, November 9, 2006.
The University of Memphis, November 8, 2006.
Hawkeye Community College (IA), October 12, 2006.
Drake University (IA), October 11, 2006.
Central College (IA), October 10, 2006.
Buena Vista University (IA), October 9, 2006.
Concordia College (MN), October 3, 2006.
Pittsburg State University, September 28, 2006.
National Institutes of Health, Bethesda MD, June 12, 2006.
Valencia Community College, August 4-5 (various campuses), 2006.
Virginia Polytechnic Institute and State University, March 28, 2006.
Southern Methodist University, March 23, 2006.
McNeese State University (LA), March 22, 2006.
Columbia Basin College (WA), February 23, 2006.
Oakland Community College, February 17, 2006.
Grand Valley State University, October 11, 2005.
Michigan College and University Professional Association (CUPA) for Human Resources Conference, luncheon keynote, April 7, 2005.


“Maintaining the Gay Moral High Ground”
Rice University (TX), April 20, 2007.
Wayne State University Medical School, April 6, 2007.
Southern Methodist University, April 19, 2004.
Cornell University, November 13, 2003.
University of Texas at Austin, October 23, 2003.
P-FLAG Great Lakes Regional Conference (Pontiac, MI), October 18, 2003.
Lawrence Livermore National Research Laboratory, June 10, 2003.

“Morality in Business,” Christopher Newport University, VA, November 1, 2007.

“Panel Discussion on Human Sexuality,” Wayne State University North Residence Hall, April 21, 2003.


“Same-Sex Marriage: A Civil Debate” (unless noted, all are with Glenn Stanton of Focus on the Family)
James Madison University, April 9, 2008.
University of South Florida (St. Petersburg), April 8, 2008.
Maryville University (MO), March 26, 2008.
Arkansas State University, March 13, 2008.
Otterbein College (OH), February 5, 2008.
Seattle University, November 8, 2007.
Christopher Newport University (VA), November 1, 2007.
Louisiana State University, October 23, 2007.
Nicolet College (WI), October 17, 2007.
Westminster College (MO), March 22, 2007.
Ferris State University (MI), February 22, 2007.
Mercer University (GA), January 18, 2007.
Ripon College (WI), November 2, 2006.
Idaho State University, October 21, 2006.
University of Idaho-Moscow, October 20, 2006.
Boise State University, October 19, 2006.
Indiana University at Bloomington, September 12, 2006.
Augustana College, April 19, 2006.
Central Michigan University, April 18, 2006.
Grand Valley State University, February 15, 2006.
Wayne State University, February 13, 2006.
Kingwood College, November 7, 2005.
Hampden-Sydney College, October 20, 2005.
Bar Harbor, Maine (with Rev. John Rankin of the Theological Education Institute), October 17, 2005.
South Texas College of Law (with Attorney John Stemberger), April 5, 2005.
Texas A&M University, March 31, 2005.
Saginaw Valley State University, September 23, 2004.
Community College of Southern Nevada (with David Rowberry of the Las Vegas Institute of Religion), April 29, 2004.
Texas State University (with Randy Hicks of the Georgia Family Council), April 14, 2004.
Georgia State University Blumenfeld Center for Ethics (with Randy Hicks of the Georgia Family Council and Juliana Kubala of GSU’s Women’s Studies Institute), March 24, 2004.

“Teaching in the First Person”
Otterbein College (OH), January 30, 2007.
Wayne State University, November 7, 2006.

“What’s Morally Wrong With Homosexuality?”
St. Ambrose College (IA), March 27, 2008.
Canisius College, November 14, 2007.
Sam Houston State University (TX), October 25, 2007.
University of Michigan, Dearborn, October 9, 2007.
Wayne State University (MI), October 19, 2004; July 26, 2007; September 26, 2007.
Morehead State University (KY), April 10, 2007.
Coe College (IA), October 12, 2006.
Lake Superior State University (MI), March 9, 2006.
Hofstra University (NY), January 27, 2006.
St. Paul’s School (NH), January 26, 2006.
Ripon College, December 1, 2005.
University of Detroit-Mercy, April 18, 2005.
SUNY Brockport, April 14, 2005.
University of Iowa, April 13, 2005.
Central Michigan University, April 7, 2005.
Delta College, January 26, 2005.
University of Texas-Dallas, November 11, 2004.
Texas State University, October 30, 2004.
University of Colorado-Denver, October 12, 2004.
University of Missouri-Columbia, October 14, 2004.
Michigan State University, April 22, 2004.
Saginaw Valley State University (MI), April 21, 2004.
Southwestern University (TX), October 23, 2003.
Grace Dow Library (Midland, MI), June 26, 2003.


IV. SERVICE

C. Committee Assignments in the Last Five Years

3. College/Department Committees Chaired
   a. Philosophy Department Placement Committee Fall 1998-Spring 2006.

4. College/Department Committee Membership
   a. Wayne State Women’s Studies Advisory Board, since Winter 1999.
   b. Wayne State Philosophy Department Value Theory Prelim Committee, Winter 2003,
   d. Center for Citizenship Advisory Board, since 2006.
   e. Philosophy Department Faculty Search Committee 2006-2007.
   f. President’s Award for Excellence in Teaching Selection Committee, 2007.

G. Journal/Editorial Activity
   Referee for Business Ethics Quarterly, 1996
   Referee for Polity Press, 2002
   Referee for GLQ, 2002
   Referee for Wadsworth Publishers, 2002
   Editorial Board for Sex from Plato to Paglia: A Philosophical Encyclopedia, 2004
   Referee for Hume Studies, 2002, 2006
   Referee for Hume Society Annual Meeting 2005, 2006
   Referee for Journal of Business Ethics, 2008

H. Other Professionally Related Service
   b. representative of the Philosophy Department at University Open House, 2000.
   d. speaker at University Orientation Program, 2001.
   f. participant in Honors Program Welcome Lunch, 2003
   g. interviewer at Scholars Day, 2004
   h. moderator of Diversity Panel for WSU Alternative Spring Break, Detroit Orientation Institute,
   i. external reviewer for Academic Program Review of the Philosophy Department at the
      University of Colorado at Denver.
HERBERT GRANGER

450-86-1009

Department of Philosophy
5057 Woodward Avenue #12212.2
(313) 577-6102

1253 Balfour Road
Grosse Pointe Park, Michigan 48230
(313) 640-9542

Department of Philosophy/College of Liberal Arts

WSU APPOINTMENT HISTORY

Senior Lecturer: 1987-88
Assistant Professor: 1988-91
Associate Professor: 1991-98
Full Professor: 1998-present

DATE AND PLACE OF BIRTH: October 25, 1944, Beaumont, Texas.

CITIZENSHIP: United States of America

EDUCATION:

High School: South Park High School Beaumont, Texas 1963
Baccalaureate: Trinity University San Antonio, Texas 1967
Ph.D.: The University of Texas Austin, Texas 1977

FACULTY APPOINTMENTS AT OTHER INSTITUTIONS:

University of South Dakota Lecturer 1977-78
University of South Dakota Assistant Professor 1978-82
University of Texas at Austin Visiting Assistant Professor 1982-84
University of Arizona Visiting Assistant Professor 1984-85
Arizona State University Visiting Assistant Professor 1985-86
University of Colorado at Boulder Visiting Assistant Professor 1986-87
PROFESSIONAL MEMBERSHIPS:

American Philological Association
American Philosophical Association
American Association of University Professors
Society for Ancient Greek Philosophy

I. TEACHING:

Wayne State University: Nineteen Years
University of Colorado at Boulder: One Year
Arizona State University: One Year
University of Arizona: One Year
University of Texas at Austin: Two Years
University of South Dakota: Five Years

COURSES TAUGHT AT WAYNE STATE:

Undergraduate:

PHI 1010: Introduction: Philosophical Systems
PHI 1050: Critical Thinking
PHI 2100: Ancient and Medieval Philosophy
PHI 3800: Poetry and Philosophy
UGE 1000: The University and Its Libraries

Mixed Graduate/Undergraduate:

PHI 5410: Plato
PHI 5420: Aristotle
PHI 5400: The Presocratics Philosophers

Graduate:

PHI 7810: Aristotle’s On the Soul
PHI 7810: Aristotle’s Metaphysics
PHI 7810: The Presocratic Philosophers: Heraclitus and Parmenides
PHI 7810: The Presocratic Philosophers: Parmenides and his Aftermath
PHI 7810: Aristotle’s Metaphysics Zeta
PHI 7810: Plato’s Republic
PHI 7810: The Theology of the Early Natural Philosophers

Herbert Granger
3/24/08
II. RESEARCH:

GRANTS/SPECIAL AWARDS:

NEH Summer Stipend, $3,500, June 1-July 31, 1989
WSU University Research Award, $4,500, January 1, 1990-March 31, 1990
WSU-Northwest Airlines Domestic Travel Assistance (Workshop in Ancient Philosophy, University of Texas at Austin), $200, February, 1991
WSU-Northwest Airlines Domestic Travel Assistance (Meetings of the American Philosophical Association), $192, April, 1992
WSU Career Development Chair, $18,500, 1992-93 Academic Year.
WSU Research and Inquiry in the Liberal Arts, released from teaching one course, fall, 1998.
WSU University Research Award, $3,930, summer, 2001.

FUNDED RESEARCH:

Chapters for book and articles on Aristotle’s Psychology:
(1) NEH Summer Stipend for 1989;
(2) WSU Faculty Research Award for 1990;
(3) Career Development Chair for 1992-93 (funding extended to 1994).

Articles on the Presocratic Philosophers:
(1) Research and Inquiry in the Liberal Arts for fall of 1998.
(2) University Research Award for summer of 2001.
(3) Research and Inquiry in the Liberal Arts for summer of 2001.

\[\text{Herbert Granger, 3/24/08}\]
III. PUBLICATION:

BOOK PUBLISHED:


ARTICLES PUBLISHED:

REFEREED ARTICLES:


Herbert Granger 3/24/08

**INVITED ARTICLES:**


**ENCYCLOPEDIA ENTRY:**


**BOOK REVIEW PUBLISHED:**


**ABSTRACTS:**

Abstracts for several of the articles are in *The Philosopher’s Index*.

Abstracts for all presentations to Meetings of the American Philosophical Association are in *Proceedings of the American Philosophical Association*.
PAPERS PRESENTED:

INVITED AND/OR REFEREED INTERNATIONALLY OR NATIONALLY:

2. 'An Examination of Aristotle's *genos-eidos* Relation', Meetings of the Classical Association of the Middle West and South, Columbia, South Carolina, March, 1980.
3. 'Commentary on H. A. Teloh's “The Universal in Aristotle”', Central Division Meetings of the American Philosophical Association, Detroit, April, 1980.
5. 'On Dualizing Kinds and the Continuity of Kinds in Aristotle's Biology', Central Division Meetings of the American Philosophical Association, Chicago, April, 1983.
6. 'Aristotle on Genus and Differentia in the *Topics* and *Categories*', Society for Ancient Greek Philosophy, Seventeenth World Congress of Philosophy, Montreal, Canada, August, 1983.
8. 'Deformed Kinds and the Fixity of Species', Central Division Meetings of the American Philosophical Association, St. Louis, May, 1986.
12. 'Aristotle's Active Mind and the Unity of his Psychology', Central Division Meetings of the American Philosophical Association, Chicago, April, 1991.
13. 'Substance Supervenience and Supervenient Dualism', Central Division Meetings of the American Philosophical Association, Louisville, April, 1992.
16b. Workshop in Ancient Philosophy, Texas Christian University, Fort Worth, Texas, March, 2000.

[Signature]

Herbert Granger

INVITED AND/OR REFEREED LOCALLY/REGIONALLY

1. ‘Commentary on Aristotle’s On Generation and Corruption II.2-3’, Workshop in Ancient Philosophy, University of Texas at Austin, April, 1981.
2. ‘Substance, Simplicity, and Hylomorphism’, Workshop in Ancient Philosophy, University of Texas at Austin, March, 1985.
   3a. Workshop in Ancient Philosophy, University of Texas at Austin, March, 1986.
   3b. Wayne State University, October, 1987.
7. ‘Aristotle’s Active Mind and the Unity of his Psychology’, Workshop in Ancient Philosophy, University of Texas at Austin, February, 1990.
13a. Workshop in Ancient Philosophy, University of Texas at Austin, March, 1998.
24. ‘Parmenides on Thought and Being’, Department of Philosophy, Wayne State University, September, 2007.

H. Granger 3/24/98
Herbert Granger
IV. SERVICE:

COMMITTEE ASSIGNMENTS:

Department of Philosophy:

History Preliminary Examination (1990 to present)
Salary Committee (1988 to present)
ad hoc Logic Committee (1991)
ad hoc Committee for Reform of Graduate Program (Chair) (1993)
Undergraduate Advisor (1996 to 2006)
ad hoc Committee on the assignment of GTA’s and Part-Timers (1996 to present)
Departmental Secretary (1988-89)
Overseer of Registration (1989-97)
Organizer of Colloquia (1990-92)
Overseer of Recruitment of Majors (1995-96)
ad hoc Committee on Memorial for Humphries (2000)
Budget Committee (2000-2006)

College of Liberal Arts and Sciences:

Member of the Chair Review Committee for Bruce Russell (2006).
Member of the College Salary Committee (2000-2001, 2003)
Member of the College Promotion and Tenure Committee (1999, 2004)
Evaluator for Faculty Research Award Competition (1996-1997)

University:

Nominating Committee (1997-1998)

JOURNAL/EDITORIAL ACTIVITY

Occasional Referee for:

Ancient Philosophy
Archiv für Geschichte der Philosophie
Journal of the History of Philosophy
Journal of Philosophical Research
Journal of the History of Biology
PROFESSIONAL SERVICE

Outside Referee for tenure case at Saint Louis University, St. Louis, MO, May, 1996.

Outside Referee for promotion case at the University of South Dakota, September, 1998.

Professional Service on behalf of the American Philosophical Association:

- Chairman of a Colloquium Session for the Central Division Meetings of the American Philosophical Association, Chicago, April, 1989,
- Member of the Program Committee for the Central Division Meetings of the American Philosophical Association, Chicago, April, 1993,
- Chairman of a Colloquium Session (substitute) for the Central Division Meetings of the American Philosophical Association, Chicago, April, 1993.

Professional Service on behalf of Other Professional Associations:

- Chairman of a Colloquium Session for the Conference on Aristotle and the Entrapment of Matter by Substantial Form, Los Angeles Area Colloquium in Ancient Philosophy, University of Southern California, December, 1992.

Professional Service on Behalf of Other WSU Departments:

- Graduate Examiner for Ph.D. Qualifying Examination in Psychology Department: Ronald Broadway, Fall, 1991.
- Graduate Examiner for Ph.D. Qualifying Examination in Psychology Department: Rebecca Miles, Fall, 1993.
- Graduate Examiner for Ph.D. Qualifying Examination in English Department: Tyler Steben, Fall, 1995.
- Graduate Examiner for Ph.D. Qualifying Examination in Psychology Department: Nicole Gulam, Fall, 1999.

H. Granger 3/24/08

Herbert Granger
Eric Hiddleston

Contact:
Dept. of Philosophy Email: eric.hiddleston@wayne.edu
Wayne St. University Work: 313-577-6103
5057 Woodward Ave.
Rm. 12002.2
Detroit MI 48202

Education:
Ph.D., Philosophy, Cornell University, 2001
M.A., Philosophy, Cornell University, 1996
B.A. (with High Distinction), Philosophy, University of Nebraska-Lincoln, 1993

Employment:
2005-present: Assistant Professor, Philosophy, Wayne State University.
2002-2005: Allan and Anita Sutton Distinguished Faculty Fellow, Department of Philosophy,
Syracuse University.
2001-2: Visiting Assistant Professor, Department of Philosophy, Syracuse University.

Areas of Specialization:
Metaphysics, Epistemology

Areas of Competence:
Philosophy of Science, Philosophy of Mind, Logic

Publications:

Current work:
“The Reductivist’s Troubles With Mental Causation” (submitted to journal)
“Foundationalism, Defeasibility, and Belief Dependence”
“Foundationalism and Inductive Skepticism” (submitted to conferences)
“Propensities and the Fundamental Question About Chance”, on back burner
“Counterfactual v. Lawful Theories of Causation”, on back burner

Recent conference papers, invited papers, and commentaries:
Papers:
“The Reductivist’s Troubles with Mental Causation”, University of Windsor (invited), March
2007.
Symposium paper (refereed), “The Reductivists’ Troubles with Mental Causation”, Pacific
Division meeting of the APA, March 2006.
“The Reductivist’s Troubles with Mental Causation”, the Creighton Club (refereed), October
2005.

Commentaries:

Service:
Department and University:
Committee to review Graduate/Professional Scholarship applications, Winter 2008
Faculty representative to Wayne St. University Philosophy Forum (graduate student association), Fall 2007-present
Departmental Search Committee, 2006-7, Wayne St.
Graduate advisor, Academic year 2006-7, Wayne St.
Committee for Metaphysics and Epistemology Exam, Fall 2006
Committee for Preliminary Logic Exam, Fall 2006
Committee for Metaphysics and Epistemology Exam Winter 2006
Committee for Preliminary Logic Exam, Winter 2006, Wayne State University
Academic Adviser, Academic year 2003-4, Syracuse University.
Freshman Academic Adviser, Academic year 2002-3, Syracuse University.

Profession:
Referee for Australasian Journal of Philosophy, 2007
Referee for Synthese, 2007 (twice)
Referee for Philosophy of Science, 2006
Referee for The Philosophical Quarterly, 2006
Referee for Philosophy and Phenomenological Research, 2006
Referee for *Synthese*, 2006
Referee for *Erkenntnis*, 2006
Referee for *Philosophy Compass*, 2006
Referee for *The British Journal for the Philosophy of Science*, 2005
Referee for *Philosophy and Phenomenological Research*, 2006
Referee for *Philosophical Quarterly*, 2006

**Recent Courses:**

“Introduction to Philosophy”, Winter 2008, Wayne St.  
“Advanced Symbolic Logic” (graduate), Fall 2007, Wayne St.  
“Epistemology” (graduate), Fall 2007, Wayne St.  
“Advanced Symbolic Logic”, Wayne St. U., Fall 2006  
“Introduction to Philosophy (Problems)”, Wayne St. U., Fall 2006  
“Introduction to Philosophy (Problems)”, Wayne St. U., Winter 2006  
“Mental Causation” (graduate seminar), Wayne St. U., Fall 2005  
“Introduction to Symbolic Logic”, Wayne St. U., Fall 2005

**References:**

Sydney Shoemaker, Richard Boyd, Andre Gallois, Tamar Szabo-Gendler, Zoltan Gendler-Szabo

[Date: 3-27-2008]
Name: LAWRENCE B. LOMBARD

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Wayne State University
5057 Woodward, Rm. 12002.13
Detroit, Michigan  48202

Home Address: 787 Davis Ave.
Birmingham, MI  48009

Telephone: (313) 577-6099
Fax: (313) 577-2077
E-mail: L.B.Lombard@wayne.edu
Dept. Web page: www.clas.wayne.edu/philosophy/

DEPARTMENT/COLLEGE: Department of Philosophy, College of Liberal Arts and Sciences

PRESENT RANK & DATE OF RANK: Professor (August 30, 1987)

WSU APPOINTMENT HISTORY:
Year Appointed/Rank: 1969, Assistant Professor
Year Appointed Tenure: 1976
Year Appointed Associate Professor: 1979
Year Appointed Professor: 1987

DATE OF BIRTH: 24 November 1944, New York City, New York
CITIZEN OF: United States of America

EDUCATION:
High School: Martin Van Buren High School, New York, New York, 1961
Graduate: Stanford University, Stanford, California (1965-69), Ph.D. (Philosophy), June, 1974
Thesis: Quotations and Quotation Marks: Semantical Considerations
Advisers: Jaakko Hintikka, Dagfinn Føllesdal

PROFESSIONAL SOCIETY MEMBERSHIPS:
American Philosophical Association
American Association of University Professors
HONORS/AWARDS:
- New York State Scholarship in Science, Engineering, and Mathematics (1961-63)
- Cornell University Dean's Scholarship (1963-65)
- NDEA Fellowship (1965-68)
- Stanford University Fellowship (1968-69)
- Wayne State University Summer Research Grant (1983)
- Wayne State University Summer Research Grant (1993)
- Wayne State University Summer Research Grant (2003)

BIOGRAPHICAL CITATIONS: Directory of American Scholars, Vol. IV

I. TEACHING
A. Years at Wayne State: 39
B. Years at Other Colleges/Universities: none
C. Courses Taught at Wayne State in Last Five Years
   1. Undergraduate
      - PHI 1030 - Introduction to Philosophical Problems
      - PHI 1040 - Honors Introduction to Philosophical Problems
      - PHI 1050 - Critical Thinking
      - PHI 3550 - Metaphysics
      - PHI 3600 - Space, Time, and the Philosophy of Physics
   2. Graduate and mixed graduate/undergraduate
      - PHI 5500 - Topics in Metaphysics
      - PHI 5800 - Special Topics in Philosophy: Space and Time
      - PHI 7860 - Seminar in Metaphysics: Events
D. Essays/Theses/Dissertations Directed
   1. Charles John Bopp, Ph.D., Whitehead's Theory of Events (12/81)
   2. Arlene Kwasniak, M.A., Agent-Events (12/74)
   3. Farshad Sadri, M.A., Motion (5/93)
   5. James Durham, Ph.D., The Metaphysical Ground of Similarity (12/98)
E. Course or Curriculum Development
   1. Developed, with B. Humphries, M. McKinsey, and R. Yanal, materials for PHI 1050, Critical Thinking
   2. Instituted course PHI 3600, Space, Time, and the Philosophy of Physics
   3. Set up Department's Honors Program

III. PUBLICATION
A. Scholarly Books Published, Single Authored
B. Chapters Published


D. Refereed Journal Articles Published


E. Refereed Papers Published in Conference Proceedings

G. Abstracts Published in Academic Journals
1. Abstracts for items in D.1.1-16 are in *The Philosopher's Index*.
2. Abstracts for items in L.1.b.(1)-(8) are in *Proceedings of the American Philosophical Association*.

H. Book Reviews Published
1. Academic Journals

L. Papers Presented
1. Invited and/or Refereed Internationally or Nationally
   a. Invited
      (2) "Causal Verbs and the Individuation of Action: Comments on Professor Price", The Central Division Meetings of the American Philosophical Association, Columbus, Ohio, April, 1982.
      (3) "Actions Performed For Their Own Sake: Comments on Professor Mele", The Central Division Meetings of the American Philosophical Association, Cincinnati, Ohio, April, 1988.
(4) "Comments on Susan C. Hale's, 'A Defense of Identity Conditions for Events in Purely Spatio-temporal Terms', The Eastern Division Meetings of the American Philosophical Association, Atlanta, Georgia, December, 1989.


(10)"On 'On What There Isn't': Comments on Professor Harris's paper", The Central Division Meetings of the American Philosophical Association, Chicago, Illinois, April, 1996.

(11)"Belief and Propositions: Comments on Peard", The Pacific Division Meetings of the American Philosophical Association, Oakland, California, April, 1999.

(12)"Lombard on Allen on Lombard", The Eastern Division Meetings of the American Philosophical Association, Boston, Massachusetts, December, 1999.


(17)"Comments on 'Coincidence and Cardinality', Central Division meetings of the American Philosophical Association, Chicago, Illinois, April 18, 2008.
b. Refereed
(2) "Events and Quality Spaces", The Central Division Meetings of the American Philosophical Association, New Orleans, La., May, 1976.
(4) "The Essentiality of the Subjects of Change", The Central Division Meetings of the American Philosophical Association, Detroit, Michigan, April, 1980.
(5) "Causes, Enablers, and the Counterfactual Analysis"
   (i) The Central States Philosophical Association, Iowa City, Iowa, October, 1989
(7) "Could an event have ended sooner than it did?", The Pacific Division Meetings of the American Philosophical Association, San Francisco, CA, March, 1995.
(9) "The Lowe Road to the Problem of Temporary Intrinsics", The Pacific Division Meetings of the American Philosophical Association, Albuquerque, New Mexico, April, 2000.
(10) "Scope Fallacies and the Problem of Temporary Intrinsics",
    (i) The Pacific Division Meetings of the American Philosophical Association, San Francisco, California, March, 2005
    (ii) The Ohio Philosophical Association, Columbus, Ohio, April, 2006.

2. Invited and/or Refereed Locally/Regionally
   (a) Away from Wayne State
(1) "Quotations and Complex Singular Terms", read at Miami University, Oxford, Ohio, Winter, 1969 (invited).
(2) "Actions, Results, and the Time of a Killing", read at the University of North Carolina at Greensboro, North Carolina, January, 1976 (invited).
(3) "Events", read at Syracuse University, Syracuse, New York, July, 1978 (invited).
(7) "Time for a Change: A Polemic Against the Presentism/Eternalism Debate", Oakland University, March, 2008.

b. At Wayne State University
(1) "Quotations and Complex Singular Terms", Spring 1970
(2) "Can Quotations Be Semantically Primitive?", Spring 1972
(3) "Events and Counterfactuals", Spring 1973
(4) "Demonstratives and Indirect Discourse", Fall 1974
(5) "Actions, Results, and the Time of a Killing", Winter 1975
(6) "Events and Quality Spaces", Winter 1976
(7) "Relational Change and Relational Changes", Fall 1976
(8) "Events and Quality Spaces", Fall 1976 (Liberal Arts Forum)
(9) "'Unless', 'Until', and the Time of a Killing", Fall 1989
(10) "Counterfactuals and the Essentiality of Time", Winter 1990
(11) "How Not To Flip The Switch With The Floodlight", Winter 1992
(12) "The Doctrine of Temporal Parts and the 'No-Change' Objection, Winter, 1993
(13) "Sooner or Later", Fall 1994
(14) "The Lowe Road to the Problem of Temporary Intrinsics", Fall 2002
(15) "What is Metaphysics and How is it Possible?", WSU Humanities Center, Winter, 2003
(16) "Scope Fallacies and the "Decisive Objection" Against Endurance", March, 2007
IV. SERVICE

A. Administrative Appointments at Wayne State
1. Chair, Department of Philosophy, 1996-2001
2. Acting Chair, Department of Philosophy, Winter, 1993
3. Acting Chair, Department of Philosophy, Summer, 1981

C. Committee Assignments
2. University Committee Membership
   a. Liberal Arts Dean's Search Committee (1982)
   b. WSU Distinguished Graduate Faculty Award Committee (1982)
   c. Academic Senate (1982-86)
      (1) Student Affairs Committee (1982-83)
      (2) Support Services Committee (1983-84)
      (3) Faculty Affairs Committee (1984-85)
      (4) Curriculum and Instruction Committee (1985-86); AAUP Liaison (1984-85)
   d. WSU Summer Research Award Committee for the Humanities (1989, 1995, 2008)
   e. AAUP WSU-Chapter Council (1974-80)
   f. Advisory Committee (established through Article XXX procedures) to advise Dean L. Murphy concerning a dispute regarding unit tenure and promotion factors for the University Studies/Weekend College Program of the College of Lifelong Learning (August - September, 1986)
   g. Review Advisory Panel for Department of Greek and Latin (1989)
   h. Supplemental Research Equipment Fund Review Committee, Humanities and Social Science Sub-committee (1991-92)
   i. Review Advisory Panel for the Center for Judaic Studies (1992-93)
   j. Member of Economics Chair Review Committee (Winter, 2003)
   k. Member of Philosophy Chair Review Committee (Winter, 2006)
   l. Graduate Professional Scholarship Review Committee (Winter, 2006)
   m. University Research Grant Committee - Arts and Humanities Group (2007-08)

3. College/Department Committees Chaired
   a. College
      (1) President, College of Liberal Arts Faculty Council (1994-96)
      (2) College of Liberal Arts Faculty Council Curriculum Sub-Committee (1996-2001)
   b. Department
      (1) Director of Undergraduate Studies in Philosophy (1972-96)
      (2) Semester System Committee (1979-81)
      (3) Informal Logic Committee (1979-96)
      (4) Scheduling (1974-)
      (5) Webmaster (1996-)

4. College/Department Committee Membership
   a. College
      (1) College of Liberal Arts and Sciences Curriculum Committee (2008 - )
      (2) Faculty Council, 1989-2002, 2005-08
         Curriculum Committee, 2005-08
         By-Laws and Strategic Plan Committee, 2006-08
(3) Philosophy Department Chair Search Committee (August, 2006)
(5) Computer Committee (2001-04)
(6) Economics Chair Review Committee (Winter, 2003)
(7) Research and Inquiry Grants Committee (1998)
(8) Salary Committee, Humanities Sub-Committee (1992-94)
(9) Salary Committee, Humanities & Social Sciences (1995)
(10) Natural Science Group Requirement Committee (1983)

b. Department
(1) Tenure and Promotion Committee (1976-96, 2001- )
(2) Salary Committee (1973-96, 2001 - )
(3) Metaphysics and Epistemology Preliminary Examination Committee
(4) History of Philosophy Preliminary Examination Committee (Winter, 2006)
(3) Budget Advisory Committee (2002-03)
(4) Ph.D. Preliminary Examination Revision Committee (1984)
(5) Committee on General Education (since 1985)
(6) Curriculum Committee (since 1975)

D. Positions Held in Professional Associations
1. Program Committee 1984 Central Division Meetings of the American Philosophical Association
2. Program Committee 1998 Central Division Meetings of the American Philosophical Association

G. Journal/Editorial Activity

H. Other Professionally Related Service:
1. Chairperson of several colloquia at various Central Division and Pacific Division meetings of the American Philosophical Association (most recent: chair of colloquium on Metaphysics, at the Pacific Division meetings of the American Philosophical Association, San Francisco, California, April, 2007; chair of 1 hour colloquium on Metaphysics at the Central Division meetings of the American Philosophical Association, 2002, Chicago, Illinois)
2. American Philosophical Association Meetings attended:
NAME: THOMAS MICHAEL MCKINSEY
Social Security No.: 456-64-9202
Office Address: 5057 Woodward, 12212
Wayne State University
Detroit, Michigan 48202
Home address: 27383 Terrel
Dearborn Heights,
Michigan 48127
Telephone: 313-577-6104
Telephone: 313-278-3289

DEPARTMENT/-College: Department of Philosophy, College of Liberal Arts and Sciences

PRESENT RANK & DATE OF RANK: Professor (September, 1991)

WSU APPOINTMENT HISTORY:
Year AppointedIRank: 1976, Assistant Professor
Year Appointed Tenure: 1982
Year Promoted to Associate Professor: 1982
Years as Chair of Philosophy: 1987-1991
Year Promoted to Full Professor: 1991

DATE & PLACE OF BIRTH: August 19, 1941, Fayette, Missouri

CITIZEN OF: United States of America

EDUCATION:
High School: Thomas Jefferson High School, Dallas, Texas, 1959.
Graduate: M. A., Kansas State University, Manhattan, Kansas, 1966.
Ph. D., Indiana University, Bloomington, Indiana, 1976.
Dissertation: The Reference of Proper Names: a critical study in the philosophy of language (advisor: Hector-Neri Castaneda)

FACULTY APPOINTMENTS AT OTHER INSTITUTIONS:
1972-1975, Instructor of Philosophy, Ohio University-Chillicothe
1991-1992, Visiting Professor of Philosophy, Moscow M.V. Lomonosov State University.
PROFESSIONAL SOCIETY MEMBERSHIPS:

American Philosophical Association
American Association of University Professors

HONORS/AWARDS:

1980 Summer Stipend Award, National Endowment for the Humanities
1982-83 Fellowship, American Council of Learned Societies
1984-85 Career Development Chair, Wayne State University
1991-92 Fulbright Lecturing Award, Moscow M.V. Lomonosov State University, Russia.
1995 Summer Research Award, Wayne State University.
1998 Benjamin Meaker Visiting Professor, Institute for Advanced Studies, University of Bristol
1998-99 Visiting Philosopher and Guest Lecturer, Oxford University

BIBLIOGRAPHICAL CITATIONS:

Who's Who in the Midwest
Who's Who in America
Directory of American Scholars

I. TEACHING

A. Years at Wayne State: 32
B. Years at Other Colleges/Universities: 3
C. Courses Taught at Wayne State in Last Five Years
   1. Undergraduate
      Introduction to Philosophical Problems (1030)
      Critical Thinking (1050)
      Ethical Issues in Health Care (1110)
      Introduction to Symbolic Logic (1850)
      Honors Introduction to Symbolic Logic (1860)
      Introduction to Ethics (2320)
   2. Graduate
      Advanced Symbolic Logic (5050)
      Epistemology (5530)
      Philosophy of Mind (5550)

T. Michael McKinsey
Philosophy of Language (5570)
20th Century Analytic Philosophy I (5630)
20th Century Analytic Philosophy II (5640)
Directed Study (5900)
Seminar in Philosophy of Language (7790)
Seminar in Metaphysics (7860)

D. Essays/Theses/Dissertations Directed
9. Michael Gavin, Ph.D. In progress.
10. David Stylianou, M.A. In progress.

E. Course and Curriculum Development
1. Helped to develop materials for PHI 1050, Critical Thinking.
2. Helped to institute and develop PHI 1110, Ethical Issues in Health Care.

F. Course Materials (unpublished)
1. Critical Thinking lecture materials (now in use in PHI 1050).

II. RESEARCH

A. Research in Progress, Not Funded

B. Funded Research in Last Five Years
3. Research resulting in published article, 'Frege, Russell, and a Problem about Belief,' funded by 1991-92 Fulbright Lecturing Award.

C. Fellowships/Grants/Special Awards in Last Five Years
1. 1991-92 Fulbright Lecturing Award, Moscow M.V. Lomonosov State University, Russia.

T. Michael McKinsey
2. 1995 Summer Research Award, Wayne State University.
3. 1998 Benjamin Meaker Visiting Professor, Institute for Advanced Studies, University of Bristol.

III. PUBLICATION

A. Chapters Published:

B. Journal Articles Published
1. Refereed Journals

T. Michael McKinsey


T.Michael McKinsey


C. Papers Published in Conference Proceedings

1. Refereed Papers

D. Book Reviews Published

1. Academic Journals

E. Papers Presented

1. Invited and/or Refereed Internationally or Nationally
   (a) Invited
      (1) "Comments on Burge's `Russell's Problem, Indexicals, and Intentional Identity,'" to the 16th Annual University of Cincinnati Philosophy Colloquium. (November, 1979.)
      (2) "Comments on Gorr and Horgan's `Intentional and Unintentional Actions'," to the Western Division of the American Philosophical Association(Milwaukee, April, 1981).
      (3) "Psychologism in Semantics," to the University of Stockholm Philosophy Colloquium (November, 1982).
      (4) "Why Names Have No Meanings," to the University of Uppsala Philosophy Colloquium (November, 1982).
      (5) "Causality and the Paradox of Names," to the University of Helsinki Philosophy Colloquium (February, 1983) and to the University of Turku Philosophy Colloquium (March, 1983).
      (7) "Comments on Devitt's `Meanings Just Ain't in the Head'," to the Central Division of the American Philosophical Association (Cincinnati, April,
1988).

(8) "The Internal Basis of Meaning," to the Cathedra of Logic, Moscow State University (November, 1991).

(9) "Individuating Beliefs," to the University of Uppsala Philosophy Colloquium (February, 1992), the University of Stockholm Philosophy Colloquium (February, 1992), the University of Helsinki Philosophy Colloquium (February, 1992), and the Institute of Philosophy of the Russian Academy of Sciences, Moscow (June, 1992).

(10) "Frege, Russell, and a Problem about Belief," to the Cathedra of the History of Western Philosophy, St. Petersburg University (February, 1992), the Institute of Mechanics and Mathematics of the Urals Academy of Sciences (Ekaterinburg, March, 1992), and the Faculties of Psychology and Philosophy of Saratov N.G. Chernychevsky State University (Saratov, May, 1992).

(11) "Curing Folk Psychology of 'Arthritis'," to the Cathedra of the History of Western Philosophy, Urals State University (Ekaterinburg, March, 1992).


(13) "Comments on Tomis Kapitan, 'Indexicals, Exportation, and Cognitive Theories of Content'," to the Central Division of the American Philosophical Association (Chicago, April, 1993).

(14) "Comments on Greg Ray, 'Précis for Thinking in L'," to the Central Division of the American Philosophical Association (Chicago, April, 1995).

(15) "The Grammar of Belief," to the University of Toronto Philosophy Colloquium (Toronto, February, 1996).

(16) "The Semantics of Belief Ascriptions," to the Oxford University Philosophy Colloquium (February, 1998); symposium paper presented to the Central Division of the American Philosophical Association (Chicago, May, 1998); to the University of Glasgow (October, 1998), the University of St. Andrews (October, 1998), the Moral Sciences Club of Cambridge University (December, 1998), Moscow State University (March, 1999), Uppsala University (April, 1999), Helsinki University (April, 1999), and the University of Barcelona (May, 1999).

(17) "Externalist Individuation of Thoughts," to the Workshop on Normativity and A Priori Knowledge, Merton College, Oxford University (September, 1998).

(18) Six talks given as Benjamin Meaker Visiting Professor, the University of Bristol (November, 1998): "Frege, Russell, and a Problem about Belief"; "Quine's Problem and the Russellian Theory of Belief"; "Wide Contents, Individuating Beliefs, and Privileged Access"; "Mental Anaphora and Its Implications"; "Twin Earth, Kind Terms, and Wide Linguistic Meanings"; and "A New Semantics for Cognitive Verbs."

T. Michael McKinsey
(19) Two talks given as participant in a graduate seminar on reference and proper names (Oxford University, November-December, 1998): "What is a Theory of Reference?" and "The Private Rule Theory of Names."

(20) Two talks given as participant in a graduate seminar on externalism and self-knowledge (Oxford University, January-February, 1999): "Externalism and Privileged Access are Inconsistent" and "Forms of Externalism and Privileged Access."

(21) "Wide Mental Properties and Logical Implication," to a Conference on Anti-Individualism, Self-Knowledge and Scepticism (Bristol University, February 27, 1999). The conference concerned issues raised by the main argument in my paper "Anti-Individualism and Privileged Access" (Analysis 51 (1991): 9-16.) Other papers presented were by Jessica Brown, Brian McLaughlin and Michael Tye, André Gallois, Martin Davies, and Crispin Wright. Also presented to Moscow State University (April, 1999), and to a Conference on Internalism/Externalism at Stockholm University (April, 1999).


(24) “Remarks on Scott Soames’s Beyond Rigidity,” presented to an “Author Meets Critics” symposium at the annual meeting of the Pacific Division of the American Philosophical Association (Pasadena, March, 2004).

(25) “Thought by Description,” to the University of Western Ontario Philosophy Colloquium (March, 2005), to the University of Waterloo Philosophy Colloquium (March, 2005), to a seminar at the University of Stockholm (April, 2006), and to the University of Latvia Philosophy Colloquium (May, 2006).

(26) “Proper Names Again,” to the Australian National University Philosophy Program Seminar (March, 2006), to Peter Pagin’s Seminar in Philosophy of Language, University of Stockholm (April, 2006), and to the Moscow State University Philosophy Colloquium (May, 2006).

(27) “Externalism and Privileged Access are Inconsistent,” to the University of Stockholm Philosophy Colloquium (March, 2006).

(28) “A Refutation of Qualia-Physicalism,” to the Moscow State University Philosophy Colloquium (May, 2006).

(29) “Comments on Bonardi, ‘Kaplan on Quine’s Theorem’, to the Central Division of the American Philosophical Association (Chicago, 2008).

(b) Refereed

(2) "Causality and the Paradox of Names," to the 7th International Congress for Logic, Methodology, and the Philosophy of Science (Salzburg, July, 1983).


(4) "The Internal Basis of Meaning," to the Central Division of the American Philosophical Association (New Orleans, April, 1990).


2. Invited and/or Refereed Locally/Regionally

(a) Away from Wayne State

(1) "Starvation and Benevolence," to the Conference on the Ethics of Sharing World Resources (Birmingham, Michigan, March, 1978); and to the Michigan Sociological Association (November, 1979). (Invited.)

(2) "Why Names Have No Meanings," to the Michigan State University Philosophy Colloquium (May, 1981). (Invited.)

(3) "The Internal Basis of Meaning," to the Michigan State University Philosophy Colloquium (October, 1990). (Invited.)

(b) At Wayne State


T. Michael McKinsey
(invited).
(15) “Proper Names Again,” September, 2006. Philosophy Dept. (invited)

IV. SERVICE

A. Committee Assignments in Last Five Years
1. University Committee Membership
   (a) Self-Study Task Force on Nursing and Allied Health (1985).
   (b) Research Award Committee (1986).
   (c) Heberlein Advisory Committee (January-April, 1987).
   (d) Graduate Research Assistantship Evaluation Committee (1993).
   (e) Graduate-Professional Scholarship Committee (1993).
   (f) Research Award Committee (1998)
   (g) Research Award Committee (2001)
   (h) Chair Review Committee, Department of Romance Languages (2001)
2. College/Department Committees Chaired
   (a) Department
      (1) Library Committee (1976-82, 1993-96)
      (2) Director of Graduate Admissions (1983-87).
      (4) Placement Committee (1996-98)
      (5) Director of Graduate Studies (2001)
      (6) Chair Review Committee (Winter, 2003)
3. College/Department Committee Membership
   (a) College
      (1) Linguistics Program Committee (since 1984).
      (2) College Advisory Committee, Languages and Letters (1985-86).
      (3) Group Requirements Implementation Committee (1986).
      (8) GRA Selection Committee (1998).
   (b) Department
      (1) Tenure and Promotion Committee (since 1982)
      (2) Salary Committee (since 1976)
      (3) Ph. D. Preliminary Examination Revision Committee (1984)

B. Journal/Editorial Activity

T.Michael McKinsey


C. Service to the Profession


2. Outside evaluator for tenure and promotion, University of Rochester (1996).

Wayne State University
Professional Record
Faculty

Name: Gregory M. Novack
Prepared: 03/25/08

Office: 5057 Woodward Ave  
Rm. 12205.1
Home Address: 1102 N Pleasant St  
Royal Oak, MI 48067

Office Phone: 577-6106  
Home Phone: 248-591-6518

Department/College: Philosophy, College of Liberal Arts and Sciences

Present Rank & Date of Rank: Assistant Professor, beginning 08/2007

WSU Appointment History: Year Appointed/Rank: 2007/Asst. Prof.

Citizen of: USA

Education:
  Baccalaureate: Washington University, Saint Louis, MO, May 1999
  Graduate: PhD, University of Wisconsin-Madison, Madison, WI, May 2007

Professional Society Membership(s):
  • American Philosophical Association
  • Philosophy of Science Association

I. Teaching

A. Years at Wayne State: 3/4

B. Years at Other Colleges/Universities: 2000–2006 University of Wisconsin-Madison

C. Courses Taught at Wayne State in Last Five Years

  1. Undergraduate

     a. Philosophy 1010, Intro to Philosophical Systems, Winter 2008 [two sections]
     b. Philosophy 1010, Intro to Philosophical Systems, Fall 2007

II. Publication

E. Papers Published in Conference Proceedings
1. Refereed Papers

“Does Evidential Variety Depend on How the Evidence is Described?”, forthcoming in *Philosophy of Science*.

L. Papers Presented

1. Invited and/or Refereed Internationally or Nationally


M. Invited Seminars or Lectures Presented in Last Five Years:

1. “Evidential Variety and Describing the Evidence”, at:
   * University of Houston, Houston, TX, February 12, 2007.
   * James Madison University, Harrisonburg, VA, February 9, 2007.
   * Brandeis University, Waltham, MA, February 2, 2007.
   * Wayne State University, Detroit, MI, January 24, 2007.

IV. SERVICE

C. Committee Assignments in Last Five Years

4. College/Department Committee Membership

   * Graduate Recruitment Advisor, F07–present

H. Other Professionally Related Service

   * Referee for *British Journal for the Philosophy of Science* (one art., 2007)
WAYNE STATE UNIVERSITY
Professional Record

NAME: Bruce Russell
Social Security No.: 557807668
Office Address: Department of Philosophy
Wayne State University
Telephone No.: (313) 577-6105
Home Address: 30412 Warren Rd., Apt. 30N
Westland, MI 48185-2904
Telephone No.: (734) 522-0901

DEPARTMENT/COLLEGE: Philosophy/Liberal Arts

PRESENT RANK & DATE OF RANK: Full Professor, Fall 1992

WSU APPOINTMENT HISTORY:

Year Appointed/Rank: Assistant Professor/1978
Associate Professor/1985
Year Awarded Tenure: 1985
Year Promoted to Full Professor: 1992
Years served as Chair: 1991-96; 2001-06

DATE & PLACE OF BIRTH: 3/15/45; San Francisco, CA

CITIZEN OF: U.S.A.

EDUCATION:
Baccalaureate: University of California at Davis, Davis, CA
BSc., 1967 (Mathematics)
Graduate: University of California at Davis, Davis, CA
Ph.D, 1977 (Philosophy)
Certification: Standard Secondary Teaching Credential
(life), State of California

FACULTY APPOINTMENTS AT OTHER INSTITUTIONS:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Year</th>
<th>Rank</th>
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<tr>
<td>University of Michigan</td>
<td>Summer, 1988</td>
<td>Visiting Assistant Professor</td>
</tr>
<tr>
<td>University of Michigan</td>
<td>Summer, 1983</td>
<td>Visiting Assistant Professor</td>
</tr>
</tbody>
</table>

Bruce Russell
University of Pittsburgh 1980-81 Andrew Mellon Postdoctoral Fellow
University of Alberta 1973-74 Sessional Lecturer

PROFESSIONAL SOCIETY MEMBERSHIPS:
American Philosophical Association

HONORS/AWARDS:
1. Humanities Center Faculty Fellowship, 2003
2. Awarded President's Excellence in Teaching Award, 2001-02
3. College of Liberal Arts Teaching Award, 1999-2000
4. Grant for Research and Inquiry in Liberal Arts, Summer, 1998
5. Fellow at an NEH Summer Institute on "Knowledge, Teaching and Wisdom," Keith Lehrer and Nicholas Smith, directors, University of California at Berkeley, 1993
6. Career Development Chair, 1988-89, Wayne State University
7. Fellow at an NEH Summer Seminar, "Reasons, Justification and Rationality," Robert Audi, director, University of Nebraska, Lincoln, NE, 1987
9. Summer Research Award, Wayne State University, summer 1985
10. Visiting Fellow in Ethics and Medicine at the Center for Ethics, Medicine, and Public Issues, Baylor College of Medicine, Houston, Texas, May-June, 1985
11. Fellow at NEH Summer Seminar directed by Gilbert Harman at Princeton University, summer 1982
12. Summer Research Award, Wayne State University, summer 1982
13. Andrew Mellon Postdoctoral Fellowship in the Humanities (Philosophy), University of Pittsburgh, 1980-81
14. Awarded an Educational Development Grant by Wayne State University to purchase video-tapes of discussions in medical ethics at UCLA, 1980
15. Awarded a grant by the California Council for the Humanities in Public Policy for a series of conferences in which questions of equality of opportunity were discussed, 1978-79
16. Fellow in clinical medical ethics, August-September 1977 at the University of Tennessee Center for the Health Sciences in Memphis
BIOGRAPHICAL CITATIONS:


I. TEACHING

A. Years at Wayne State: 1978-80; 1981-present

B. Years at Other Colleges/Universities:

2. University of Pittsburgh: 1980-81

C. Courses Taught at Wayne State in Last Five Years:

1. Undergraduate:

   Course number & name:

   PHI 1040: Honors Intro. to Philos. Problems
   PHI 1100: Ethical Issues in Health Care
   PHI 2400: Philos. of Religion
   PHI 3500: Theory of Knowledge
   PHI 3800: Philosophy & Film

2. Graduate:

   Course Number and Name

   PHI 5280: History of Ethics
   PHI 5300: 20th Century Analytic Ethics
   PHI 5530: Topics: Epistemology
   PHI 5800: Special Topics: Justification (W, 1994)
   PHI 5800: Special Topics: Religious Epistemology (Winter, 2002)
   PHI 7800: Seminar on the Problem of Evil (Winter, 1993)
   PHI 7840: Seminar in Ethics (Fall, 1989), Moral Epistemology, Moral Ontology and Reasons to Be Moral
D. Essays/Theses/Dissertations Directed


2. Feng Wang, Ph.D, “Free Will and Determinism,” current


4. David Baggett, Ph.D,”Theistic Activism and the Euthyphro Dilemma,” Winter, 2002


13. Craig Perdue, Ph.D, "Ethical Knowledge?", 1994


E. Course or Curriculum Development:

1. PHI 3800: Philosophy in Film
II. RESEARCH

A. Research in Progress, Not Funded:
   1. The role of intuition in philosophy
   2. The problem of evil
   3. How, if at all, can we justify our moral beliefs?
   4. Rationality, morality and the relation between the two
   5. When is a belief justified?
   6. The comparison between epistemic and moral duty
   7. The philosophical limits of film

B. Funded Research in Last Five Years:

   See, below, "Fellowships, Grants, etc."

C. Fellowships/Grants/Special Awards in the Last Five Years

1. Fellow at an NEH Summer Institute on "Knowledge, Teaching and Wisdom," Keith Lehrer and Nicholas Smith, directors, University of California at Berkeley, 1993

2. Humanist-Grant-In-Aid ($700) from the Humanities Council at WSU to bring students and professors from Calvin College to WSU as part of an exchange program, 1990.


4. Career Development Chair, Wayne State University, 1988-89

5. NEH Fellow at a Summer Seminar directed by Robert Audi "Reasons, Justification and Rationality," University of Nebraska, Lincoln, NE, 1987

6. Participant in an NEH Institute for Philosophy of Religion, directed by William Alston and Alvin Plantinga, Western Washington University, Bellingham, WA, 1986

7. Summer Research Award, Wayne State University, summer, 1985
8. Visiting Fellow in Ethics and Medicine, Center for Ethics, Medicine and Public Issues, Baylor College of Medicine, Houston, Texas, May-June, 1985

9. Fellow at NEH Summer Seminar on reasoning directed by Gilbert Harman at Princeton University, summer 1982

III. PUBLICATION

A. Chapters Published


5. “Ethics of Drug Research in Pediatric Populations,” in Neonatal and Pediatric Pharmacology, 3rd ed. (Lippincott, Williams & Wilkins, 2004), Summer J. Yaffe and Jacob V. Aranda, eds. Co-authored with Sanford Cohen with my writing most of the philosophical parts


B. Editorships of books/proceedings


C. Journal Articles Published

1. Refereed Journals


5. “God in Relation to Possible Worlds Scenarios: Comments on William Rowe’s *Can God Be Free?*” in *Philo*


7. “A Critique of Lehrer’s Coherentism: The Need to Go Beyond


15. "On the Presumption Against Taking Life" and "Presumption, Intrinsic Relevance and Equivalence," The Journal of Medicine and Philosophy 4, no. 3 (1979), pp. 244-50 and 263-68, respectively


19. "Beetle Boxes: Demonstrating the Logic of P-Predicates," Teaching Philosophy 1, no. 2 (Fall 1975), pp. 133-37
20. "What is the Ethical in Fear and Trembling," Inquiry 18 (Fall 1975), pp. 337-43

2. Invited Review Articles


D. Papers Published in Conference Proceedings

1. NonRefereed Papers


E. Papers Presented
I. Invited and/or Refereed Internationally or Nationally


4. Comments on Robert Audi’s Practical Reasoning and Ethical Decision at the Pacific meeting of the APA in an author meets critics session, April 6, 2007. Invited


6. “God in Relation to Possible Worlds Scenarios: Comments on William Rowe’s Can God Be Free?” Delivered at a symposium on Rowe’s book held at the Central Division Meeting of the American Philosophical Association, April, 2005.


9. “Reason, Rationality, and Morality,” delivered at the Chinese University of Hong Kong, Hong Kong University, Wuhan University, Hehai University (Nanjing), and Nanjing Normal University September-October, 2004


8. “Some Ethical Distinctions for Epistemology,” read at Ljubljana University, Slovenia, May, 2003 (invited).


18. "Justification and Knowledge" and "Return to Evil," both read at the University of West Virginia, April, 1994 (invited)

19. A reply to Kelly Clark's "I Believe in God the Father, Almighty: A Critique of Bruce Russell's 'The Persistent Problem of Evil,'" delivered at the Central Division Meeting of the American Philosophical Association, Louisville, KY, April 24, 1992 (invited)


21. Comments on Sterling Harwood's "Is Mercy Unjust?", delivered at the Central Division Meeting of the American Philosophical Association, April 28, 1990 (invited)

22. "The Design Argument," read at the Western Division Meeting of the American Philosophical Association (APA), April, 1983 (refereed)

23. "Nagel on the Objectivity of Reasons for Action," read at the Pacific Division Meeting of the APA, March, 26, 1983 (refereed)


25. "The Refraining from Injuring/Bringing Aid Distinction," read at the Pacific Division Meeting of the APA, March, 1975 (refereed)

2. Invited and/or Refereed Locally/Regionally


3. “Religion and Design,” comments delivered in response to a paper by Michael Ruse and others at a conference on Religion and Science sponsored by the Humanities Center, Wayne State University, April 21, 2006. Invited
4. “Against Relativism,” delivered to the Brown Bag Lunch series at the Humanities Center, Wayne State University, November 9, 2005. Invited

5. “Closer,” read to the Reel Deal Film group, sponsored by the Michigan Psychoanalytic Film Series, at the Baldwin Public Library, Birmingham, MI, October 16, 2005. Invited


12. “Le Feu Follet (False Fire),” delivered to the Philosophy Department, Wayne State University, January, 2002 (invited).


17. "Rawls on Justice and Reasons to Be Just," read to The Justice Group at the Humanities Center, WSU, January, 2000 (invited)

18. Comments on Prof. Yandell's "Dilemmas for Anselmians," at the Illinois Philosophical Association Meeting, October, 1999 (invited)

19. Debate with Peter Payne on the existence of God, WSU, April 12, 1999 (invited)


22. Comments on David Reiter's "How Much Bite Does Reformed Epistemology Have?," Midwest Society for Philosophy, October, 1995 (invited)

23. Comments on Richard Hall's and Charles Johnson's "A Diachronic Epistemic Duty," Southern Society for Philosophy, April, 1995 (invited)


29. "Lehrer's Coherentism," St. Cloud State University, St. Cloud, MN, February 8, 1990 (invited)


31. "Reasons To Be Immoral," Calvin College, November 30, 1989 (invited)

32. "Meta-epistemology and Meta-ethics," read at the University of Missouri at Kansas City, February 24, 1989 (invited)


34. "Two Forms of Ethical Skepticism," read at San Jose State University, February, 1987 (invited)

35. "The Persistent Problem of Evil," read at Sonoma State University, Rohnert Park, CA, April, 1987 (invited)


37. "The Problem of Reason and Morality," read at the Colloquium Series of the Department of Philosophy, Miami (of Ohio) University, October 4, 1985 (invited)


39. "Ethical and Moral Intuitionism," read to the Philosophy Department, Michigan State University, June, 1983 (invited)
40. Commented on papers on the moral and religious issues surrounding surrogate motherhood, delivered at Wayne State University's Symposium on Surrogate Motherhood, November 20, 1982 (invited)

41. "Ethical Intuitionism," read in two parts at departmental colloquia, Wayne State University, September, 1982 (invited)

42. "Reasoning Morally About Potentially Harmful Courses of Action," delivered at a conference on ethics, technology and the future, April, 1980, Wayne State University (invited)

43. "Abortion and Potential Persons," read at a departmental colloquium, Wayne State University April, 1979. A longer version was read at a meeting of the Michigan Sociological Association, November 1979 and at a Faculty Forum at Wayne State University, December, 1979 (invited)

44. "The Unfairness of Preferential Treatment," read at a conference on preferential treatment held in Sacramento, California, January 27, 1979. Published in the proceedings of a series of conferences on questions of equality of opportunity (invited)

F. Invited Seminars or Lectures Presented in the Last Five Years

1. “Futility and Justice in Health Care,” to a group of medical students at Wayne State’s medical school, March 27, 2008.

2. “In Defense of Atheism,” a lecture sponsored by the campus student group, SANE, Wayne State University, March 21, 2007. Q&A session interrupted by bomb threat!


4. Comments on Michael Sandel's work at on a symposium sponsored by the Humanities Center, Fall, 2000, entitled, "The Humanities and Civic Engagement"

5. Guest speaker on medical ethics at the Detroit Obstetrics and Gynecology Biomedical Ethics Retreat, Southfield, MI, November, 1999

4. Lecturer in class on medical ethics for 2nd year medical students, WSU, 1995-
5. Three lectures, attendance and participation at all class sessions of Biomedical Sciences (BMS) 601: Integrity in Science, taught by Sanford Cohen, Dan Walz: Sp/Sum, 1994-present

6. Debate on physician assisted suicide before medical students at WSU, May 11, 1998

7. Seminar on ethics and medical ethics given to the Ethics Committee at Harper Hospital, Winter, 1994

8. Lectured on euthanasia and assisted suicide to Elizabeth Olson's class in gerontology, February, 1993


11. Faculty Seminar in ethics given to members of Pharmacy & Allied Health and Gerontology, Summer, 1991.

12. Delivered three lectures on ethics to a grief counseling course in mortuary science, Summer, 1991.

13. Lectured to Ed Doherty's medical sociology class, November 28, 1989


IV. SERVICE

A. Committee Assignments in Last Five Years
   1. University Committees Chaired: none

   2. University Committee Membership:

      a. Member of the Behavioral Investigations Committee (BIC) which is the University IRB for behavioral research, 1994-96
3. College/Department Committees Chaired

   a. Departmental Colloquium Committee, 1981-90

   b. Graduate Admissions Officer, 1990-91

4. College/Department Committee Membership

College:

   a. Salary Committee, College of Liberal Arts, 1990-91.


   c. Committee to award Research Assistants, Jan. 1990

   d. Humanities Council Theme Subcommittee, 1989-93

   e. Educational Adjustments Committee, 1989-96

   f. Committee on Summer Research Awards, 1987

Department


   b. Committee to hire to tenure-track position: 2000-01

   c. Committee on Barbara Humphries' memorial fund, 2000

   d. Departmental Salary Committee

   e. Departmental Personnel Committee

   f. Departmental Promotion and Tenure Committee

   g. Departmental Research Committee
B. Memberships/Offices Held in Public or Private Agencies Related to Discipline in Last Five Years

1. Membership in the American Philosophical Association

C. Professional Consultation: for Hutzel Hospital's Ethics Committee, June, 1986; Harper Hospital's Ethics Committee, 1994

D. Other Professionally Related Service

1. Tenure review for Sharon Ryan, Department of Philosophy, West Virginia University, Fall, 1996

2. Referee for *Faith and Philosophy*, 2001-03


Curriculum Vitae

Sean C. Stidd
1122 Pearl Street
Ypsilanti, Michigan 48197
(734) 483-8301; aj7365@wayne.edu

Current Position

Senior Lecturer, Department of Philosophy, Wayne State University. Promoted from Lecturer. 2001-present.

Education

Ph.D. in Philosophy, University of Illinois at Urbana-Champaign, 2006

M.A. in Philosophy, University of Illinois at Urbana-Champaign, 1996

B.S. in Mathematical Physics with Distinction Overall and Honors in Humanities, Harvey Mudd College, 1991

Area of Specialization

Metaphysics
Philosophy of Mathematics & Science

Areas of Competence

History of Philosophy
General Philosophy
Logic & Philosophy of Language

Dissertation

Intertheoretic Reference in Mathematics. Committee: Timothy McCarthy (chair), Steven Wagner, Gary Ebbs, Arthur Melnick.

Publications & Presentations

"The Ethics of Belief and the Practice of Philosophy." Presentation at "A Symposium on Semantics, Truth, Ethical Value, and Esthetics in Honor of Steven J. Wagner's Retirement", University of Illinois, Urbana-Champaign, April 2008.


“What is a Logical Contradiction?” a response to José Medina’s “The Color-Exclusion Problem in Wittgenstein’s *Tractatus*,” given at the Spring 1997 Graduate Philosophy Conference.

“Understanding Plato’s Forms,” a response to John Davenport’s “Nehamas and the case for ‘Homonymic’ Participation in Plato,” given at the Spring 1994 Graduate Philosophy Conference.

**Other Professional Activity**

Reviewer for Synthese, 2006

With Susan Vineberg, planned and scheduled events and solicited speakers for the Greater Detroit Area Working Group in the Philosophy of Mathematics, 2002-7

Chair of Metaphysics/Causation Session, 2003 Midwest APA

**Teaching Experience**

Instructor & Designer of Course:

• Introduction to Ethics, Spring 1997, University of Illinois, Urbana-Champaign

• Logic and Reasoning, Fall 1998-Spring 1999, Fall 1995-Spring 1996, University of Illinois, Urbana-Champaign

• Ancient Philosophy, Fall 2006, Wayne State University

• Philosophy of Art, Fall 2001-Winter 2008, Wayne State University

• Philosophy of Science, Fall 2002, 2003, 2005, Wayne State University

• Advanced Symbolic Logic, Winter 2005, Wayne State University

• Graduate Seminar on Physical Causation, Fall 2006, Wayne State University

Teaching Assistant, University of Illinois, Urbana-Champaign:

• Medical Ethics (with James Wallace), Spring 1995

• Introduction to Philosophy, Fall 1993 (with Richard Schacht) and Spring 1994 (with Peter Winch)

Grader, University of Illinois, Urbana-Champaign:

• Nietzsche (with Richard Schacht), Fall 1994 (also delivered several lectures)

• Philosophy of Art (with Hans-Herbert Kögler), Fall 1994

Teaching Awards

Selected for the highest level of merit raise based on teaching in each year at Wayne State University

List of Teachers Nominated by their Students for Excellence, University of Illinois at Urbana-Champaign, Spring 1994

Languages

Reading proficiency in Ancient Greek
Some familiarity with German, Italian, and Spanish

Community Service

Co-President, Normal Park Neighborhood Association, Ypsilanti, Michigan
Member, Ypsilanti 2020 Task Force for Long-Term City Planning
CURRICULUM VITAE

Name: William D. Stine

Present Position: Associate Professor, Department of Philosophy, Wayne State University

Office Address: Department of Philosophy
Wayne State University
5050 Woodward Ave., 12th Floor
Detroit, Michigan 48202 Phone: (313) 577-6100

Home Address: 1072 Balfour Rd.
Grosse Pointe Park, MI 48230 Phone: (313) 822-8209

Vital Statistics: Date of Birth: March 29, 1936
Marital Status: married to Marcy K. Chanteaux

Education: Haverford College, Haverford, Pa., B.A. 1957.
Fulbright Scholarship, Göttingen University, West Germany, 1957-58.
Philosophy Department, Graduate School of Arts and Sciences, Harvard University, Cambridge, Mass.
M.A. 1962
Ph.D. 1969


Professional Career:

1965-67 Instructor, Dept. of Philosophy, Williams College, Williamstown, Massachusetts.
1967-69 Assistant Professor, Dept. of Philosophy, Williams College, Williamstown, Massachusetts.
1969-72 Assistant Professor, Dept. of Philosophy, Wayne State University, Detroit, Michigan.
1972 - Associate Professor, Dept. of Philosophy, Wayne State University.
1976-77 Sabbatical Leave, Oxford University, England.

Concurrent Positions:

1977-82 Director, Honors Program of the College of Liberal Arts, Wayne State University.
1978-87 Chairperson, Department of Philosophy, Wayne State University.
1985-87 Director, NEH Challenge Grant Campaign, and Chairperson, Humanities Council, Wayne State Un.
1989-91  Acting Director, Honors Program, College of Liberal Arts, Wayne State University.

College of Liberal Arts & University Service:


Areas of Specialization: History of Early Modern Philosophy, especially Kant Pragmatism and American Philosophy Theory of Knowledge

Publications:


Recent Papers Read:

1. "Comments on Clark Zumbach's 'Leibniz and the Second Analogy'," American Philosophical Association, Western (Central) Division Meetings, Chicago, April, 1983.


Courses Taught Within Last Five Years:

2003-2004   Fall Semester: PHI 1010 Intro. To Philosophical Systems
           PHI 3500 Theory of Knowledge
           [PHI 5530 Topics in Epistemology w/3500]
           Winter Semester: PHI 1010 Intro. To Philosophical Systems
           PHI 5050 Advanced Symbolic Logic

2004-2005   Fall Semester: PHI 1850/1860 Symbolic Logic w/Honors
           PHI 5460 Kant
           Winter Semester: PHI 1010 Intro. To Philosophical Systems
           PHI 2110 17th-18th Century Philosophy

2005-2006   Fall Semester: PHI 1010 Intro. To Philosophical Systems
           PHI 1010 Intro. To Philosophical Systems
           Winter Semester: PHI 2110 17th-18th Century Philosophy
           PHI 7810 Seminar in Hist. Of Phil. Kant’s Dialectic in Cr.of Pure Reason

2006-2007   Fall Semester: PHI 1010 Intro. To Philosophical Systems
           PHI 3500 Theory of Knowledge
           [PHI 5530 Topics in Epistemology w/3500]
           Winter Semester: PHI 1010 Intro. To Philosophical Systems
           PHI 2110 17th & 18th Century Philosophy

2007-2008   Fall Semester: PHI 1010 Intro. To Philosophical Systems
           PHI 5460 Kant
           Winter Semester: PHI 1850/1860 Symbolic Logic w/Honors
           PHI 2110 17th & 18th Century Philosophy

Membership in Professional Associations:
Phi Beta Kappa, elected to the Haverford College Chapter, Zeta of Pa.
American Philosophical Association (Eastern Division)
North American Kant Society
American Association of University Professors, WSU Chapter

References: Permanent dossier is available from the Placement Office,
Holyoke Center, Harvard University, Cambridge, Mass. 02138.
Additional References:
1. Prof. R.B. Angell, Philosophy Dept., Wayne State Un.,
   Detroit, Mich. 48202.
2. Prof. Daniel O'Connor, Philosophy Dept., Williams College,
   Williamstown, Massachusetts 01267.
3. Prof. Ralf Meerbote, Philosophy Dept., University of
   Rochester, Rochester, N.Y. 14627.
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5057 Woodward, room 12205.2
Royal Oak, MI 48067
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susan.vineberg@wayne.edu

Department of Philosophy/College of Liberal Arts

WSU APPOINTMENT HISTORY:
1991: Appointed as Assistant Professor
2000: Tenured and promoted to Associate Professor

DATE AND PLACE OF BIRTH: March 15, 1960, Washington DC.

CITIZENSHIP: United States

EDUCATION:
High School: Carmel High School, Carmel, CA 1978
Baccalaureate: University of California, Berkeley (Mathematics and Philosophy) 1982
Ph.D.: University of California, Berkeley (Logic and the Methodology of Science) 1992

FACULTY APPOINTMENTS AT OTHER INSTITUTIONS:
Oberlin College, Visiting Assistant Professor of Philosophy, 1993-1994
PROFESSIONAL MEMBERSHIPS:

American Philosophical Association
Philosophy of Science Association
Society for Exact Philosophy
History of Philosophy of Science (HOPOS)

HONORS/AWARDS:

Vice-President (and President-Elect) Society for Exact Philosophy (2006-8)
Career Development Chair, Wayne State University 2003
University of California Fellowship 1983-84
Phi Beta Kappa 1982

I. TEACHING

A. Years at Wayne: 16

B. Years at Other Colleges/Universities
   Oberlin College, Visiting Assistant Professor, 1993-94
   Mills College, Summer Math Institute, 1991
   University of California, Teaching Assistant, 1984-89
   University of California, Pre-College Academy, 1987 and 1988

C. Courses Taught at Wayne State University

   1. Undergraduate
      Philosophy 1030 (Introduction to Philosophical Problems)
      Philosophy 1040 (Honors Introduction to Philosophical Problems)
      Philosophy 1050 (Critical Thinking)
      Philosophy 1850 (Symbolic Logic)
      First Year Seminar 1400
      Philosophy 5993 (Writing Intensive Supervised for Patrick Honner)
      Philosophy 5993 (Writing Intensive Supervised for Gabriel Blonski)
      Philosophy 5993- (Writing Intensive Supervised for Sarah Murray)
      Philosophy 5993- (Writing Intensive Supervised for Daniel Berke)

   2. Graduate
      Philosophy 5050 (Advanced Symbolic Logic)
      Philosophy 5200 (Modal Logic)
Philosophy 5230 (Philosophy of Science)  
Philosophy 5350 (Logical Systems I)  
Philosophy 5800 (Special Topics in Philosophy - Philosophy of Mathematics)  
Philosophy 5800 (Special Topics in Philosophy - Probability and Decision)  
Philosophy 5800 (Special Topics in Philosophy of Science)  
Philosophy 7800 (Seminar on Special Topics - Bayesian Philosophy of Science)  
Philosophy 7850 (Seminar in Epistemology - Bayesian Epistemology)  
Philosophy 7870 (Seminar on Mathematical Fictionalism)  
Philosophy 7890 (Seminar on the Philosophy of Science)  
Philosophy 7800 (Seminar on Mathematical Explanation)  
Philosophy 5990 (Directed Reading Course on Conditionals for Kris Welty)  
Philosophy 5990 (Directed Reading Course on Elementary Logic for Steven Wandmacher)  
Philosophy 5990 (Directed Reading Course on the Philosophy of Mathematics for Francis Huxley)  
Philosophy 5990 (Directed Reading Course on the Philosophy of Economics for Mark Reynolds)  

E. Course or Curriculum Development  

(1) Developed Philosophy 5050  
(2) Developed Philosophy 2500  

II. RESEARCH  

A. RESEARCH IN PROGRESS, NOT FUNDED  

1. Research for a book on Bayesianism  

B. FUNDED RESEARCH  


2. WSU Summer Grant for 1995. Funded to support research on the nature of evidence ("The Logical Status of Conditionalization and its Role in Confirmation", Poznan Studies in the Philosophy of Science, Rodopi.)
3. **WSU Liberal Arts Research and Inquiry Grant, 1999.** Funded to support research on
Realism in Science and Philosophy ("Scientific Realism for Mathematical Fictionalists",
accepted for presentation at the American Philosophical Association, Central Division
Meeting, Chicago 2000).

4. **Sabbatical, Fall 2000** - Awarded to conduct research for a book on Bayesian
Philosophy of Science.

5. **WSU Summer Grant for 2001** - Funded to support research on Kuhn, Bayes and Scientific
Progress.

6. **Sabbatical, Winter 2005** - Funded for continued work on probabilism

7. **Humanities Center Fellowship 2006** - for work on Mathematical representation

8. **Sabbatical awarded for Winter 2009.**

C. **GRANTS/SPECIAL AWARDS**

1. **WSU Summer Grant, 1992,** see (1) above.

2. **NEH Summer Seminar Stipend 1994** - awarded for participation in seminar on
"The Concept of Evidence", University of Hawaii, conducted by Professor Larry Laudan.

3. **WSU Summer Grant, 1995,** see (2) above.

4. **NEH Summer Seminar Stipend 1999** - awarded for participation in seminar on
"Philosophy of Experimental Inference: Induction, Reliability and Error", Virginia
Tech, conducted by Professor Deborah Mayo.

5. **WSU, College of Liberal Arts, Research and Inquiry Grant, 1999,** see (3) above.

6. **Sabbatical Fall 2000** - Funded to work on book on Bayesian Philosophy of Science.

7. **WSU Summer Grant for 2001,** see (5) above.

8. **NEH Summer Seminar Stipend 1999** - awarded for participation in seminar on
the Philosophy of Mathematics Today, Case Western Reserve University,
conducted by Colin McLarty.

9. **Humanities Center, working group award** - to fund program of my Philosophy of
Mathematics group. 2001-08

10. **Career Development Chair, 2003**
11. Sabbatical, Winter 2005

12. **Humanities Center Fellowship 2006**

### III. PUBLICATIONS

#### B. CHAPTERS PUBLISHED

1. Authored


   (4) "Dutch Book Arguments", *Stanford Encyclopedia of Philosophy*. invited


#### D. JOURNAL ARTICLES PUBLISHED

1. Refereed Journals

   (1) "Eliminative Induction and Bayesian Confirmation Theory"

   (2) "Confirmation and the Indispensability of Mathematics to Science",

   (3) "Dutch Books, Dutch Strategies and What They Show About Rationality",

(5) "Is Indispensability Still a Problem for Fictionalism?", Journal of Protosociology

4. Invited Articles in Refereed Journals


E. PAPERS PUBLISHED IN CONFERENCE PROCEEDINGS

1. Refereed Papers


(3) “Proof and Explanation in Mathematics”, Logica Yearbook 2006

G. ABSTRACTS PUBLISHED IN ACADEMIC JOURNALS:


13. BOOK REVIEWS PUBLISHED:


L. PAPERS PRESENTED:

1. Invited and/or Refereed Nationally/Internationally [all were refereed except item (3)]


   (3) "Bayesian Confirmation Theory", NEH Seminar on the Concept of Evidence, University of Hawaii, June, 1994.

   (4) "Confirmation and the Indispensability of Mathematics to Science"
       b. Philosophy of Science Association Biennial Meeting, Cleveland, October, 1996.

   (5) "The Logical Status of Conditionalization and its Role in Confirmation", The Society for Exact Philosophy, Johnson City, TN, October 1996.

   (6) "The Notion of Consistency for Partial Belief", The Society for Exact Philosophy, Montreal, Canada, May 1997.

   (7) "Coherence and Epistemic Rationality"
       b. Twentieth World Congress of Philosophy, Boston, August 1998.


   (10) "Inference to the Best Explanation and Theoretical Entities", Philosophy of Science Association, Sixteenth Biennial Meeting, Kansas City, MO, October, 1998.
(11) "From Common Sense to Experimental Realism", Society for Realist/Antirealist Discussion in association with the American Philosophical Association, Pacific Division Meeting, Berkeley, CA, March, 1999.


(15) "Scientific Realism for Mathematical Fictionalists", American Philosophical Association, Central Division Meeting, Chicago, April 2000.

(16) "Nominalism and Naturalism in the Philosophy of Mathematics"


(b) Society for Exact Philosophy, Montreal, Canada, May 2001.


(19) "Can Scientific Practice Support Nominalism?" Department of Philosophy, University of Windsor, January 2003.

(20) "Realism, Representation, and Modeling in Science", American Philosophical Association, Society for Realist/Antirealist Discussion, Pacific Division Meeting, to be presented March 2003.

(21) "What Kind of Realism Can Mathematical Practice Support?", with Sean Stidd American Philosophical Association, Society for Realist/Antirealist Discussion, Central Division Meeting, to be presented April 2003


(24) "Beauty's Cautionary Tale",
(a) Conference on Formal Epistemology, UC Berkeley, May 2004
(b) University of Buffalo, Oct. 2004.
(c) Society for Exact Philosophy, Toronto, May 2005.


(30) Ramsey’s Definition of Degree of Belief”, HOPOS conference, Paris, June 2006. (refereed),


2. Invited and/or Refereed Locally/Regionally (All invited)

(1) "Conditionalization and the Dutch Book",
(2) "Consistency and the Dutch Book", Wayne State University, April, 1992.


(6) "Proof and Explanation in Mathematics", Department of Mathematics, Wayne State University, March 2005.

Paper Comments:

(1) Society for Realist/Antirealist Discussion, Pacific Division, March 2002, Chair and Commentator on Realism/Antirealism in Philosophies of Mathematics and Science.

Papers commented on:

1. Berit Brogaard- "To Be Is To Be Considered"
2. Otavio Bueno- "Dissolving the Realism Issue in the Philosophy of Mathematics"

(2) Comments on Mayo and Miller's "The Error Statistical Philosopher As Normative Naturalist", American Philosophical Association Meeting, Chicago, April 2004


(6) Comments on Nicholaos Jones’ “Resolving the Bayesian Problem of Idealization”, American Philosophical Association, Central Division, April. 2007. (invited)

(8) Comments on Sarah Kenehan’s “General Circulation Models and Severe Tests”, American Philosophical Association, Central Division, Chicago, April 2008
IV. SERVICE

C. COMMITTEE ASSIGNMENTS:

2. University Committee Membership

   President's Commission on the Status of Women (1993-1996)
   Undergraduate Research Council (1999-2002)
   Humanities Center Advisory Board (2000-2)
   Political Science Chair Review Committee (2001)
   Career Development Chair Review Committee (2006)
   Philosophy Chair Review Committee (2006)

3. Departmental Committees Chaired:

   Library Committee (1991-92)
   Logic Committee (1992-93, 2004-5)
   Graduate Placement Committee (1994-present)
   Colloquia Chair 2001
   Graduate Admissions (2001-03, 2005-present)
   Hiring 2006-7

4. Departmental Committee Membership:

   Metaphysics and Epistemology Preliminary Examination (1992-93, 1994-96, 1998-00, 2002-04, 05, 06)
   Salary Committee (1991-93, 1994-08)
   Undergraduate Essay Contest Committee (1999)
   Budget Committee (2001-03)
   Hiring Committee (2004-5, 2006-7)
   Enhancement Proposal Committee 2005-6

5. Ph.D. / Masters Committee Membership (all in philosophy except where noted)

   Jonathon Jones        2007-present Chair Ph.D.
   Mark Reynolds        2007-present Chair Ph.D.
   Daniel Yeakel         (2006-present) Chair, Ph.D.
   Michael McFerren     (2002-present) Chair, Ph.D.
   John Burn              (2004-present) Chair, Ph.D.
6. Other Departmental Service

Secretary for Departmental Faculty Meetings (1992, 1999-2000)
Commencement Representative (Fall 1991, Fall 1994, Fall 1999)
Interviewer for job candidates 2000-2001
Moderator for Sarah's Murray's Master's defense in Linguistics 2004
Moderator for Laura MacNewman’s Masters defense in Sociology 2006

G. JOURNAL/EDITORIAL ACTIVITY

Editorial Board of the Journal Formal Epistemology

H. OTHER PROFESSIONAL SERVICE

Referee for Erkenntnis (1998, 1999)
Referee for Synthese (1998, 2001)
Referee for Philosophy of Science (2001)
Outside referee for Montana State University Faculty Research Grant (2000)
Referee for American Philosophical Quarterly (2002)
Reviewed manuscript on decision theory for MIT Press (2003)
Outside Evaluator for Alan Baker of Swarthmore College
Referee for Philosophy of Science 2005, 2006
Referee for Australasian Journal of Philosophy 2005
Textbook reviewer for Cambridge University Press 2007
Letter of support for Paul Weirich’s nomination for a University of Missouri- Columbia Curators’ Professorship, 2006, 2007
Tenure Review for Alan Baker 2007
Textbook reviewer for Cambridge University Press 2007

Vice-President Society for Exact Philosophy (2006-8)
President Society for Exact Philosophy (2008-10)

Chair for APA sessions
Central 2001, 2002
Pacific 2002, 2006

Chair for session of the Philosophy of Science Association, Vancouver 2006
Supplement to Professional Record:

Professional Meetings Attended:

American Philosophical Association Meetings attended


Other Professional Meetings attended:


The Bled Conference, Bled Slovenia, June 2002


Conference on Dutch Books, Prague, August, 2005


History of Philosophy of Science (HOPOS) conference, Paris, June 2006

Susan Vineberg
Name: Robert J. Yanal

Office: Philosophy Department – 5057 Woodward
Wayne State University - Detroit, MI 48202
313–577–6105 (voice) 313-577-2077 (fax)

Internet: R.Yanal@wayne.edu

Department/College: Philosophy/Liberal Arts and Sciences

Present Rank & Date of Rank: Professor since 1990. Chair since 2006.

WSU Appointment History:
Year Appointed/Rank: 1974 as Assistant Professor
Year Awarded Tenure: 1980
Year Promoted to Assoc. Prof. 1981
Year Promoted to Full Prof. 1990

Citizen of: United States of America

Education:
Ph.D. Philosophy, The University of Illinois at Chicago, 1975

Professional Society Membership
American Association of University Professors
American Philosophical Association
American Society for Aesthetics

I. TEACHING
A. Years at Wayne State University 34
B. Courses Taught Last Five Years
   1. Undergraduate
      a) PHI 1010 Introduction to Philosophy
      b) PHI 3270 Foundations of Law
c) PHI 3700 Philosophy of Art, Aesthetics

2. Advanced Undergraduate/Graduate
   a) PHI 5240 Social & Political Philosophy
   b) PHI 5270 Philosophy of Law
   c) PHI 5930 Writing Intensive

3. Graduate Seminars
   a) PHI 7830 Seminar: Definitions of Art
   b) PHI 7830 Seminar: Emotion and Fiction
   c) PHI 7830 Seminar: Emotion and Music

C. Essays/Theses/Dissertations Directed
   1. Doctoral Dissertations

   2. Master’s Theses

   3. Masters Essays
4. Senior Honors Theses
   a) Sophie Modelski, Senior Honors Project (Philosophy): “Natural Rights and
   b) Steve Lockhart, Senior Honors Project (Philosophy): “Nozick’s Theory of
      Justice,” 1975.

D. Membership on Graduate Committees (since 1992)
   1. Masters Essays & Theses: Malinda Foster, Farshad Sadri, Jonathan Weigel, Ron
      George, Robert Leveille

II. PUBLICATIONS
A. Scholarly Books Authored
      Reviews:
      Reviews and discussions:

B. Editorships of Books
C. Textbooks Authored


D. Journal Articles (Refereed)


E. Anthologies, Encyclopedias, and Conference Proceedings (Refereed)


F. Book Reviews (Invited)


G. Refereed and Invited Papers: National or International

1. Video interview for Twentieth-Century Fox DVD release of seven Hitchcock films (*The Lodger, Rebecca, Young and Innocent, Notorious, Spellbound, Sabotage, The Paradine Case*).


5. “Linked and Convergent Reasons – Again.” *Informal Logic Conference (IL@25 University of Windsor)*, May 2003. (Refereed)


H. Papers and Talks: Local or Regional


III. SERVICE (LAST 5 YEARS)

A. University Committee Membership
   1. General Education Review Committee, 1999-
   2. University P&T Committee, 1997-98
   3. Graduate and Professional Scholarships, 1996-97, 2001-02

B. College Committee Membership
   1. College Salary Committee, 98-99, 04-06

C. Department Committees Chaired
   1. Director Graduate Studies, 1984–present

D. Department Committees Membership
   1. P&T, 1990-present
   2. Salary, 1974-present

E. Positions in Professional Associations
   1. AAUP Executive Board, 1995–97
   2. AAUP Grievance Officer, 1995–97
F. Professional Consultation

1. Outside referee, promotion of Kevin Stoehr, Boston University. (4/05)

2. Outside review panel member for Philosophy Department, University of New Orleans, 9/04.


ARTICLE I - AUTHORIZATION.
These By-laws exist under the authority and within the limits of the Constitution of the College of Liberal Arts, the statutes of Wayne State University, and current WSU-AAUP/AFT contract. In case of inconsistency between these By-laws and the constitution of the College of Liberal Arts, the statutes of the University, or the WSU-AAUP/AFT contract, the latter shall prevail.

ARTICLE II - THE DEPARTMENT.
Section 1. Membership.
Members of the Philosophy Department during any one year include all and only those persons who hold non-visiting and non-adjunct appointments as full-time or fractional-time faculty in philosophy.

Section 2. Faculty on Leave
Members of the Philosophy Department on leave are counted as members of the Philosophy Department.

ARTICLE III - DEPARTMENTAL ASSEMBLY.
Section 1. Membership.
Members of the Departmental Assembly during any given academic year shall include all and only Department members (as defined in Article II) and visiting philosophy faculty members under full- or part-time contract with the University.

Section 2. Franchise.
   a. Each member of the Department has full voting rights in all Assembly meetings.
   b. A majority of members of the Department may, at their discretion, extend partial or full voting rights to other members of the Departmental Assembly.

Section 3. Powers.
The voting members of the Departmental Assembly have the power to determine all Departmental policies and procedures, excepting where otherwise specified by these By-laws, and within the guidelines stipulated in the Constitution of the College of Liberal Arts, University statutes, and union contract.
Section 4. Decision Procedures.
a. Within the guidelines set by the Constitution of the College of Liberal Arts, the statutes of the University, union contract, and these By-laws, policies and procedures shall be decided by a majority vote of the Departmental Assembly.
b. A majority of Department members (not on leave) shall constitute a quorum for any Departmental Assembly meeting.
c. A majority of the voting members present at an Assembly meeting may adopt those procedures of debate and voting (not including the issue of franchise) that they deem appropriate for that meeting, within the guidelines set by these By-laws.

Section 5. Meetings.
a. The Departmental Assembly shall meet at least once each semester during the Fall and Winter semesters.
b. Other Departmental meetings may be called at the discretion of the Department Chairperson, or upon the request of no fewer that one third of the voting members of the Assembly.
c. The Chairperson shall normally preside over Departmental Assembly meetings.
d. If the Chairperson is unable to attend a meeting, he or she shall appoint a department member to be the presiding officer for that meeting.
e. Persons on leave may vote if present at Assembly meetings, but no notification of Assembly meetings need be extended to Department members on leave.
f. There shall be no vote by proxy except when an Assembly member has registered his or her opinion on a specific issue with a voting member of the Assembly.

Section 6. Records.
Records shall be kept of votes taken, policies adopted and other important matters discussed at Assembly meetings.

Section 7. Student Participation.
Full or part-time matriculated graduate students and matriculated undergraduate philosophy majors may be invited to participate in discussion and debate at Assembly meetings.
ARTICLE IV - DEPARTMENT CHAIRPERSON.

Section 1. Qualifications.
The Chairperson shall be any full-time member of the Departmental Assembly.

Section 2. Length of Term.
The Chairperson will serve for a term which is mutually acceptable to the University and College of Liberal Arts Administrations, and the Chairperson. The view of two thirds of the members of the Department shall constitute Department’s opinion on the matter and shall be conveyed to the appropriate administrators as necessary.

Section 3. Selection Procedure.
The Chairperson will be selected by means mutually acceptable to the University and College of Liberal Arts Administrations, and two thirds of the members of the Department. However, the selection procedure must be in accordance with the WSU-AAUP/AFT contract.

Section 4. Duties.
   a. The Chairperson is the administrative officer of the Department.
   b. The Chairperson shall inform the Dean of the College of Liberal Arts concerning Departmental matters, and will inform the Department concerning College and University matters of interest to the Department.
   c. The Chairperson shall preside at Departmental Assembly meetings (except as provided for in Article III, Section 5, sub-section d) unless a petition is being considered for the Chairperson's removal.
   d. The Chairperson shall be a voting member of the Departmental Assembly.
   e. The Chairperson shall be an ex officio non-voting member of all Departmental standing committees.

Section 5. Removal of the Chairperson.
   a. The procedures specified in the WSU-AAUP/AFT contract shall be followed.
   b. When the desire for the removal of the chairperson originates from within the Department, the process for removal of the Chairperson begins with a petition signed by no fewer that one third of the members of the Assembly.
      i. The removal petition will signify the desire of the signers to have the Chairperson removed from his or her office.
      ii. Upon the gathering of the minimum number of signatures, the removal petition becomes the first item on the agenda of the next Departmental Assembly meeting. A majority of the voting members of the department will appoint a temporary presiding officer to preside over that phase of the meeting. Should the Department members voting decide by a two thirds majority to proceed on the petition, specific articles of removal shall be drawn by the Department members. The next scheduled Assembly meeting will be chaired by a member of the College of Liberal Arts Grievance Panel. The Department Chairperson may, at that next meeting, reply to
and discuss the articles of removal, and shall, upon concluding, leave the meeting.

iii. Voting on the articles of removal shall take place at a later meeting (no sooner that one week after the one chaired by the Grievance Panel Representative). A two thirds vote, by secret ballot, of the members of the department voting will be necessary to present the recommendation for removal to the proper administrative authorities of the College. A Department member shall be designated to present the approved articles for the removal of the Chairperson before the proper administrative authorities, accompanied by the Chairperson of the Assembly meeting at which the voting on the removal petition took place.

Section 6. Resignation of the Chairperson.
In case of a vacancy in the Office of the Chairperson, the members of the Department will choose a committee to confer with the Dean of the College of Liberal Arts regarding the appointment of a new Chairperson.

ARTICLE V - AD HOC COMMITTEES.

Section 1. General.
   a. The Department Assembly or Chairperson may establish, dissolve, and determine membership of committees for handling such tasks as ordering journal and library books, admitting persons to the graduate or undergraduate programs, preparing qualifying examinations, assessing and organizing curricula, providing amenities for visiting faculty, planning colloquia, and the like.
   b. In case of a conflict between the Assembly and the Chairperson, a majority vote of the Departmental Assembly shall count as determining the Department's position.

Section 2. Role of the Chairperson.
   a. The Chairperson may be a voting member of any such committee.
   b. The Chairperson is a non-voting member of every committee of which he or she is not voting member.

Section 3. Procedure.
   a. When an ad hoc committee is formed, the Departmental Assembly shall, by majority vote, give that committee either the right to resolve an issue at stake or only the right to make recommendations to the Assembly.
   b. It is understood that all matters of Departmental policy shall be resolved by majority vote of the Departmental Assembly.

Section 4. Student Participation.
Student participation on committees is governed by Article IV, Section 5, of the Constitution of the College of Liberal Arts.
ARTICLE VI - THE PROMOTION AND TENURE COMMITTEE.

Section 1. Eligibility
a. Only tenured members of the department are eligible to serve on this committee.
b. Tenured Department members on leave shall be eligible, but not obligated, to serve.

Section 2. Membership
a. This committee shall be elected by majority vote of the department, but must consist of at least three members.
b. At least three members of this committee shall also be members of the Salary Committee.

Section 3. Procedure for Tenure.
a. The Department Chairperson shall serve as *ex officio* non-voting member of this committee.
b. A two thirds vote shall be required for a recommendation for the granting of tenure.
c. The criteria for a recommendation of tenure shall be those specified in the union contract and clarified by the Department Tenure Policy.
d. At the request of either the committee or the candidate, any or all of the following may be used in the evaluation of a candidate for tenure: oral presentation by the candidate, letters from outside Wayne State University, statements of student opinion (beyond course evaluations), and letters from Wayne State University employees.
e. The candidate shall be kept informed of the committee's procedures and final assessment.
f. The committee's recommendations, together with assessments and supporting documents shall be forwarded to the Chairperson.

Section 4. Procedure for Promotion.
The procedure for promotion recommendations shall be the same as those for tenure, except that no one shall vote on requests for promotion to a rank higher than his or her own.

Section 5. Annual Review
The Promotion and Tenure Committee shall, in accordance with the union contract, be responsible for reviewing annually the work of each tenure-track member of the faculty and advising the Chairperson of the result of that review.
ARTICLE VII - THE PERSONNEL COMMITTEE

Section 1. Eligibility.
   a. Except for the provisions of Article VII, Section 1, sub-section c, all
      and only full-time members of the Department are members of the
      Personnel Committee.
   b. Faculty on leave may, but are not obligated to, serve.
   c. When the renewal of the contract of a member of the faculty on a
term contract is at issue, the non-tenured members of the faculty
shall be excluded from the Personnel Committee.

Section 2. Functions.
The Personnel Committee shall be responsible for the hiring of new faculty
and for the renewal of the contracts of faculty members on term contracts.

ARTICLE VIII - THE SALARY COMMITTEE.

Section 1. Eligibility.
   a. All full-time members of the Department shall be eligible for election
to this committee.
   b. Faculty on leave shall be eligible but not obligated to serve.

Section 2. Membership.
   a. The Salary Committee shall consist of all tenured members of the
      Department, plus as many full-time, non-tenured members of the
      Department as will permit this Committee to have a majority of
      tenured faculty members.
   b. If the number of non-tenured members of the Department is greater
      than the number of tenured members, an election, held by the
      Departmental Assembly, shall be held to determine which of the
      non-tenured members of the Department shall serve on the Salary
      Committee.

Section 3. Functions.
The Salary Committee shall make recommendations regarding salary equity
and merit awards of faculty members as provided by union contract to the
Chairperson.

ARTICLE IX - BUDGET ADVISORY COMMITTEE

Section 1. Eligibility.
   a. All tenured members of the Department shall be eligible for election
to this committee (except the Chair).
   b. Tenured faculty on leave shall be eligible but not obligated to serve.

Section 2. Membership.
   a. The committee will consist of no more than three (3) tenured
      members of the faculty of the Department.
   b. The composition of the committee is determined by majority vote of
      the tenured members of the faculty (the Chair has no vote).
   c. Membership on the committee will be for a period of no more than
      one year (unless other arrangements are made). A member may be
      re-elected to the committee.
Section 3. Functions.
The Budget Advisory Committee shall advise, and make recommendations to, the Chair regarding those budgetary matters it deems important.

ARTICLE X - RECRUITMENT.

Section 1. Publicity
   a. Whenever practicable, openings shall be advertised in Jobs for Philosophers.
   b. The Chairperson (or his or her designee) shall present to the Departmental Assembly a list of candidates drawn from at least the following sources: recommendations by members of the Department, replies to advertisements, recommendations from distinguished professionals or major department contacted by the Chairperson (or other Department members), and interviews conducted at professional meetings.

Section 2. Procedures.
   a. After consideration of candidates's dossiers and Chairperson's recommendation, the Departmental Assembly shall invite, if possible, a few promising candidates for interviews at Wayne State University.
   b. The Department's final recommendation shall be decided by a two thirds vote of the Personnel Committee.
   c. In case of last-minute openings, the procedures may be abbreviated in favor of action by the Chairperson, who shall, however, consult informally with the faculty as far as possible.

ARTICLE XI - AMENDMENTS TO THESE BY-LAWS

Section 1. Proposed amendments to the By-laws shall be submitted in writing and signed by at least three members of the Department and presented at a meeting of the Departmental Assembly.

Section 2. Copies of any proposed amendment shall then be distributed to all members of the Departmental Assembly for consideration at its next special or scheduled meeting.

Section 3. A two thirds vote of the Department shall be required for an amendment's adoption.

Section 4. Amendments governing the voting rights of non-tenured members of the Department shall be approved by majority vote of the tenured members of the Department.

Adopted by vote of the Faculty of the Department of Philosophy, 14 November 1996. Revisions adopted by vote of the Faculty of the Department of Philosophy, 23 January 1997. and 30 November 2000.

These By-Laws expire on January 23, 2002.
COLLEGE FACTORS FOR PROMOTION/TENURE

(Approved for the College of Liberal Arts - Fall 1986)

1) The College expects that each recommendation for promotion to the rank of Associate Professor or Full Professor and each recommendation for tenure will include letters from outside referees evaluating the scholarly and/or creative achievements of the candidate. Assessments provided by these outside evaluators must be considered in arriving at a recommendation; documentation relative to the stature and qualifications of the referees, as well as the substance of their evaluations, is relevant. Departments should clearly indicate which, if any, of the referees were proposed by the candidate and which were independently selected by departmental committees and/or chairs.

2) In departments with doctoral programs, assessments should address the quality and quantity of each candidate's direction of doctoral dissertations as well as service on dissertation committees; such assessments are particularly pertinent when candidates are being considered for promotion to the rank of Full Professor. In departments having Ph.D. programs with substantial numbers of candidates, this factor should also be weighed in arriving at recommendations for promotion to the rank of Associate Professor and tenure. In departments limited to master's degrees, corresponding accomplishments by a candidate should be considered although they may be less important in the total assessment.

3) The quality of a department's faculty and programs must be a central factor in all departmental recommendations for tenure. Persuasive evidence must be provided to show that awarding a candidate tenure would enhance the quality of the recommending department.
The Department of Philosophy endorses the following policy for its consideration of tenure and promotion. The general policy is followed by a statement of procedures a candidate shall follow in applying for either tenure or promotion. Finally, there is included a list of factors with their relative weights indicated which will be considered in evaluating a candidate for tenure or promotion.

I. General Policy for Tenure Consideration: The Department of Philosophy assumes that candidates for continuing tenure will engage in substantial scholarly projects. Such projects include both refereed material which has appeared in print or has been accepted for publication by the time a decision about a candidate must be made, and also material orally presented or to be presented at professional meetings whose programs have been rigorously referred. Candidates should realize that scholarship deemed valuable by the profession has been the most important criterion for tenure at the college level. In establishing the quality of scholarship, the department will consider the nature, significance, and scope of the material, which will be sent to specialists outside the University for evaluation.

The Philosophy Department will assess excellence in teaching and regards a favorable rating in this area as essential for a tenure recommendation. Such excellence shall be assessed on the basis of student course evaluations; peer evaluation; initiation, and development of courses; modernization of existing courses; effective dealing with students outside the classroom in office hours; service on examining committees; ability to teach at all levels, and ability to deal with a variety of students.

Although non-instructional service and helpfulness as a colleague are important and are taken into consideration in a tenure recommendation, they cannot substitute for excellence in teaching and scholarship. All candidates are expected to serve the department constructively and possibly also at the College and University level as well. Candidates who render some truly distinctive service in the intellectual life of the department strengthen their candidacies, but should avoid being distracted by committee assignments or outside teaching from their functions as teachers and scholars.

II. General Policy for Promotion Consideration: These criteria are similar to those for tenure except that the emphasis on different elements may vary, with more attention given to scholarship and national recognition in the profession for promo-
III. Steps to be taken by Candidates for Tenure and/or Promotion:

1. Inform the chairperson by written memorandum early in the Fall Term of the school year in which to be considered for promotion and/or tenure. The candidate's written request may in fact follow from discussions with the chair, or department's promotion and tenure committee, advising his/her candidacy.

2. Prepare and turn in the following:
   (a) College of Liberal Arts form "Request for Promotion and/or Tenure", Section II. This is the section titled "To be Filled in By Candidate"/ (Obtain from Chairperson's Office)
   (b) An updated vita
   (c) Reprints of your scholarly publications
   (d) Information relevant to assessment of teaching
   (e) If you desire, a supplementary statement concerning your recent and upcoming activities which are relevant to questions of tenure and promotion
   (f) A statement of whether you wish to meet in person with the Tenure and Promotion Committee to discuss your activities

3. Provide the Tenure and Promotion Committee with the additional information requested in the form titled Information for Faculty Evaluation (obtain from Chairperson's Office). Provide only the information which has not been provided in detail in responding to item 2 (above). The purpose of this form is to make sure that candidates for tenure and promotion decisions provide the Committee with all information relevant to such decisions.

   Much of this information should have been included in responding to items 2a, b, and c above. However, since the categories used on those forms are rather broad, the Tenure and Promotion Committee has prepared a list that spells out in detail the kind of information it requires. This additional information should be submitted along with the material requested in item 2.

4. In addition to the items listed in the form entitled Information for Faculty Evaluation, the Tenure and Promotion Committee will also take into account such factors as participation in colloquia (S), outside letters of recommendation (S*), and student evaluations (T*).

5. The Tenure and Promotion Committee does not plan to make any recommendations on tenure promotion to the College until it has the above requested information. Since final recommendations from the Department to the Dean's Office must be submitted by the end of the Fall Term, it is es-
sential that the data be turned in as soon as possible.

IV. Information for faculty evaluation: this is an attempt to obtain the kinds of information needed to make fair and equitable the required evaluations of faculty members for such matters as reappointment, tenure, and promotion. No limits are set on the type of information to be considered relevant. However, completion of one's own degree program, indications of success in teaching, research, supervision of student research, scholarly publications, professional activities, etc., are examples of things the Tenure and Promotion Committee should know about.

Items relevant to scholarship are marked "S" and the most important ones are marked "S*". Items relevant to teaching are marked "T" and the most important ones are marked "T*". Items relevant to service are marked "I". There are no starred items, but service will be evaluated according to the amount of effort and ability involved.

It would be of great assistance if you would provide the following information. (Include dates wherever possible. List in chronological order.)

We realize that not everyone will be able to respond to each item. Omit those items for which there is no relevant information.

S* 1. A copy of each publication, unpublished work in press, unpublished work submitted for publication, and papers or reports presented at philosophical meetings.

S* 2. A list of reports and papers presented at philosophical meetings.

S* 3. A list of addresses you have given. Include colloquia given.

S 4. A complete list of you published books, reviews, and journal articles, abstracts.

S 5. A list of unpublished papers or books in press (include letter of acceptance from editor and expected publication date).

S 6. A list of unpublished work submitted for publication, to whom and when.

S 7. A list of grants you have received.

S 8. Citation of your scholarly work by leaders in your field.

S 9. A brief description of your current research activity.

S 10 A brief description of your future research plans.
11. Information about student reaction to your teaching.

12. (a) Any additional information about your effectiveness as a teacher of undergraduates. (b) Additional information about your effectiveness as a teacher of graduate students.


14. A list of the other dissertation and thesis committees on which you have served list Ph.D., M.A., and Senior Honors Essays separately.

15. Any special or innovative instructional activities or efforts in which you have been involved. Include a brief description of any new or innovative courses you have developed.

16. A list of your recent and current graduate student advisees.

17. Out of classroom instructional service.

18. Any special consultation or advising activities within the Department or University.

19. Professional and organizational activities outside the University (A.P.A., etc.).

20. Departmental service activities (committee chairmanships, memberships).

21. University service activities (committee chairmanships, memberships, etc.).

22. Community and state service activities.

23. A list of conferences and conventions attended, including program participation.

24. Service as editor or consulting editor or referee for any philosophical journal or other publication (indicate whether regular member of board of editors or occasional consultant).

25. A complete list of honors and awards received (scholastic, professional, distinguished teaching, etc.).
S or I 26. Description of any research, teaching or service facilities and/or programs which you have developed.

or T

S or I 27. Any other activities or unusual contributions which you feel are relevant to matters of reappointment, tenure, or promotion.

or T