Texas A&M University
Department of Philosophy

Academic Program Review
Self-Study 2016
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I. EXTERNAL REVIEW TEAM CHARGE

The External Review Team Charge was originally sent to external review team members by the Texas A&M Office of the Provost in the Fall of 2016. This charge is:

Please examine the department and its programs and make recommendations that will help in planning improvements. Your resources are a self-study report prepared by the department, copies of materials from the program’s last review, information you gain through personal interactions while visiting Texas A&M University, copies of strategic plans and goal-setting documents at the department, college, and/or university level, and any additional information requested by you or by the department. Within the broad charge of recommending ways the department can continue to improve are some specific questions that we would like you to address:

1. Based on the data / information provided in the self-study report or gathered by the review team, what are the department’s overall strengths and weaknesses?

2. How well do the department’s strategic goals align with those of its college and with those of Texas A&M University?

3. How would you compare this department with its peers?

4. What improvements (including student learning and faculty development) has the department made since the previous program review?

5. With only current resources or a modest infusion of new ones, what specific recommendations could improve the department’s performance, marginally or significantly?

We look forward to meeting with you during your time on campus. If you have any questions or require additional information prior to your visit, Ms. Bettyann Zito, APR Program Coordinator, at apr@tamu.edu.
II. EXECUTIVE SUMMARY

Established in 1968 and located in the YMCA Building on the main campus of Texas A&M University in College Station, Texas, the Department of Philosophy at Texas A&M University has become a sizable and thriving program. The Department has an undergraduate program, a Master’s degree program, and a distinctive Ph.D. program that requires students to pursue a supplementary Master's degree in a different discipline in conjunction with their graduate studies. The program has about 100 majors, more than 25 graduate students, and teaches undergraduates across the university. The mission, strategic planning, and goals of the Department orient our efforts in teaching, research, and service. In teaching, we seek to provide all students with an education that promotes what ancient Greek philosophers described more than 2000 years ago as ‘the examined life’ and to provide leading edge graduate education. In research, we seek to produce significant and innovative scholarship in a range of areas within the discipline. We moreover seek to engage in service and outreach initiatives that benefit Texas A&M University, the larger community in the State of Texas and beyond, and the discipline of Philosophy. The Department thus aligns with the efforts of Texas A&M University to pursue the ideals of its “Vision 2020” plan through commitments that balance principles of the Morrill Act of 1862 with modern purposes of AAU Research universities, as well as the College of Liberal Arts mission to prepare students for a rapidly changing world and for lifelong learning.

Dedication to undergraduate teaching has always been and remains critical to our department. The undergraduate program is comprised of a major, a minor, a recently implemented Pre-Law Certificate program, and significant involvement in a recently implemented university studies major in Society, Ethics, and the Law. In addition, the undergraduate program offers a number of courses that fulfill university area requirements, including a high-enrollment course in introductory logic, as well as a high-enrollment, cross-college course that is co-taught with faculty from the College of Engineering, entitled ‘Ethics and Engineering.’ The undergraduate program also features a recently revised, innovative curriculum that is designed to provide more Texas A&M students with access to the major, more flexible and efficient courses of study, and the opportunity to take courses in a broad range of areas of expertise within the discipline represented on our faculty. Along with the quality of the education we provide to our students, the undergraduate
program's strengths include high enrollment rates of Hispanic students and our contribution to university efforts to improve time to degree. Challenges facing the undergraduate program have led the Department to identify several goals: to increase the number of students we teach; to increase enrollment in the major; to recruit and retain students from underrepresented groups, and to increase high-impact learning experiences. Discussion of these goals is found in the section of this report on the undergraduate program.

The graduate program offers both Master’s and doctoral degrees. The doctoral program is distinctive because it requires students to supplement their Ph.D. in philosophy with a Master’s degree in a different discipline. Our MA degree is designed to prepare students for advanced doctoral studies (though also other purposes); our Ph.D. program prepares students to become professors in the discipline of philosophy or related areas and, because of its distinctive character, for cross-disciplinary research and teaching. The graduate program, like the undergraduate program, has also recently seen significant and innovative revisions to the curriculum. Reflecting the pluralistic commitments of the Department, the revised curriculum is designed to provide students with the opportunity to pursue studies of multiple methodologies and traditions within the discipline. Along with the quality of the education and professional development we provide to our students, the graduate program's strengths include high student retention, high graduation rates, and comparatively short time to degree; good placement of MA students into Ph.D. programs, and, to an extent, placement of Ph.D. students in academic positions; a developed teacher training program; and, high representation of students from underrepresented groups in comparison to peer institutions. The Department has also identified a number of challenges, such as funding levels, maintaining diversity and Ph.D. student placement, that are addressed more fully in the section on the graduate program.

The Department includes 22 core, or, tenured and tenure-track, faculty and 4 other than core faculty members. Of the 22 core faculty, 20 are tenured; 82% are men and 18% are women; 78% are white and 22% are of other racial or ethnic backgrounds (9% are African American, 9% are Hispanic/Latino, 4% South Asian). All core faculty hold a Ph.D. in Philosophy; all other than core faculty hold a Ph.D. or Master’s degree in Philosophy. Core faculty typically teach a 2:2 load; the teaching load of other than core faculty varies by contract. The faculty is distinguished by the diversity of its areas of expertise, and research and teaching interests. Challenges to faculty performance in teaching are addressed in the section on the undergraduate program. Statistics suggest that faculty research productivity and impact are strengths, whether this is measured in comparison to the discipline as a whole or
peer institutions. Faculty also engage in extensive service to the university, to the larger community of the citizens of Texas and beyond, and to the profession. In recent years, faculty have engaged in a variety of notable service and outreach initiatives, including President of the Texas A&M Chapter of Phi Beta Kappa, Director of the Texas A&M Community of Faculty Retirees, and Founder and convener of the Texas A&M Philosophy for Children Program.
III. INTRODUCTION

A. Brief Degree Program History

The Department of Philosophy at Texas A&M University received approval to establish a Bachelor of Arts program in 1968. The formation of the Department may therefore be associated with the period of significant expansion at Texas A&M University that took place under the leadership of the 16th Texas A&M University President, Earl Rudder, over the course of the 1960s. A legend reported in *The Washington Post* has it that in the mid-1960s, “Rudder read an article in a national magazine ridiculing his school’s lack of philosophers and told his academic deans, ‘I don’t know what they are, but get me some’” (*The Washington Post*, Sunday, August 2, 1987, “Texas A&M’s Turn Toward Humanities Closes Book on Aggie Jokes”). Whether this legend can be further substantiated or not, Texas A&M has since come to be home to a large and thriving Department of Philosophy. The initial phases of the Department’s growth were overseen by then Head Manuel Davenport. The Department of Philosophy, originally designated the Department of Philosophy and Humanities (and still designated in this manner in some administrative contexts), initially included faculty in other disciplines in the humanities, such as music and religious studies. The Department continued to grow, both in the size of the faculty and enrollment, throughout the 1970s and 80s; by 1987, the faculty had grown to 15. Faculty began discussions about the addition of a Master’s program in philosophy in the mid-1980s, and, in 1989, a Master of Arts program in Philosophy was established. The Department expanded its programs once again in 2002 with the establishment of a doctoral program, which is distinctive because it requires students to complete not only doctoral work in the discipline of philosophy but conjointly a complementary Master’s degree in a different discipline.
Currently, the Department features 22 tenured and tenure-track faculty, 3 Emeritus faculty, 1 Instructional Assistant Professor, 3 Lecturers (2 full-time; and 1, whose position is divided between Lecturer and an administrative staff position); 5 administrative staff members (3 full-time, and two whose position is divided—first, the aforementioned colleague whose position is divided between Lecturer and an administrative staff position, and second, an academic advisor whose efforts are divided between the Departments of Anthropology at 65% effort and Philosophy at 35% effort). Our graduate program provides two distinct graduate degree programs; both of these programs provide funding for students. Our doctoral program is designed for students who wish to pursue a Ph.D. in Philosophy in conjunction with a supplementary Master’s degree in another discipline. Our Master’s program in Philosophy provides a course of study in philosophy designed to prepare students to enter doctoral programs in Philosophy as well as to pursue other career paths. Our B.A. program features a major, minor, and as of 2016–17, offers a Pre-Law certificate, and plays an instrumental role in the University Studies major in Society, Ethics, and the Law. At the outset of the 2016–17 academic year, the Department had almost 100 undergraduate majors and more than 25 graduate students.

B. Mission, Strategic plan, Goals

The mission, strategic plan and goals of the Department align with the efforts of Texas A&M University to pursue the ideals of “Vision 2020” through commitments that balance “principles of the Morrill Act of 1862” and the “modern purposes of AAU research universities” (Final Document on Texas A&M 2015–2020 Strategic Planning, Texas A&M University: An Ideal 21st Century University, 1. See http://provost.tamu.edu/initiatives/strategic-planning-2015-2020-folder/FINALSTRATPLANwitheditsv2.pdf). In this, the Department’s mission, strategic plan and goals also hew closely to the mission of the College of Liberal Arts to “educate students for a rapidly changing world and instill in them a desire for lifelong learning through our faculty’s influential research, distinguished scholarship and creative work, inspirational teaching, and dedicated service—all in the context of the arts, humanities, and social and behavioral sciences” (Outline: Strategic Plan for College of Liberal Arts, Texas A&M University, 2015–2020, “Knowledge for Life.” See https://liberalarts.tamu.edu/wp-content/uploads/2016/03/Strategic-Plan-2015-2020-Outline-Final-Revision-Fall-2015.pdf).

The commitments of the Department to principles of the Morrill Act, in particular, lead us to help Texas A&M provide students “across the population” with a high
quality post-secondary education and to produce research that is significant to and relevant for “the people of the State and beyond.” (Final Document, 1). Through the education provided by the Department to Texas A&M students and through the research produced by our faculty, graduate students, and undergraduate students, we promote what ancient Greek philosophers already began to describe some 2000 years ago as ‘the examined life’. The discipline of philosophy fosters such a life through rigorous forms of inquiry that range over topics concerned with the arts and sciences, with ethics, politics, society, the law, education, and religion, as well as with primary and abiding questions about the nature of reality, knowledge, language, history, truth, and logic. The discipline of philosophy seeks to develop standards of rationality, argument, and understanding. The Department, through the education it provides and research it produces, contributes to the cultivation of knowledge, perspectives, sensibilities, and skills that help us to appreciate the possibilities of human existence. This education in philosophy thus helps students to become leaders through the abilities critically, analytically, and creatively to solve complex problems, to understand divergent perspectives, to adapt to new environments, challenges, and experiences, to communicate with others, to make sound and persuasive arguments, and to write well.

The education in the examined life that the Department provides to students at Texas A&M also prepares them for careers that make meaningful and productive contributions to their own lives and the lives of others.

The undergraduate program in philosophy prepares students for careers in any number of areas. First, the study of philosophy prepares students for the pursuit of a range of graduate and professional studies, perhaps still most typically in philosophy, theology, and the law, but also in fields of medicine, business, and education. Our undergraduate program affords students the special opportunity to prepare for pursuit of a law degree, in particular, through a Pre-Law certificate program. Second, the study of philosophy provides students with abilities that prepare them for leadership roles, career advancement, and, by mid-career, strong salaries, in any number of fields. (See Texas A&M Department of Philosophy Website, “About Us,” http://philosophy.tamu.edu/html/about.html)

At the graduate level, the Master’s program provides students with an education designed to prepare them for doctoral studies in Philosophy and related fields, to enable professional and advanced students from other disciplines to complement their training, as well as to pursue other personal and professional goals. Distinctively, our doctoral program requires that in addition to the Ph.D. in philosophy, students conjointly complete a supplementary Master’s degree in a
different discipline. This distinctive feature of our doctoral program advantages graduates of our program with expertise and training that will allow them to conduct leading edge cross- and inter-disciplinary research and teaching.

The Department’s commitment to the “modern purposes of AAU research universities,” in particular, coalesces around efforts to serve society through significant, innovative, and applied research, as well as through leadership in graduate education. The departmental faculty profile of research is distinguished by its level of productivity, level and kinds of impact, and the plurality of areas to which faculty research contributes.

The Department’s commitment to its mission, strategic plan, and goals is also furthered by contributions to service and outreach initiatives both within the university and the larger community. Departmental faculty are active in significant service initiatives at Texas A&M University, with faculty serving in roles, such as, notably, the Director of the Community of Faculty Retirees and the President of the Texas A&M Chapter of Phi Beta Kappa. Departmental faculty moreover play leadership roles in outreach activities with regional and national impact, such as, Founder and convener of the Philosophy for Children Program at Texas A&M University.

In alignment with university, college, and department missions, strategic planning is an ongoing, regular feature of faculty efforts to enhance faculty research strengths and to specify short- to mid-range goals to develop faculty research, program curricula, and other initiatives. The direction of departmental strategic planning received an impetus from a 2010 response to an initiative of the College of Liberal Arts to identify strategic areas of research excellence. After a process that included
consideration of several faculty areas of research strength, the department identified strengths in applied ethics and early modern philosophy. These initiatives received considerable support from the College of Liberal Arts for research efforts for two years. Over time, the College of Liberal Arts and Department saw changes in leadership, as well as faculty hiring and attrition, and strategic planning efforts have likewise evolved and changed. Currently, the Department engages in strategic planning on a periodic basis, typically, in conjunction with annual self-assessments mandated by the Office of the Provost and College of Liberal Arts as well as annual calls from the College of Liberal Arts for resource requests (such as faculty hires). For the past two years, departmental strategic planning discussions have begun with a working document that reiterates relevant university and college level priorities and reflects deliberations about areas to improve departmental research and degree programs as well as decisions about potential strategic hires, changes to curriculum, and other initiatives. (Appendix III.1: Strategic Planning Working Document)

Recognizing that departmental faculty include a broad range of areas of expertise and methodologies, strategic planning is not intended narrowly to constrain the several strengths in the department. Recent strategic planning discussions have nevertheless brought into focus opportunities for the department that pertain to society, ethics, and the law. This strategic emphasis builds on the earlier identification of departmental strengths in applied ethics but, moreover, brings into relief contributions to philosophical inquiry into society, ethics, and the law by faculty with a range of expertise, approaches, and methods.

Emphasis on society, ethics, and the law has resulted in specific goals. One of these goals is to develop curricular opportunities for students to focus on areas of philosophy that will prepare them for advanced degrees in the law. In 2016, this has resulted in the development and implementation of a Pre-Law certificate program within the undergraduate program; the department also played a leadership role in the development and implementation of a new interdisciplinary University Studies major in Society, Ethics, and the Law. Future related initiatives include the establishment of a “3+3” program with the Texas A&M Law School (i.e., a program in which students graduate with an undergraduate degree in philosophy in 3 years and, upon meeting appropriate requirements, admitted to the Texas A&M Law School), coordination with the Texas A&M Law School for doctoral students in Philosophy to pursue a complementary Master’s Degree in legal studies, and potentially the hire of a scholar in the philosophy of law or related field. These latter initiatives remain in preliminary stages.
C. Administrative Structure

The Department has recently adopted revised bylaws (in the Fall of 2016) that are currently pending approval from upper administration. (Appendix III.2: Bylaws) These revisions do not represent significant changes to the administrative structure of the Department.

The Department’s administrative leadership includes: the Department Head, who serves at the pleasure of the Dean and, in accord with departmental Bylaws, as the departmental “administrator,” “executive officer,” and “representative” to the upper administration; the Associate Head, who performs the duties of the Head when he or she is absent, as well as other roles assigned by the Head; the Director of Graduate Studies, who supervises the graduate programs; the Director of Undergraduate Studies, who supervises the undergraduate program; as well as a departmental Parliamentarian and a departmental Secretary. The current Head, Theodore George, is preceded by recent heads Gary Varner (2011–14), Dan Conway (2007–11), and Robin Smith (1994–2007).

Departmental administration is subject to University and College rules and procedures. Departmental business is facilitated by the Head, a number of standing committees, and the membership of the department.

Departmental standing committees include the Steering Committee, which is an advisory committee to the Head comprised of departmental officers as well as elected representatives of each rank of faculty, The Graduate Program Advisory Committee, the Undergraduate Program Advisory Committee, Curriculum Committee, Faculty Annual Evaluation Advisory Committee, Climate and Inclusion Committee, Computer and Equipment Committee, and Library Committee. The Department will form a Post-tenure Review Committee pending upper administration approval of recent policy proposals about annual review and post-tenure reviews. Committees to facilitate tenure and promotion reviews are created on an ad hoc basis by the Head in consultation with the Steering Committee.

Membership includes Full Members with full voting rights (tenure- and tenure-track faculty with a university payroll designation, or “AD LOC,” in the Department; faculty members with an administrative position, such as Head or a position in upper administration do not have AD LOCs in the Department and thus do not have this membership status or voting rights); Full Instructional Members with voting rights except in regard to decisions that directly concern hiring, tenure and promotion (instructional track faculty with an AD LOC in the Department);
Associate Members without voting rights (this class of members includes emeritus faculty, retired faculty, and faculty with term appointments); and Honorary Members with limited rights and privileges determined by the Department and without voting rights.

Departmental Bylaws stipulate that the Department will hold an Annual Meeting in or near the first week of the Fall semester and that the Department will meet at least once a semester but as often as necessary to conduct departmental business. In practice in recent years, the Department meets about 4 or 5 times a semester. Typically, the Head calls a meeting of the Steering Committee shortly in advance of Department meetings to seek advisement about upcoming departmental business.

The process for the facilitation of some departmental functions, such as tenure and promotion, are governed by university rules. As the Head serves at the pleasure of the Dean and as the administrator and executive officer of the Department, the departmental membership’s votes on regular departmental business is technically advisory. In practice, and by long-standing custom, however, appropriate departmental business is typically determined by simple majority vote of the membership.

The Department Head also serves as the immediate supervisor of all of the departmental staff. The departmental staff is comprised of one Business Coordinator III; two and one-half administrative staff positions: a half-time Manager (a full-time employee who divides his efforts 50% in this administrative staff role and 50% Lecturer), an Executive Assistant I, and an Administrative Coordinator I; and a portion of the efforts (35%) of a Senior Academic Advisor. While the specific duties of each staff member is indicated in their respective Position Descriptions (Appendix III.3: Staff Position Descriptions), the major roles of each may be summarized. The Business Coordinator works closely with the business officers of the College of Liberal Arts and oversees all financial, accounting and human resources functions of the Department. The Manager is responsible for the management of course scheduling, scheduling of external speakers and public events, IT initiatives, and other matters in consultation with the Head. The Executive Assistant provides assistance to the Head, to the graduate program, and for faculty and external visitors’ travel. The Administrative Coordinator provides administrative support for the undergraduate program and a number of other departmental functions.
The Department is also typically served by two student workers. Receiving supervision primarily by the Business Coordinator, the student workers provide various forms of support to the Head and staff.

**D. Facilities and Finances**

1. **Facilities, Space, and Equipment**

The Department has been located since 2012 in the YMCA building near the historical epicenter of the main campus in College Station, Texas. Designed by Sampson J. Fountain, once the Head of the Architecture Department at Texas A&M University, the building was completed in 1914 and served as home to the Young Men’s Christian Association in the first part of the twentieth century. The Department moved into the YMCA Building from Bolton Hall upon the completion of renovations in late 2011. The Department occupies the entirety of the third and fourth floors of the 4-floor building and has priority access to 4 classrooms, one configured for use as a logic lab equipped with 40 desktop computers, on the first floor. The Department shares the building, on the first floor, with the Dean of Faculties and International Faculty and Scholar Services, and, on the second floor with the Faculty Senate and the Center for Teaching Excellence. The second floor includes a Great Hall that may be used by the Department on special occasions with approval of the Provost’s Office.

The third floor features an administrative suite, which includes front desks and a waiting area, the Head’s office, offices for the Business Coordinator, Executive Assistant, and Administrative Coordinator (the Manager and Academic Advisor maintain offices along with faculty outside the administrative suite), a Department Head’s Conference Room, which is used for administrative meetings and some graduate instruction, a dual-purpose office designated for use as a desktop publishing area for staff and as a workspace for external speakers and other visitors, and a storage space.

The third and fourth floor provide offices for all faculty members and graduate students; graduate student offices are typically assigned to 2–3 students. Each faculty person, staff person, and graduate student is assigned a late-model desktop computer equipped with internet access and sufficient software. Currently, space availability allows the Department to maintain offices for emeritus faculty with local residences. The Department’s space also includes a large conference room on the fourth floor, used for departmental and other meetings, as well as for graduate instruction, and a small conference room on the third floor, used for various
meetings and other purposes. Departmental space also includes two workrooms (one on the third floor, used as a mail and copy room; another on the fourth floor, used for storage), as well a kitchen and lounge, both on the fourth floor.

The occupancies for the classrooms on the first floor, for which the Department has priority access, are 48, 28, 28 and, for the logic lab, 40. Classrooms are furnished with current audio/visual computer equipment and, in addition, the Logic Lab is furnished with 40 desktop computers. With the exception of large courses regularly taught by the Department (PHIL 240: Introduction to Logic and PHIL 482: Ethics and Engineering) and occasional other courses, the Department’s undergraduate courses are all taught in priority access classrooms in the YMCA building.

The renovated YMCA Building provides adequate space and facilities, as well as modern interior design features and amenities. The building also poses challenges. For example, since our arrival, the building has been prone to flooding and the elevator and ADA doors are prone to malfunction.

The Department’s allocation of priority access classrooms in the YMCA Building is advantageous, though, it also poses one challenge. On the one hand, the Department is fortunate for the YMCA classroom allocation, first, because the small classrooms afford faculty the opportunity to engage in pedagogical practices such as seminar-style discussion, and second, because classrooms are located in such proximity to the offices in which faculty conduct advising and research. On the other hand, however, the allocation of small classrooms limits departmental flexibility to offer a small number of somewhat larger courses and thereby hinders departmental efforts to increase the overall number of students we teach.

2. Finances

The Department is allocated an annual budget in conjunction with university procedures through the College of Liberal Arts. For FY 2017, the total departmental budget is $2,801,683. This includes base allocations for tenured and tenure-track faculty and staff salaries, allocations for 1 term-contract faculty person (an Instructional Assistant Professor), support for the graduate program, support to enhance the undergraduate program, and support for operations and maintenance:
Department of Philosophy
FY 2017 Budget Summary

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Salaries</td>
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<tr>
<td>Staff Salaries</td>
<td>149,359</td>
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<tr>
<td>Non-base Faculty Salaries</td>
<td>50,004</td>
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<td>Graduate Assistant Allocation</td>
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<td>Undergraduate Enhancement Allocation</td>
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<tr>
<td>Operating and Maintenance UAT</td>
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</tr>
<tr>
<td>Differential Tuition</td>
<td>40,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,801,683</strong></td>
</tr>
</tbody>
</table>

(Source: information synthesized from Texas A&M, College of Liberal Arts Internal Budget Document)

Of this budget, $383,617 are used in conjunction with support of the graduate program (Graduate Assistant Allocation, Undergraduate Enhancement Allocation, and Differential Tuition). In addition to the budget indicated above, the Department received $76,014 for FY 2017 to support replacement teaching.

The Operating and Maintenance UAT allocation is budgeted with approval from the College of Liberal Arts by the Department. This budget is distributed to provide stipends to faculty in leadership roles whose duties include summer administrative assignments, support for colloquia and public events, support for faculty travel, support for regular operating expenses, such as phone service and copier equipment, and support for maintenance and some improvements to facilities, such as, for example, the addition of A/V equipment to meeting rooms:
**Department of Philosophy**  
**FY 2017 Operating Budget Summary**

<table>
<thead>
<tr>
<th>Summer Leadership Appointments</th>
<th></th>
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<tbody>
<tr>
<td>Associate Head</td>
<td>5,000</td>
</tr>
<tr>
<td>Director of Grad. Studies</td>
<td>10,000</td>
</tr>
<tr>
<td>Director of UG Studies</td>
<td>5,000</td>
</tr>
</tbody>
</table>

| Faculty travel                                  | 10,000|
| Colloquia and Public Events                     | 10,000|
| Operations                                     | 60,000|

**Total**                                         **100,000**

(Source: internal budget document)

**E. Date of Last Academic Program Review**

The Department of Philosophy underwent its last academic program review in 2008. The Department’s 2008 Self-study is available online at http://provost.tamu.edu/initiatives/academic-program-review-documents/PHUM-Self-Study-2008.pdf.

**F. Analysis**

Analysis of the Department of Philosophy suggests a number of strengths. First, the Department has managed the growth of its programs and appears to have entered the stage of its maturity. Established in 1968, the Department has become a sizable and thriving program, with 22 tenured and tenure-track faculty and 4 other than core faculty members in a wide range of areas of expertise, 5 staff members (two with time divided between their staff roles in Philosophy and other roles), an undergraduate program that offers a major, minor, and Pre-Law certificate, a Master’s degree program, and a distinctive Ph.D. program that requires students to pursue a supplementary Master’s degree in a different discipline in conjunction with their graduate studies. Second, the Department’s mission, strategic planning, and goals are aligned with those of the University and College and are determinate enough to be orienting while schematic enough to remain flexible. Third, the Department has an established and functioning administrative structure. Fourth, the Department has been given facilities and equipment with a number of advantages,
including an allocation of smaller priority access classrooms that allow for a number of pedagogical techniques such as seminar-style discussion. The Department is also allocated an Operating and Maintenance budget that is adequate to most departmental needs.

The Department has made a number of improvements since the last Academic Program Review (APR) in 2008. First, the Department has made exceptional hires of core faculty. While the growth that these hires represent is in part offset by faculty attrition in the same period, they have contributed to the quality of research and teaching in the department, expanded the scope of areas of expertise, and increased the diversity of the faculty. Second, the department has made significant changes to both the graduate and undergraduate curricula. Still in the initial phases of implementation, these changes are designed to provide students with better access to the diversity of areas of expertise within the discipline of philosophy, make the pursuit of degrees in our program more flexible, and contribute to desiderata such as recruitment, retention, graduation rates, and time to degree. Finally, the Department has seen the implementation of notable service initiatives since the previous APR; in recent years, faculty have engaged in service roles that include President of the Texas A&M Chapter of Phi Beta Kappa, Director of the Texas A&M Community of Faculty Retirees, and Founder and convener of the Texas A&M Philosophy for Children Program.

The Department also faces challenges, however. Although departmental facilities provide a number of advantages, the allocation of priority access classrooms pose an obstacle to departmental goals to teach some courses with somewhat larger enrollment. Although the departmental budget is adequate for most departmental needs, the allocation to the graduate budget is slightly constraining for departmental goals for the size and competitiveness of the graduate program.

More detailed analyses of the undergraduate program, graduate program—and, with them the Department’s student profile—and the faculty profile are provided in the sections that follow.
IV. UNDERGRADUATE PROGRAM

A. Brief Degree Program History

The Department has an abiding commitment to undergraduate teaching. Dedication to the undergraduate program has always been and remains critical to our mission as a department. The Department received approval to establish a Bachelor of Arts Program in 1968. The undergraduate program has grown dramatically since the early years of the program and has evolved over the decades. The Department now offers a both a major in Philosophy as well as a minor; as of this year, too, we offer a Pre-Law Certificate. This past year, the Department has also been instrumental in the development and implementation of a new University Studies major in Society, Ethics, and the Law.

The Department offers a wide range of courses that serve students from across the university. With a faculty that represent many different areas in the discipline, we
are able to offer a diverse suite of undergraduate courses, ranging from courses in core Analytic Philosophy, to courses in the History of Philosophy, to courses in Latin American Philosophy and Critical Race Theory, to courses in continental European philosophy. In addition to courses that are part of our major curriculum, we also serve students across the university through courses that count toward University requirements. Introduction to Logic, Contemporary Moral Issues, Introduction to Philosophy, Engineering Ethics, Philosophy of Art, and Philosophy of the Visual Media all fulfill core area requirements for the University Core Curriculum. In recent years we have taught mostly smaller classes; with the exception of very large sections of Logic and Engineering Ethics, our class size since 2008 has averaged 27.4 students. (Appendix IV.1: History of Courses Taught) As we serve a relatively small number of majors—we typically have just under 100—our courses are predominantly populated by students from other disciplines.

The Department has made substantial changes to our course offerings and curriculum in recent years. We have diversified our course offerings significantly. In 2010 we first offered Introduction to Hip-Hop Philosophy and Africana Philosophy. In 2014 we first offered Latin American Philosophy. In this time, too, we implemented a course in Studies in Gender and Philosophy. Last year, the faculty voted to overhaul substantially our major core curriculum. Prior to 2016–17, majors were required to take courses in 7 different areas, with only three courses offered in each area; they were able to take 2 elective courses. Now, students are required to take courses in 3 areas and are able to take 6 elective courses. We have also increased efforts to publicize the major and address common misperceptions about the value of studying the humanities. We have created brochures and posters that promote the discipline and worked at distributing them at university recruiting opportunities. (Appendices IV. 2A and 2B: Philosophy Brochures) Recent changes to the curriculum have also allowed us to offer a Pre-Law Certificate, and we have also developed a program of study in Society, Ethics, and the Law in the University Studies Degree program.

B. Mission, Strategic plans, Goals

The mission of the Department’s undergraduate program aligns not only with Texas A&M University commitments, perhaps in particular commitments to the Morrill Act, but also to the commitments of the College of Liberal Arts that may be summed up by the current College motto, “Knowledge for Life.” The mission of the Department’s undergraduate program is to prepare Texas A&M undergraduates for a lifetime of reflective thought, self-understanding, and successful and critical engagement with their world. The education provided to students by our
The undergraduate program aims to help students become leaders through the abilities critically, analytically, and creatively to address problems, to solve complex problems, to understand divergent perspectives, to adapt to new environments, challenges, and experiences, to communicate with others, to make sound and persuasive arguments, and to write well. The undergraduate program thus also prepares students not simply for jobs but for meaningful and productive careers. The undergraduate program is designed to provide students with knowledge and aptitudes that will be crucial for them to continue to grow, learn, and flourish in whatever career they pursue.

The mission of the undergraduate program has led the Department to goals that include:

1. Increase access to major/ increase number of students served as indicated by SCHs taught.

2. Increase enrollment in the major.

3. Recruit and retain students from underrepresented groups.

4. Increase high-impact learning experiences.

Some of our efforts to pursue these goals are served by recent departmental strategic discussions concerned with Society, Ethics, and the Law. These efforts include significant contributions to the development and implementation of a University Studies degree in Society, Ethics, and Law; a Pre-Law certificate; and offering courses in these areas more regularly, for instance, Philosophy of Law. Efforts to pursue departmental goals has also included a renewed focus on communicating the value of a Philosophy degree to society more generally, regardless of one’s focus in the discipline.

The rationale for these goals and initiatives to pursue them are discussed more fully in the “Analysis” below.

C. Administrative Structure

The Undergraduate Studies Program is administered by the Director of Undergraduate Studies (DUS); the DUS’s work is supported by one advisor, who divides his efforts between Anthropology (65%) and Philosophy (35%) and one administrative staff member. The DUS is principally responsible for advising
undergraduates, registration, and new student conferences. The recent addition of an advisor, who focuses mainly on registration and helping students meet university and department curricular requirements, has allowed more time for the DUS to advise students regarding career choices and broader academic issues. The administrative staff support for the Undergraduate Program is responsible for processing and facilitating paperwork for individual students or instructors for matters such as grade changes, forces into classes, etc. The DUS also serves as the Chair of the Undergraduate Program Advisory Committee (UPAC), includes three other faculty members and an undergraduate student representative. The UPAC is charged with developing departmental undergraduate curricular policies and with overseeing and addressing issues concerning the retention and recruitment of undergraduate students.

At the time of our last program review, the department had a DUS as well as an Associate DUS. All responsibilities regarding the undergraduate program fell to these two faculty members. The addition of an advisor, with the transferring of some bureaucratic responsibilities to an administrative staff person, allows for the DUS to focus more substantively on advising and also on policy issues in the program.

D. Undergraduate Programs and Curricula

1. Major

The B.A. in Philosophy consists of 120 total hours, including 30 hours in the major; an additional 3 credits of Logic are also required, though these are counted toward College and University Requirements. A grade of C or higher is required for a course to be counted in the major field. Of the 30 hours required in the major, two of the courses must be designated as Writing Intensive. Students must take 3 credits of an Introductory level (200) course; 6 credits must be taken in the History of Philosophy. Students must also take 18 credits of Electives, at least 4 of which must be upper level (300–400) courses. These courses are to be chosen in consultation with the DUS or Philosophy advisor. This new curriculum—implemented in Fall 2016—allows students maximum flexibility to tailor their course of study to their desired academic goals and career plans. (See Appendix IV.3: Undergraduate Program Comparisons for a comparison with undergraduate programs at peer and peer-aspirant institutions.)
B.A. Program Requirements

Select one of the following:
111. Contemporary Moral Issues
205. Technology and Human Values
208. Philosophy of Education
251. Introduction to Philosophy
252. Introduction to Hip-Hop Philosophy
283. Latin American Philosophy

Select one of the following:
304. Indian and Oriental Religions
410. Classical Philosophy
411. Medieval Philosophy

Select one of the following:
412. Seventeenth-Century Philosophy
413. Eighteenth-Century Philosophy
414. Nineteenth Century Philosophy
415. American Philosophy
416. Recent British and American Philosophy
417. Phenomenology
418. Existentialism

18 credits of Philosophy Electives

A complete list of courses offered in the program is available in Appendix IV.4: Undergraduate Course Descriptions.

The remaining hours of the degree plan are to be filled by the University Core Curriculum requirements and the College of Liberal Arts requirements, as well as General Electives. University and College requirements includes coursework in Communication; Foreign Language; Mathematics; Life and Physical Science; Creative Arts; Language; Philosophy, and Culture, Social and Behavioral Science; American History; and Government and Political Science.

2. Minor

Students pursuing the Philosophy Minor must take 15 credit hours, 6 of which may be 200 level courses.
3. Pre-Law Certificate

The Department of Philosophy offers—beginning in 2016—a Pre-Law Certificate that is primarily guided by the published recommendations of the *American Bar Association* (A.B.A. http://www.americanbar.org/groups/legal_education/resources/pre_law.html). The A.B.A. encourages prospective law students to pursue classes that cultivate a set of skills that will enhance the study of law. The study of philosophy lends itself to the development of these recommended skills. To this end, Philosophy’s Pre-Law Certification requires that students take classes that typically cultivate the A.B.A.’s recommended skill set:

1. **Problem Solving** involves, “courses and other experiences that will engage students in critical thinking about important issues, challenge...beliefs and improve...tolerance for uncertainty and criticism.”

2. **Critical Reading** involves, “close reading and critical analysis of complex textual material.”

3. **Writing and Editing** involves, “preparing original pieces of substantial length and revising written work in response to constructive criticism. (...) Language is the most important tool of a lawyer, and lawyers must learn how to express themselves clearly and concisely.”

4. **Oral Communication and Listening** involves, “the ability to speak clearly and persuasively...and excellent listening skills.”

5. **Research** involves, “undertaking a project that requires significant library research and the analysis of large amounts of information obtained from that research.”

The Certification requires students to take 12 hours of classes, one of which is an introduction to logic and 9 of which are at the 300-400 level. Students must complete at least one Philosophy class that is writing intensive.

**Program Requirements**

**PHIL 240 Introduction to Logic**

Select one from:

332. Social and Political Philosophy
335. Philosophy of Law

Select one from:
485. Directed Studies
491. Research
497. Independent Honors Studies

One course from 300–499

E. Number of Degrees Awarded per Year

Since 2011, the Department of Philosophy has graduated a total of 115 students, averaging 23 students per year.

![Number of Degrees Awarded](image)

(Source: Data derived from DARS)

F. Time to Degree

For the last five years, time to degree has averaged 4.6 years; 4.34 for regularly admitted Freshmen, 4.87 for transfer students. (Appendix IV.5: Undergraduate Time to Degree)
G. Academic Enhancements

Undergraduate Philosophy majors have numerous opportunities to enhance their educational experience outside of the classroom.

1. Philosophy Club

The Department supports the Philosophy Club, which meets weekly in the department conference room. It is organized by students, includes seminar discussions, visiting speakers (often Philosophy faculty or graduate students), media evenings, and other opportunities. These meetings offer lively and engaged discussions and constitute a central focus of intellectual life for our majors.

2. The Davenport Awards

Each year, the Department offers two awards in honor of Manuel Davenport, the first member of the faculty of the Department. The awards recognize an undergraduate student who has contributed to the intellectual and cultural life of the department, and an undergraduate who has written the best essay for a Philosophy class. The awards are presented at a ceremony, talk, and reception celebration each spring.
3. Research

While the Department has stated goals of improving opportunities for research for undergraduates, we also have offered such opportunities in the past. Individual faculty members have served as the faculty supervisor for the Undergraduate Research Scholars program, an intensive seminar that culminates in a public presentation of a written thesis. Some have also served as the faculty instructor for the Glasscock Undergraduate Summer Scholars program, wherein students are immersed for two weeks in readings and discussions on a topic. Students then develop a research question and written project under the mentorship of the faculty instructor.

4. International Conference via Skype

Texas A&M Philosophy has recently designed a conference event for its undergraduate philosophy majors, giving them a chance to meet and exchange ideas with fellow students in universities from around the world. The event focused on Texas A&M, Western University in Canada and Stockholm University in Sweden. In consultation with these universities, a topic was chosen, and announced at the start of the Fall term. Six papers were chosen and commentators assigned. The conference was held over two days, with three papers and three commentaries each day. The student identified by their peers as having the best session received an Amazon gift card.

5. Study Abroad

The department has made some contributions to the University’s efforts to increase the number of students who study abroad. In recent years, three classes have offered one-week study abroad opportunities in Berlin, two have been taught in Brazil, and one in Italy.

H. Academic Assessment

1. Assessment Description

The Undergraduate Program measures student writing and argumentation each semester through the evaluation of written assignments by individual faculty members. The Philosophy Department has identified three main objectives for assessing its BA program: 1) to ensure the acquisition of pertinent knowledge, such that students are able to identify and discuss key figures and issues in the history of
philosophy; 2) to ensure competence in argumentation, such that students are able to construct complex valid arguments and identify invalid arguments; and 3) to ensure proficiency in communication, such that students are able to offer arguments for and against philosophical theses in clear expository prose. To this end, each semester faculty are asked to evaluate written work by students in their courses using a rubric that measures: Articulation of a Philosophical or Scholarly Problem; Thesis; Arguments; Mastery of Text(s); Organization; Writing. Evaluation of the written work is scored on a scale of 1–4, where 1=Unacceptable; 2=Adequate; 3=Good; 4=Exemplary. (Appendix IV.6: Assessment Template) Our target is to achieve a summary average (for majors) of 3 out of 4, as well as a 3 out of 4 average for each class individually.

In the categories of Articulation of a philosophical or scholarly problem; Thesis; Mastery of Text(s); and Organization, we are by and large meeting our targets. What we have learned is that we still need to focus our efforts on Argumentation and Writing—the target we have set for ourselves has so far only been partially met. Based on this, the Department has plans to put together an action plan that addresses this issue.

2. Assessment Analysis

Overall, we believe that our faculty are offering high quality instruction to meet our educational and pedagogical goals. Since we began assessing our undergraduate educational outcomes, we have first had to change our assessment methods. Our initial methods were not yielding evaluations that we found reliable or actionable. Once we changed our assessment rubric, however, we were able more concretely to discern which outcomes were not being fully met. Over the past few years, when an area emerges as needing improvement, we have brought it to the faculty’s attention and devised action plans to address the need—more class time devoted specifically to addressing how to craft a thesis, how to organize a paper, etc. As a result of this, our assessment of three objectives in our student writing has moved from Partially Met to Met (Articulation, Thesis, and Organization), and one objective moved all the way from Not Met to Met (Mastery of Texts). The two other objectives have remained at Partially Met (Argumentation, Writing). Given that writing is assessed by many different faculty in different classes, it would be hasty to conclude that our action plans have yielded such a dramatic success so quickly. But, these recent results gives us reason to be cautiously optimistic that by continuing our current plans, and redoubling efforts to help students develop skills at constructing arguments and clarifying their writing, these gains may be lasting.
Having only partially met our goals in Argument and Writing in our most recent assessment, we plan to have instructors of introductory level classes focus on Argumentation to improve this skill for future cohorts of students, and to ensure that instructors of W classes in particular focus on writing quality.

I. Student Profile

1. Enrollment and Demographics

In the past five years, our number of majors has increased—from 74 in 2011 to 91 in 2015, with a peak of 96 in 2014. During this time we have also slightly improved the percentage of our majors who are women, from 26% to 32%. We have held steady on the percentage of black students in the program, averaging about 3%; we have substantially increased the number of Hispanic students, from 10% to 25% (this is higher than the University’s overall percentage of Hispanic students). We have also held steady between 28–30% of majors who are first generation college students. (Appendix IV.7: Diversity Profile) In the last 5 years, the percentage of students who are registered as full-time students has ranged between 89–95%. (Appendix IV.8: Percentage of Full-Time Enrollment)

(Source: Data derived from DARS)
2. Retention and Graduation Rates

Since 2007, we have a median retention rate of 89%. Unlike other programs, Philosophy majors most regularly come to the major after having taken a course or two in the program, and are already more advanced in their academic studies. Very few students declare Philosophy as a major upon entering the University. We have a median 4-year graduation rate of 55%. Since our majors often come to the program later in their academic career, many must add an extra semester or year in order to complete the program. We believe that our new curriculum, which has a reduced number of area requirements and thus allows for more flexibility, will increase the number of students who are able to complete the program in 4 years even in coming to the program later. Our 5-year median graduation rate is 64%, our 6 year median graduation rate is 63%. (Appendix IV.9: Undergraduate Retention and Graduation Rates)

3. Institutional Financial Support

In 2015–16 (the year for which data was available), 35.48% of full-time enrolled Philosophy majors received institutional financial support—Scholarships and
Grants. The average institutional support received was $6,503 for the year. (Data provided by the Office of Scholarships and Financial Aid)

Our students are recipients of a wide variety of academic and service related scholarships—36 different scholarships in total. Of these, there are many of note, including the Terry Transfer Scholarship ($15,000), The Brown Foundation Scholarship ($6,000), the National Merit Scholarship AFS ($5,000), and the Century Scholar Award ($5,000). 10 of our majors are recipients, too, of the Regents Scholarship grant, which is for first-generation students from economically disadvantaged backgrounds. (Appendix IV.10: List of Scholarships)

4. Employment Profile

The department does not keep a comprehensive record of graduate employment for the BA program. Our students, though, go on to careers in a variety of fields, including graduate school in Philosophy, Law, and Religious Studies. A number of our students pursue careers in religious contexts, including the ministry; they also regularly pursue careers in teaching, and in non-profit organizations or the government.

J. Analysis

The strengths of our program lie in the quality of education we provide not only to our majors, but to all students taking Philosophy courses. Teaching smaller classes has allowed for more focused discussion-centered courses and attention to developing student writing skills. With regard to our own majors specifically, our diverse curriculum serves students with many different interests, and has also encouraged successful recruitment of Hispanic students into the major. This success mirrors A&M’s stated commitment to “enhance our ability to ensure that all faculty, staff, and students, regardless of their identity, can thrive at Texas A&M University.” It also supports the University’s land grant mission, as it not only responds to but is a leader with regard to the changing demographics of the state. We are also in line with the University’s aims to graduate students in 4 years. The University’s most recent strategic plan (2015–2020) names “Timely Graduation Norms” as a key goal in the coming years. Our median 4-year graduation rate—55%—is on par with the overall University rate of 53.6%. Our new curriculum may also improve this rate and promote a shorter time to degree. It is also a strength of the program that we are able to offer courses in many different areas of the discipline, and thus meet the educational and career goals of a diverse array of undergraduates.
A challenge to the program is the number of students we serve as this is indicated by our ratios of SCHs and WSCHs (referred to collectively here as SCHs). While our small classes facilitate the pedagogical aims of the discipline well, it limits the total number of students the Department can serve. This also means that fewer students are introduced to the discipline and thus become majors. Departmental efforts to increase access and SCHs face many challenges, such as limited GAT support and the allocation of small priority access classrooms. The Department nevertheless has introduced initiatives designed to result in incremental growth. Current efforts to give more students access to the program involve a two-pronged approach. First, we have begun an initiative to promote the program and Philosophy more broadly, to draw more students’ attention to the value of studying Philosophy, even if they do not major in it. Our brochures highlight the relevance of philosophy for the world outside the academy. In them, we emphasize the empirical support for the value of the discipline to career earnings and graduate school entrance exams.

Second, we are in initial phases of developing and piloting larger versions of popular introductory courses with increased enrollments. These efforts include:

(a) the development and piloting of courses with online components (thus far, efforts have been undertaken in regard to two courses: Introduction to Logic and Contemporary Moral Issues);

(b) coordination with the College and Registrar to secure classroom space that will allow us to teach one or two somewhat larger courses each year that fulfill university requirements (such as the Philosophy of Art) or focus on topics that give students otherwise unaware of the discipline with an appealing entrée to the study of philosophy (such as an Introductory course in the Philosophy of C. S. Lewis);

(c) and, finally, expanding cross-college, cross-disciplinary partnerships to deliver courses. Current efforts include the development of a course in Cyberethics in conjunction with the Department of Computer Engineering and exploratory discussions of possible arrangements between philosophy and School of Veterinary Medicine.

While the number of students in the major have grown in recent years, the Department has identified further possibilities to increase the major incrementally. Our goal to grow the major is addressed in part by our strategic planning initiatives to emphasize Society, Ethics, and Law. In developing the SEAL option in the University Studies Degree (students on this track will be counted as Philosophy
majors) and offering a Pre-Law Certificate, we hope to attract more majors interested in careers in these fields. Preliminary efforts establish ties with the newly established Texas A&M Law School. We hope to deepen these ties with the aim of instituting a 3+3 opportunity for Aggies (3 years as an undergraduate, 3 years in law school) through the Philosophy Department. Other recent efforts include a revision of our undergraduate curriculum to make the major more attractive and more feasible. In reducing the number of required areas, students may tailor their education to suit their particular academic and career goals. Utilizing the multiple and varied areas of our faculty teaching, we have developed a wide array of suggested tracks within the major; each track highlights a viable career path, i.e., Counseling/Ministry, Information Technology, Law, Media Studies, Medical Ethics, Public Service/Government. (Appendix IV.11: Specialized Tracks (Undergraduate))

While representation of Hispanic students has increased significantly in recent years, and while representation of women and students from other minorities are not atypical of the discipline, the Department aims to increase representation of women and other minorities. The department has already begun to introduce initiatives to reach this goal. We have begun to develop and implement undergraduate course offerings that diversify the intellectual life of the major—courses in Africana Philosophy, Feminist Theory, and Latin American Philosophy. Another recent faculty hire in Black Existentialism will contribute to our capacity to offer more courses that diversify the curriculum. Our plan is to offer these courses more regularly, and to seek approval for these courses to count in the University Core Curriculum for an area requirement. The Department is also exploring possibilities to offer these courses in conjunction with the Texas A&M first-year, first-generation student program (FOCUS). The demographics of the state of Texas mean that FOCUS courses predominantly serve students from underrepresented groups. The Department has some record of success of recruiting students into the major from the FOCUS courses it currently offers; expanding the kinds of courses we are able to offer in this program may increase this success.

Analysis of the Undergraduate Program suggests the need to provide our students with more high impact learning experiences. The Department’s plans to reach the goal of offering more high impact learning experiences are in early phases. First, now that the program has more flexibility in course offerings, we are in a position to teach more research intensive courses. With this, the Department is exploring the feasibility of developing a capstone course for the major. Second, we are exploring the possibility of developing new internship opportunities. We have recently begun an internship program for the Pre-Law Certificate and Society, Ethics, and the Law program that coordinates with the Brazos County judiciary. While in the early
stages, we hope this internship program may provide a prototype or model to us for expanding internship opportunities in which our students put their philosophical training into practice. Third, the Department plans to explore the possibility of implementing an Honors option in the major. Our previous curriculum did not admit of an Honors option; our new curriculum allows students the opportunity to specialize in a way that facilitates philosophical research.
V. GRADUATE PROGRAM

From the left clockwise: current graduate students Wendy Bustamante, Alex Haitos, and Ryan Manley

A. Brief Degree Program History

The Department’s Graduate Program was established when the MA program was inaugurated in Fall 1989 and produced its first graduates in Summer 1991. During the 1990s, the MA program gained a reputation as one of the strongest terminal MA programs in the US, sending graduates of the MA program to some of the top Ph.D. programs.

At the end of the 1990s, the Department began to discuss the establishment of a Ph.D. program in Philosophy. Ph.D. programs in state
universities in Texas must receive approval from the Texas Higher Education Coordinating Board. For the Board to permit a new Ph.D. program in Philosophy, the Department needed to demonstrate that the proposed Ph.D. program added something substantially new, not currently offered by existing Ph.D. programs in Philosophy in Texas. This led to the development of Philosophy’s unique Ph.D. program requiring a supplemental Master’s degree in another discipline that supports the student’s Ph.D. research in Philosophy. It was argued that this would both improve the breadth and depth of students’ research, and make them more employable in a competitive academic job market. During 2012, an additional option was added to the Ph.D. program for students with a particular interest in Early Modern Philosophy. As an alternative to studying for a supplementary Master’s, students could choose to take a track in Early Modern Philosophy (discussed in more detail below).

The Ph.D. program, with its requirement for a supplementary Master’s degree in a different discipline was approved, and accepted its first students in Fall 2002. The first students graduated in 2007; a total of 15 students have now graduated from the Ph.D. program. For information regarding students’ areas of research, please see Appendix V.1: Graduating Ph.D. Students, Philosophy 2008-2016.

B. Mission, Strategic Plans, and Goals

The Master’s degree in Philosophy was established to serve three purposes. First: to help students prepare for study in a Ph.D. program in Philosophy (especially students who lack sufficient training in philosophy to apply directly to a Ph.D. program). Second: to enable professional and advanced students from other disciplines to complement their training with systematic study of the philosophical concepts most relevant to their specialty. Third: to enable students, including those who may have come to the study of philosophy late in their careers or who are returning to academic pursuits after pursuing other interests, to continue to enjoy the personal enrichment of pursuing philosophical questions. In practice, the Philosophy MA program in recent years has focused on the first two of those purposes, placing students in graduate schools and hosting students who wish to gain an MA in Philosophy related to their profession, in particular with respect to ethical issues relating to the military.

The primary purpose of the Ph.D. program has been to focus and develop students’ philosophical interests, and to prepare them to enter a competitive academic job market. While one goal of the program is to place students in tenure-track positions in strong research institutions, as Texas A&M is a land grant university, with
outreach responsibilities, and responsibilities to the state of Texas, other forms of placement that meet these broader goals also have a place in the program.

C. Administrative Structure

The overall administrator of the graduate programs in Philosophy is the Director of Graduate Studies (DGS) appointed by the Head in consultation with the steering committee for a period of two years (renewable). The DGS is assisted by the Associate Director of Graduate Studies, who also serves as Director of the MA program and—since our program has now reached a critical mass of students graduating and pursuing employment each year—whose position description will shortly also include being Placement Officer.

The DGS acts as advisor to all the Ph.D. students, ensuring that they remain on track and complete requirements in order to graduate on time. He or she is also the liaison with the College and the Office of Graduate and Professional Studies (OGAPS), regularly attending meetings with the other department DGSs in the College. The DGS also liaises with GSIP, the graduate student philosophy society, chairs the Graduate Program Advisory Committee, and is generally responsible for all matters to do with the graduate program including recruitment and admissions, organizing mentoring and professional development workshops for graduate students and assigning teaching. The Associate DGS is primarily responsible for advising MA students, and ensuring that they complete their requirements on time.

The Graduate Program Advisory Committee (GPAC) is appointed by the Head in consultation with the Steering Committee. It consists of the DGS, the Associate DGS, and includes at least one member from each rank of the Department (that is, an Assistant, Associate, and a Full Professor). Moreover, the GPAC is comprised of faculty who represent a plurality of philosophical areas in the department. There is also a student representative present for all but reserved business (which usually concerns particular individual graduate students; the student representative is also excused from admissions decisions). The graduate student has full voting rights, except on reserved business. The GPAC makes admissions decisions, formulates and makes recommendations about significant changes in graduate policy to the Department, and deals with routine administrative decision-making about the graduate program.

Beyond the Department, the College of Liberal Arts has a committee of graduate directors that meet monthly to discuss wider College and University initiatives and policy changes. In the university as a whole, graduate student matters are managed
by OGAPS, which is responsible for all university procedures up to and including graduation, as well as some funding opportunities and other University-level graduate activities. OGAPS provides annual meetings for graduate directors, and a series of brown-bag lunches on particular topics of interest during the semester.

**D. Graduate Program and Curricula**

In Spring 2016, the faculty voted to adopt a new curriculum for the Graduate Program. Our new curriculum reflects our commitments to a pluralist program that embraces multiple philosophical methodologies and traditions. Our faculty agreed not only that an emerging professional landscape necessitated that our students at least gain familiarity with diverse methodologies and traditions in the field, but that doing so would enhance and enrich their own philosophical approaches. The curriculum thus embodies the pluralistic ethos of our department, but also allows for the proper space for specialization within each student’s area, both in the MA and the Ph.D. programs. In addition, the new curriculum, by changing requirements, was designed to help Ph.D. students’ progress through the program, facilitating graduation by the end of their sixth year.

The new curriculum divides area requirements into six groups:

1. **Logic (PHIL 641)** is required for all graduate students. There was strong support across the Department for maintaining the principle that all graduate students should take an advanced Logic course, both to develop their own reasoning and to enable them to teach college-level Logic in the future.

2. **History of Philosophy.** The Department agreed that whatever philosophical tradition students chose to work in, they should have an informed background in the History of Philosophy, and that all graduate students should be required to take a minimum of two history of philosophy courses.

    The remaining categories manifest the pluralistic commitment that all students should take classes from a variety of philosophical traditions:

3. **Analytic Philosophy/M&E.** All Ph.D. students should take a course in traditional analytic M&E, broadly construed (to include Philosophy of Mind, Language and Science).
4. Analytic Philosophy/Value Theory. All Ph.D. students should take a course in some area of analytic theoretical or applied ethics/value theory.

All Master’s students must take a class from either (3) or (4).

5. Continental Philosophy. All Ph.D. students should take a course in some area of Continental philosophy (typically 20th century continental European thought).

6. New Perspectives on the Canon or Non-European Philosophy: All Ph.D. students should take a class in non-canonical perspectives or that examines non-European philosophical traditions and authors (for instance, Critical Race Theory, Post-colonialism, Black Existentialism, Feminist Thought, and Latin American Philosophy).

All Master’s students must take a class from either (5) or (6).

Graduate courses at Texas A&M must have at least 5 students registered to meet enrollment requirements. Courses that do not meet enrollment requirements must typically be cancelled. We normally offer 5 courses a semester. Course offerings are planned in advance over two years so that each semester, the five classes taught correspond to different area requirements. Faculty members rotate in; each faculty member active in the graduate program can expect to teach once every two years, though this may fluctuate depending on leaves, etc.

A full list of graduate classes that have run in Philosophy since 2010 can be found in Appendix V.2: Graduate Course Frequency.

Many Philosophy graduate courses attract graduate students from outside the Department, both from within and beyond the College of Liberal Arts. Attracting students from outside Philosophy has the practical benefit of ensuring that courses meet enrollment requirements while also bringing diverse disciplinary perspectives to the classroom. A full table of the numbers of students taking graduate Philosophy classes from outside the Department, by stage in their graduate program, and by gender, can be found in Appendix V.3: Outside PHUM Students.

1. Master’s Program

Our Master’s program requires 30 credits in total, which includes area requirements, electives and thesis research. In practice, since students are
registered for 9 credits a semester, most complete 36 credits, and graduate either in May or (less often) August of their second year.

The MA in Philosophy has, since its inception, had two options: a thesis and a non-thesis option. The non-thesis option was created to allow students to undertake an internship. However, since our last Department review in 2008, no students have taken the non-thesis option so we will not include these details here.

Philosophy MA students are required to take 30 credits, distributed between area requirements, electives and research hours:

**MA Thesis Option, 2016 curriculum**

<table>
<thead>
<tr>
<th>Area requirements:</th>
<th>3 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logic (Phil641)</td>
<td>3 hours</td>
</tr>
<tr>
<td>History of Philosophy</td>
<td>6 hours</td>
</tr>
<tr>
<td>Analytic Philosophy</td>
<td>3 hours</td>
</tr>
<tr>
<td>Continental/New Persp.</td>
<td>3 hours</td>
</tr>
<tr>
<td>Electives</td>
<td>6 hours</td>
</tr>
<tr>
<td>Thesis (PHIL691)</td>
<td>6 hours</td>
</tr>
<tr>
<td>Total hours:</td>
<td>30</td>
</tr>
</tbody>
</table>

(In practice, as noted above, most MA students take either 2 additional electives, or 1 additional elective and 3 extra research hours for 36 hours.)

MA students are encouraged to form their thesis Advisory Committees during the spring of their first year, to enable them to work on their research during the following summer. (This is important for timely completion, as to graduate in May of the second year, MA students need to defend their thesis in March). The Advisory committee must have at least three members, and must be chaired by a member of the Philosophy Department—though one member of the appointed committee must be from a different department. The thesis is examined at an oral defense, which usually lasts about 2 hours.

2. **Ph.D. Program**

Our Ph.D. program requires 96 credit hours in total (unless a student enters with a supplementary Master’s degree in hand, when only 64 hours are required). This includes 64 hours for the Ph.D. in Philosophy, plus 30–36 credits for the supplemental MA. Students typically take courses for four years—two years in Philosophy, taken simultaneously with 2 years in their supplemental discipline. In
year five, students normally have a ‘writing’ semester in which they are free of any duties to the Department. This semester is meant for full-time dissertation writing. In year six, students are expected to complete their dissertation and to apply for jobs.

a. Curricular requirements for our Ph.D. students (from FY 2017)

For students taking the Ph.D. and a supporting Master’s

Logic: 3 hours
Area requirements:
- Two courses in the History of Philosophy 6 hours
- One course in Analytic/M&E 3 hours
- One course in Analytic/Value Theory 3 hours
- One course in Continental Philosophy 3 hours
- One course in New Persp/non-European 3 hours
Teaching Practicum: 1 hour
Electives: 15 hours
Supporting MA: 30–36 hours
Research (PHIL691): 15 hours
Additional (can be PHIL691) 8–14 hours
MA at TAMU Total 96 hours
Entry with MA Total 64 hours

For students taking the Ph.D. – Early Modern Track, the requirements are the same, but the Master’s degree is replaced with 24–27 hours of Early Modern Studies, and there are 17–20 hours of additional courses.

b. The supplementary degree and Early Modern track

Students may join our Ph.D. program with the supplementary degree in hand, usually a Master’s degree. The GPAC is in charge of deciding, when students are admitted, whether a previously completed degree will count as a supplementary Master’s. 4 of the Ph.D. students who have graduated have joined the program with a supplementary degree in hand. The remaining students have studied for supplementary Master’s degrees at Texas A&M in a variety of disciplines, most commonly in English and History, but also including Psychology, Performance Studies, Civil Engineering, Wildlife and Fisheries, and Public Administration. For a list of all the Master’s degrees taken by our graduated Ph.D. students, see Appendix V.4.: Ph.D. Placement.
In 2012, the Department developed an Early Modern Track, to be completed in lieu of a supplemental MA. This track was developed after the 2010 College initiative requiring departments to name two targeted areas of excellence that would receive increased funding; the Philosophy Department designated Early Modern as one of its areas. To recruit graduate students and facilitate study in this area, the department implemented this option. On this track, students who specialize in Early Modern philosophy conduct in-depth study of 17th and 18th century topics and figures in a variety of disciplines, and take 24 hours of approved graduate courses in several fields (Anthropology, Communication, English, Hispanic Studies, History, and Political science). Students must form an interdisciplinary committee of advisors to agree which courses will count towards the track (See Appendix V.5: Graduate Handbook for a list of current possible courses and further details on the Early Modern track) and complete a 20-page paper that incorporates aspects of the student’s Early Modern interdisciplinary studies and that, in the opinion of the interdisciplinary committee, is publishable.

c. Advanced exercises

A further feature of our Ph.D. program are Advanced Exercises. Until 2013, the Philosophy Ph.D. curriculum required Comprehensive Exams. The Department decided that Comprehensive Exams did not best suit the educational and professional aims of the program, and we instituted Advanced Exercises instead. This move was part of a broader trend toward decentralizing the program, emphasizing its pluralism and diversity of areas of strength.

Every Ph.D. student is required to complete at least 2 advanced exercises, to be determined with the Dissertation Director and committee. They may focus on broadening students’ competence in different fields of philosophy, deepening their knowledge of their own research area, or developing necessary research skills or tools. Advanced exercises may include written or oral exams, learning a language, or producing a detailed literature review of a research area. Once decided upon, a memorandum is submitted to the DGS detailing the exercises and expected date of completion.

E. Number of Degrees Awarded and Time to Degree

1. Master’s program

The Texas A&M Master’s program in Philosophy usually requires students to be full-time for 2 academic years. A couple of students with external funding from the
military, who did not work as teaching assistants, successfully completed the Master’s degree in less than 2 academic years. The average time for completing the Master’s program at Texas A&M is 2 years. We believe that this is the standard for Philosophy Master’s programs in the US, though no comparative data are available. Completion rates in the MA program are also very high. Since FY 2011, only one Master’s student who joined the program failed to complete it within two years. This compares very favorably with the duration of Master’s degrees and the completion rates across the College of Liberal Arts. (Appendix V.6: Table Full-time Master Retention Graduation Rates)

2. Ph.D. program

As noted above, the new curriculum for the Philosophy Ph.D. is set up so that students who join the program without a supplementary Master’s degree can defend their Philosophy dissertation in year 6. Most of our students are now meeting the 6-year schedule.

<table>
<thead>
<tr>
<th>Year</th>
<th>Program</th>
<th>No of Graduates</th>
<th>Time (Years) to Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2011 MA</td>
<td>9</td>
<td>2.06</td>
<td></td>
</tr>
<tr>
<td>FY 2012 MA</td>
<td>4</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>FY 2013 MA</td>
<td>6</td>
<td>1.83</td>
<td></td>
</tr>
<tr>
<td>FY 2014 MA</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>FY 2015 MA</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>FY 2016 MA</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>FY 2011 Ph.D.</td>
<td>2</td>
<td>6.25</td>
<td></td>
</tr>
<tr>
<td>FY 2012 Ph.D.</td>
<td>3</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>FY 2013 Ph.D.</td>
<td>1</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>FY 2014 Ph.D.</td>
<td>2</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>FY 2015 Ph.D.</td>
<td>1</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>FY 2016 Ph.D.</td>
<td>2</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

(Source: Data Derived from DARS)

The American Philosophical Association (APA) collects self-reported comparative statistics in terms of time to degree for Philosophy Ph.D. programs. We looked at the
data on time to degree (Ph.D.) from the 15 peer institutions in the University’s Vision 2020 plan.

Not all the peer institutions from Vision 2020 provided data to the APA. Among the 12 that did, the shortest average time to degree (over FY 2011–FY 2016) was 6.08 years at the University of Michigan and at the University of North Carolina, while the longest was 8.25 years at University of Wisconsin Madison. The mean time to degree was 7 years and the median 7.18. Texas A&M ranked in 3rd place among the institutions with a mean time to degree of 6.21 years. Full annual data for Texas A&M and peer institutions can be found in Appendix V.7: V2020 Comparative Time to Degree.

In a more general statistical analysis, the National Science Foundation’s data on time to Ph.D. degree across the Humanities found an average of 9.2 years to degree from the start of graduate school. On this comparative measure too, then, our Ph.D. students are doing well in terms of time to degree—especially given the requirement that they also complete a supplementary Master’s degree in another discipline.
F. Graduate Program Funding and Graduate Employment

The Department receives allocations for the graduate programs from different sources. The first major allocation is a budget with fringe benefits for the employment of graduate students as teaching assistants. In FY 2017, this amount was $383,617. This amount is allocated through the College on the basis of a number of factors, such as our production of Semester Credit Hours and an arrangement put in effect some years ago in conjunction with the College of Liberal Arts and the College of Engineering.

The second tranche of funding comes in two categories, for the Department to allocate on a discretionary basis.

1. Category 1 funding for graduate salary top-ups, which comes with fringe benefits. In FY 2017, this amount was $3,980.

2. Category 2 funding which is flexible and can be used for student travel, professional development, dissertation enhancement, recruitment, tuition and fees where these fall outside the block allocation in FY 2017, this amount was $27,186.

100% of students in the graduate program are full-time, and 100% are currently institutionally funded as employees for 9 months from the major tranche of funding received from the College of Liberal Arts. We currently have no self-funded or part-time students, and the few students who have been in either of these categories have all been in the Master's program. We do sometimes have other sources of funding for students from grant income, but at present all funding is through the College.

Graduate students at Texas A&M can be employed in different categories. All the students in our graduate program have the title Graduate Assistant – Teaching (GAT), Graduate Assistant – Research (GAR), or Graduate Assistant – Lecturer (GAL).

Master's students serve as GATs for their two years in the program. As GATs, they must register for 9 credits a semester, and they are contracted to work for 20 hours a week. Their stipend is currently $11,500 and includes benefits. Prior to 2011, all Master’s students serving as GATs in the University had their tuition covered by OGAPS. However, one of the university-wide budget cuts at that time ended tuition payments for Master's programs. Until FY 2017, though, tuition payments for the
Philosophy program were supported by the College of Liberal Arts, recognizing the strong placement record of our Master’s students into good Ph.D. programs. However, the College has decided that from FY 2017 it will no longer support the tuition payments of Philosophy Master’s students. This issue was debated by the GPAC and Department in Fall 2016; the options were to close the program, require Master’s students to pay their own tuition, or pay for the tuition of Master’s students ourselves. The Department agreed that we should support the tuition payments for 2 incoming Master’s students a year, though this will mean a small reallocation of the graduate budget away from Ph.D. students and towards Master’s students.

Ph.D. students serve as GATs for the first 4.5 years that they are in the program. The College pays their tuition (with funding from OGAPS) and the students receive a stipend of $14,000 and includes benefits. During their fifth year, Ph.D. students receive a writing semester when they are free of teaching commitments so that they can focus on their research. During this period they are registered as GARs. GARs must also register for 9 credits, and receive the same stipends as GATs. See Appendix V.8: CLLA Graduate Stipend Table for a comparison across the College.

In their sixth year as Ph.D. students, our graduate students must serve as GALs. The Office of Graduate and Professional Studies recently instituted a five-year rule that students may only receive tuition funding for 5 years of study, and does not fund the College for the sixth year of tuition. The department is committed to supporting tuition in year 6 due to the complex requirements of our program. But, we are unable to pay 9 credits of tuition a semester for all of our sixth year students. The university status of GAL, however, only requires students to register for 1 credit a semester, paid by the Department.

To serve as a GAL, students must have been ‘Admitted to Candidacy’—that is, they must have satisfied all university requirements, have completed all formal coursework, had their dissertation proposal approved and have passed their preliminary examination. We therefore require this of Ph.D. students coming into their sixth year. By university requirements, GALs must serve as Instructors of Record, and they teach a 2/1 load.

GAL registration would pose a problem if students required more than 2 remaining credit hours to graduate. To avoid this difficulty, we currently also provide summer teaching for Ph.D. students as Instructors of Record during the summers after the third and fourth years of their studies. In addition to streamlining the assignment of summer teaching, this allows students to be registered for 6 credit hours during summer sessions. During the summer, costs of tuition is offset by the College. Thus,
when students get to year 6, they normally only need 2 credits in total to complete their degree requirements of 96 credit hours. Students are currently paid $2,500 for teaching a summer course.

Some students—although due to changing university rules, a diminishing number—have higher stipends because they receive university-level fellowships. The Doctoral Diversity Fellowship provides 4 years of funding for domestic doctoral students, with an $18,000 stipend and $9,000 per year for tuition and fees for 3 years, in addition to $7,000 provided by the Department. Students on the Diversity Fellowship are also able to receive a reduced workload. The College also provides a Merit Fellowship program, providing higher stipends of $18,000 in years 1 and 5, while the Department funds the other years at a standard rate. However, these Fellowships are only available to students working in particular areas of philosophy that emphasize justice, equality, and democratic participation.

G. Graduate Student Teaching, Preparation for Teaching, and Teaching Mentoring

Master’s students teach for their entire career at Texas A&M; and with the exception of their writing semester in year 5, most Ph.D. students do, as well. There are a few exceptions; for instance, we have one Research position for a graduate student to serve as an assistant for 2 academic journals housed in the department, and occasionally students are funded by NSF, USDA or other grants. Teaching responsibilities are of two main kinds: working as a teaching assistant on a big course, or working as Instructor of Record, where the student is organizing and teaching an entire course themselves.

Master’s students and Ph.D. students for their first 4.5 years work as teaching assistants either on our large course in Engineering Ethics or in our large introductory Logic course (they may also switch between these courses). All TAs are assigned to spend 20 hours a week on their teaching responsibilities. TAs in Engineering Ethics attend an hour-long weekly Monday meeting and 2 lectures (75 mins. each). On Fridays, they deliver 2 110-minute recitations with their sections. The remainder of the time is spent on preparation, grading and general course administration. Logic TAs attend two 1-hour lectures a week, facilitate 3 hours of lab sections, an hour or two of office hours, and the rest of the time (about 13 hours a week) is for preparation, answering emails, and grading.

In the Ph.D. program, students’ progress to become Instructors of Record, initially by teaching lower-level summer classes at the end of their third and fourth years. In
year 6, when they are GALs, they teach 2/1 as Instructors of Record. It is current policy for them to teach at least 1 upper-division course in an area related to their expertise during year 6. This not only benefits undergraduates, but also provides sixth-year students with a further opportunity to develop their areas of expertise and to gain experience that will help them in their search for a position.

Students receive assistance and mentoring with instruction in several different ways.

1. When students first arrive at Texas A&M, they are required to take part in a university teacher training day, and also successfully pass online trainings before they are allowed to teach. In addition, students must take subject-specific teacher training. In Philosophy, this takes the form of a one-day workshop in August for new students who will be teaching Logic and Engineering Ethics. This workshop covers, among other things, managing the housekeeping aspects of a course, establishing appropriate student/teacher relationships, holding office hours and running discussion sections.
2. TAs in Logic and Engineering Ethics: The supervising professor or professors (in the case of Engineering Ethics) acts as teaching mentor or mentors for the students. The supervising professor meets regularly with the TAs (in the case of Engineering Ethics, weekly) to talk about class plans, expectations and problems. The supervising professor must observe every students’ discussion sections (a) early in the first semester they are in the classroom; (b) in the first semester they assist in a new course, and, in both cases, give the student feedback about how the session went. TAs can request further visits and comments on grading, and the supervising professor may sit in on additional sessions and look at grading.

3. Instructors of Record: Graduate students who are Instructors of Record must choose a teaching mentor from among the faculty. Mentors may change from semester to semester, or students may keep the same mentor. Teaching mentors are responsible for discussing the syllabus with the student prior to the beginning of the course, and observing them (a) early in their first semester of teaching it, and (b) at least once in each subsequent semester of teaching, and whenever a student requests it. Mentors are required to meet with the students they observe both before the observation takes place to discuss the objectives and anticipated challenges of the lesson to come, and afterwards to give feedback, including positive comments and constructive criticism. Ideally, observers should provide written feedback that, with the permission of the student, can be kept on file for use in job letters.

4. PHIL 683, Philosophical Pedagogy: This is a one- or two-unit course that is required for all Ph.D. students and is offered each year. It is designed to help students become better teachers of philosophy, both in their roles as graduate teaching assistants and in their future careers in higher education. It discusses pedagogical theories and different teaching techniques and technologies, but also allows students to share ideas about common challenges, and reflect on ethical issues in the teaching profession. Students will also prepare documents that will be helpful, not just in teaching, but also in applying for positions.

5. University teacher training opportunities: The University Center for Teaching Excellence offers many resources to help graduate students develop their teaching skills. In particular it hosts the Academy for Future Faculty, which runs a certificate program to help graduate students prepare for academic positions, including by improving their teaching skills. See http://cte.tamu.edu/Graduate-Student-Support/Academy-of-Future-Faculty
H. Graduate Recruitment and Admissions

1. Recruitment

Although the Department does not have any systematic pre-application recruitment strategy, a number of individual department members reach out to encourage student applications, especially from underrepresented groups in Philosophy. We e-mail all the McNair Scholars interested in Philosophy to encourage them to apply to the program. Members of the Department more recently have given talks at campuses of Texas universities that lack graduate programs, with the hope of meeting prospective graduate students among undergraduate students there. We have had some success in recruiting students from within Hispanic communities in Texas.

We work hard to try to recruit students to whom we have offered admission, and those high on the waitlist. The DGS keeps in regular contact with these students, informing those on the waitlist when they move up the list and answering their questions. We organize a visit day for students that involves paying their way, putting them up in a hotel, and describing and showcasing the department, as well as giving the prospective students time to meet with current graduate students.

2. Admissions

Students applying to either the Master’s or the Ph.D. program at Texas A&M are required to provide us with the following information: they must fill in the Texas Common Application form, provide a statement of purpose, three letters of recommendation, transcripts, a CV and a writing sample; they must also provide their GRE scores to the institution. Information about how to apply and where to send this material is available on our website: http://philosophy.tamu.edu/html/graduate-admissions.html

The Department GPAC is in charge of making decisions about admissions. The GPAC is given access to the student files; and other department members may be consulted about specific applicants to offer their opinion. GPAC members are asked to evaluate each applicant on a scale of 1–5; applicants are scored and an initial ‘ranked’ list is generated (this ranked list serves principally for GPAC to make a decision about which applicants to consider in full for admissions, it is not determinative). We have recently implemented a long-term admissions plan that
reflects our current and expected graduate budget. Each year we plan to admit 2 MA students, and alternate between 3 and 4 Ph.D. students.

In terms of criteria for admissions, we try diligently to take the student’s application as a whole. When evaluating the applicants, we ask the following questions of the dossier: can we place this student in six years? Is this student well prepared to do the work required to get through the program in a timely manner? We are concerned, above all, with the philosophical potential of the student, how well they can form an argument, and how they go about tackling philosophical problems. Thus, we emphasize substantive aspects of the dossier, such as the writing sample. We also take the statement of purpose very seriously: students need to be able to show why they are applying to our program, what they are interested in working on, and in the case of the Ph.D. program, what supplementary Master’s degree they plan to take. The student’s transcript and undergraduate GPA also give us an important idea of how successful they have been as an undergraduate student, usually in Philosophy. Their CV adds to this, but also provides broader evidence of their academic and non-academic accomplishments. While letters of recommendation are by definition likely to be very positive about the student, they can also explain problems in the student’s application, and help in pinpointing the student’s strengths (and sometimes weaknesses). One virtue of our committee has been a willingness to look for students who may seem under qualified to other programs. Students that may seem idiosyncratic elsewhere fit well in our dynamic environment. We also take seriously our land grant mission and service to the state of Texas with regard to what kind of Ph.D.s we will produce on the other end of the program. While we do look at GRE scores, there is widespread disagreement about the degree of correlation between GRE scores and success in graduate study, and we are concerned at studies suggesting that prioritizing GRE scores is likely to reduce graduate student diversity. So, GRE scores are therefore not used as a major part of our admissions process. (Many of our students do, nonetheless, have good GRE scores. Appendix V.9: GRE scores for first time graduate students PHUM)

The GPAC then has a day-long meeting to discuss evaluations. Our aim is to bring a cohort of students in diverse areas. As we are concerned with placement, we take pains to graduate cohorts of students who will be seeking jobs in multiple scholarly areas, rather than competing with each other. In addition, admitting students with diverse interests means that graduate advising is distributed among a wider range of faculty who are active in the graduate program. This not only allows individual faculty members to concentrate graduate mentoring efforts but also helps to advance the pluralistic ethos of the department. At the meeting applicants are divided into rough areas of research interest: Continental, Analytic M&E, Applied
Ethics, Social and Political (this captures students who are interested in Latin American and Critical Race Theory). Applicants are ranked within these areas, and when we make offers, the offers go to the top student in each area. If a student turns us down, we then make an offer to the next student in that area, rather than moving down a single ranked list. International applicants are considered in the same pool and by the same process as all other applications.

**I. Enrollment and Demographics**

In FY 17, the MA program has 4 students and the Ph.D. program 25 students. All current students are full-time and funded by the Department as GATs, GARs or GALs. (A part-time student who joined the program in FY 2014 and was self-financing has since left the program.)

<table>
<thead>
<tr>
<th>Year</th>
<th>Ph.D. FT</th>
<th>Ph.D. PT</th>
<th>MA FT</th>
<th>MA PT</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2012</td>
<td>18</td>
<td>0</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>FY 2013</td>
<td>17</td>
<td>0</td>
<td>7</td>
<td>0</td>
</tr>
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<td>FY 2015</td>
<td>23</td>
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<td>8</td>
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<tr>
<td>FY 2016</td>
<td>25</td>
<td>0</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

(Source: Data derived from DARS)

The graduate program has varied considerably in size over the past 10 years. Over time, the proportion of Ph.D. students to MA students has increased. Our new policy of admitting 2 MA students and 3 or 4 Ph.D. students a year should leave us with around 4 MA students and 21 Ph.D. students at any one time.

Our department takes its commitment to intellectual and cultural diversity seriously. This means that we not only seek to preserve and promote multiple areas of philosophical inquiry, but also admit and support students from underrepresented groups in the discipline. We have, on the whole, been successful at attracting and retaining women and students of color.

1. *Graduate students by gender*

Gender discrepancy in Philosophy graduate study is found across the discipline and shows up in the most recent NSF Doctoral Recipient by Discipline figures. In 2014, 29.2% of Philosophy Ph.D. graduates nationally were women (Doctorate recipients, by sex and subfield of study, 2014 at
https://www.nsf.gov/statistics/2016/nsf16300/data-tables.cfm). The percentages of women Ph.D. graduates from most other disciplines is significantly higher, with the exception of Physics, some areas of Engineering, and music composition. (For comparison: Sociology 63.4%; Biology/biomedical sciences 57%; Humanities aggregated 49.8%; Economics 33.4%; Physics 20.8%.)

Over the past 5 years, between 30% and 40% of our graduate program has been female. The percentage of women in our Ph.D. program has consistently been higher than the percentage in our MA program—to some degree, reflecting a striking differentiation within our applicant pool. In the past 5 years, fewer than 25% of the applications to our Master’s program have been women, and in some years it has been lower than 10%. The percentage of female applicants to our Ph.D. program has been consistently higher, and their acceptance rates into the program are higher than those of men. For instance, in 2014, 40% of the women who applied to the Ph.D. program were admitted, while only 14.3% of male applicants were admitted. However, we have had mixed success in the recruitment of applicants to whom we have offered acceptance in our Ph.D. program, often because of more competitive funding packages offered from other institutions. (For full data on our applicant pool by sex see Appendix V.10: Applied, Enrolled, Admitted MA and Ph.D. by sex.)

![Graduate students by gender](chart.png)
2. Graduate Students by Race/Ethnicity

Philosophy as a discipline is well known for low representation of persons of color at the graduate level. The most recent NSF figures show that in 2014, 3.3% of Philosophy Ph.D. graduates nationally were Hispanic; and 3% were Black or African American (TABLE 22. Doctorate recipients, by citizenship status, ethnicity, race, and subfield of study: 2014; https://www.nsf.gov/statistics/2016/nsf16300/data/tab22.pdf). The percentages of Ph.D. graduates who are persons of color from most other disciplines is not significantly higher. For comparison: Sociology 5.3%, 6.62%; Biology/biomedical sciences 4.3%, 3.2%; Humanities aggregated 3%, 5.7%; Economics 2%, 1.3%; Physics 2.9%, 1%.)

Our efforts at recruitment and retention have taken shape, at least in part, in a commitment to maintaining a decent sized cohort of students from underrepresented groups. A cohort may mitigate against feelings of isolation and tokenism that can undermine student performance and lead to attrition. We have achieved success in the recruitment of cohorts with regard both to women and to
students of color. With regard to women, we have consistently maintained a critical mass, as shown above. We have maintained decent-sized cohorts of students of color, particularly Hispanic students.

Relative to our Vision 2020 peer and aspirant institutions, we fare quite well on diversity, based on data available in the APA guide to graduate programs for this year, FY 2017 (this data goes beyond the DARS data examined above). Here, the relevant categories of underrepresented groups, as determined by the governing body of the discipline, are African/African American, Hispanic/Latin, and Women. We are in the 83rd percentile for African/African American (only Penn State has more African/African American students by percentage); 100th percentile for Hispanic, and the 50th percentile for women. (Appendix V.12: Comparison of Graduate Student Diversity)

One particular hurdle we have yet to clear is increasing the number of African American students who apply to the program. The success we have had with regard to Hispanic students has come, in part at least, from connections we have with departments in universities with large Hispanic populations. These connections have been cultivated through collegial and personal relationships. One challenge to the recruitment of African American students here is the funding structure for recruiting set up by OGAPS and the College. Money is available only to put on larger scale events here, rather than support our faculty visiting programs that would be obvious feeders for our department.

J. Graduate Program Rankings

There is no official ranking of graduate programs produced by the discipline’s professional association in North America, the American Philosophical Association. The longest standing ranking is the Philosophical Gourmet Report; other rankings have emerged in recent years, such as The Pluralist’s Guide to Philosophy. Both of these rankings are essentially reputational.

The Philosophical Gourmet Report is regarded for its emphasis on philosophy in the Anglo-American or Analytic tradition. It has two modes of ranking: an overall ranking of departments and area rankings. The Texas A&M Philosophy Department is well ranked in two specialist areas: Group 4 in Decision, Rational Choice and Game Theory, and Group 2 in Applied Ethics (only Harvard and Oxford are in Group 1).

K. Graduate Professional Development and Awards, Presentations and Publications

Most of our graduate students are aiming either to join strong Ph.D. programs or to get academic jobs. There are a number of ways in which we assist our students in preparing for these challenges.

1. Professional Development Workshops

In the last couple of years we have established professional development workshops to help graduate students in a variety of ways: in applying for Ph.D. programs, in preparing for the job market, in job interviews, in publishing and conferencing, in writing an MA thesis, and in using technology efficiently. These workshops are spread across the academic year, organized by the GPAC but led by different faculty members.

2. Nominations for Awards

Receiving awards can have multiple benefits for graduate students. Some awards are important just as income boosts. They can also provide access to resources, such as archives, that students could not otherwise access. They can also give students opportunities to practice research presentations to mixed audiences, both of which are important opportunities for academic enhancement. Awards also strengthen students’ CVs for the job market. Our students have been very successful in winning awards both for teaching and for research. These include highly competitive university-wide awards such as University Dissertation Fellowships and Association of Former Students awards (of which only a couple are awarded across the entire university each year). (Appendix V.13: Ph.D. Student Awards)

3. Presentations

We encourage all our students to present their research at appropriate venues, whether these are small specialist workshops in their area or at large conferences.
such as the annual APA regional meetings. To facilitate this, we guarantee them $500 travel money for a research presentation at an approved domestic conference or workshop, and $750 for international travel to an approved conference (in the past few years we have been able to reimburse them more, covering the full amount of their trips in a second round of reimbursements at the end of the fiscal year). Many of the students, especially as they get nearer to graduation, take advantage of this funding. There is also travel funding available from other sources in the University, including OGAPS, for which students can apply, which can top up what we are able to fund. The range and number of student presentations, both domestic and international, from our Ph.D. students can be seen in Appendix V.14: Ph.D. Student Presentations. By the time our Ph.D. students graduate, we expect those who are aiming for an academic career to have given multiple external presentations at venues ranging from small specialist workshops to large conferences. We recently built making a conference or workshop presentation into our graduate learning outcomes for our Ph.D. program assessment (see below).

4. Publications

We encourage students in the later stages of their Ph.D. to begin to publish papers in their research areas. Many of our Ph.D. students, by the time they graduate, have published one or more papers in a refereed journal or as a book chapter, but not all of our students have succeeded in this goal. We are trying to encourage them to do this, and have included a publication in a refereed journal or book chapter in our updated graduate learning outcomes (see below). (Appendix V.15: Ph.D. student publications)

I. Academic Enhancements

1. Graduate Students in Philosophy (GSiP)

Graduate Students in Philosophy (GSiP) was founded by and for graduate students in 2013. Its primary aims are to contribute to the growth of the Philosophy Department and foster a system of support for the graduate student body. GSiP organizes peer mentoring for incoming students. It selects graduate student representatives for department committees. It carries out activities aimed to promote and advance the interests of graduate philosophy students including sponsoring and hosting workshops and speakers, and representing students on issues of concern to them. For example, it was input from GSiP that led the Department to shift from having comprehensive exams to its current system of Advanced Exercises. All philosophy graduate students are members of GSiP, and...
remain so until they graduate. GSiP elects its own officers, holds its own meetings and runs its own listserv.

2. Graduate student opportunities beyond the Department

Graduate students in Philosophy have a number of opportunities outside the department from which they are encouraged to benefit.

a. Melbern G. Glasscock Center for Humanities Research

This Center has been an important source of both academic support and funding for our graduate students. The Center says of itself that it "awards residential fellowships, research fellowships, course development grants, funding for working groups, publication support, and research matching awards for independent and cross-disciplinary research in the humanities. Fellows and grant recipients are integral to the Center’s on-going programs and activities through their participation in bi-weekly coffees, faculty and graduate colloquia, working groups, and seminar series" (http://glasscock.tamu.edu/about-us/).

Our students have benefited from many of the opportunities the Center offers, in particular from competitively awarded funding. Philosophy students have succeeded in winning the Glasscock Graduate Research Fellowships, the Graduate Research Matching Grant, the Cushing-Glasscock Graduate Award and the Brown-Kruse Fellowships.

b. Graduate Certificates

A second opportunity that a number of our graduate students have taken advantage of is to complete a graduate certificate, which is noted on the student’s transcript. The College of Liberal Arts offers a number of graduate certificates, including in Africana Studies, Film and Media Studies, and Women’s and Gender Studies, and a cross-College certificate in Digital Humanities. A number of our Ph.D. students have completed 1 of these certificates, and several have completed 2. These certificates can both enrich students’ research and also increase their attractiveness on the job market.

c. Library

Although, of course, all Ph.D. granting institutions have libraries, the libraries at Texas A&M are outstandingly strong, both in terms of their existing collections (both
paper and electronic) and their willingness to acquire resources if requested by graduate students. The ability to access rare and expensive texts quickly has been a real benefit to our students. The available library resources are exceptional.

**M. Ph.D. Program Placement**

As noted in our last self-study in 2008, our MA program has been effective at placing MA students in strong Philosophy Ph.D. programs. That has continued since 2008, with students placed at institutions such as UNC-Chapel Hill and Notre Dame. (Appendix V.16: MA Placement Table) Most MA students in the past 5 years have succeeded in getting into one of their strongly preferred programs. These have not always been those programs most highly ranked in customary terms. Some students have very specific goals they wanted to pursue at particular institutions; others turned down offers from more prestigious institutions to take better financial packages elsewhere. Several MA students decided not to pursue Philosophy further but to attend professional schools in Law or Counseling Psychology (including at high-ranked programs such as University of Michigan Law School). This diversity of outcomes is to be expected. But the students who wanted to pursue more traditional paths into Philosophy Ph.D. programs have been successful in doing so.

Since the inception of our Ph.D. program, 15 students have graduated. Of those, all are currently in academic or academic-related positions. 6 are in tenured or tenure-track positions; 8 are in lecturer or visiting assistant professor positions, and 1 is a Fellow at a public policy research think-tank in DC. (Appendix V.4: Ph.D. Placement) Around half have remained in Texas. None of those who are in tenured or tenure-track positions are in R1 institutions. We achieved probably our strongest placement in FY 2016, when one of our graduating students, Jennifer Gaffney, took a highly-competitive tenure-track assistant professor position at Gettysburg College (a highly-ranked selective liberal arts college). However, most of our more recent graduate students are working in non-tenure-track teaching positions in Texas universities (some have rolling contracts; others do not). Obviously, placement is a significant concern for the Ph.D. program; we will discuss it further in the analysis section below.

**N. Academic Assessment**

Since our last review in 2008, Texas A&M has instituted a formal system for assessing its academic programs in terms of learning outcomes. We introduced these both to our MA and Ph.D. programs, and each year evaluated whether we had met expectations, exceeded expectations or failed to meet expectations.
1. MA program

The learning outcomes here were as follows:

(a) MA students should be able to produce an article length paper on a philosophical topic. This was assessed by a faculty committee that scored the papers of Master’s students.

(b) MA students should be able to become effective leaders of discussion or lab sessions in philosophy courses in a variety of named respects. This was assessed by faculty observations in the classroom.

(c) MA students should be placed in doctoral or professional programs of their choice. This was assessed by the DGS through feedback from MA students and follow-up on Ph.D. placement.

These learning outcomes have been generally, but not always, met and sometimes exceeded by our MA students. One improvement to our program did result from the more systematic observation of teaching prompted by these learning outcomes (for the Ph.D. program as well, see below). We developed a more thoroughgoing teaching mentorship system, as discussed earlier in this document.

2. Ph.D. program

The learning outcomes were as follows:

(a) Graduating Ph.D. students must have written an article length paper meeting professional standards for submission to a conference or a refereed journal. This was assessed as “suitable for submission” or otherwise by a faculty panel.

(b) Graduating Ph.D. students must actually have submitted a paper, perhaps the one indicated in (a) above, for an academic conference or refereed journal. This was checked by the DGS.

(c) Graduating Ph.D. students should be effective teachers and leaders of classes, with respect to a number of criteria. This was assessed by faculty observation of teaching.
(d) Graduating Ph.D. students should make a research presentation to the Department Colloquium.

While the Ph.D. program used these learning outcomes for some years, recent reviews of the assessment process have led to modifications. The mentoring program indicated in (c) has been retained but modified to include a more thoroughgoing mentoring system for student teachers. With respect to (a) and (b) however, by FY 2016 it became clear that many of our Ph.D. students were exceeding expectations on these criteria, and a number were not only submitting papers to journals and conferences, but actually having them accepted – clearly an improvement in the program. This led us to decide to tighten the learning outcomes, so that students should actually have made a conference presentation of their research and should actually have had a paper published before they graduate. We have decided to rethink (d) in order to make another improvement to the program: graduating Ph.D. students should present their research to the department in the form of a mock job talk. We are currently organizing these talks for Ph.D. students graduating in FY 2017.

O. Analysis

1. Strengths of the Graduate Program

a. The MA program

We consider the presence of the MA program—one of the few fully funded in the country—to be a strength of the department, as our recent vote to continue the program by paying tuition for MA students suggests. The MA program has historically played a number of roles that exceed its presence in the profession as cultivating and preparing talented students for further graduate study. The program has served students from the military who wish to study for an MA focusing on ethics before taking up teaching positions at military colleges. The MA also fulfills the land grant mission of the University. Recent graduate students have pursued careers in the state of Texas that put their philosophical training into practice in various ways: one is an artist and curator in Austin, one works for Teach for America in Dallas.

b. The supplementary Master’s in the Ph.D. program

The most distinctive feature of our program, the requirement to pursue a supplemental MA, produces scholars with innovative and original research
programs. The cross disciplinary research allows students to make novel interventions into philosophical discourse. In addition, the supplementary Master’s means that students are genuinely conversant with different academic disciplines, an advantage in the modern university context.

c. Student productivity

The majority of our Ph.D. students are highly productive and successful as students in terms of presentations, publications and awards, as this report has shown. We are fortunate to have resources such as travel funding, the Glasscock Center in the Humanities, and a very strong library service, to be able to encourage this student success and productivity.

d. Progress through the program

Compared to other graduate programs in the College, and to other Philosophy programs across the country, our Ph.D. program has a low attrition rate, a high graduation rate and, as this report shows, very good time to degree at just over 6 years, despite the significant academic work associated with the supplementary Master’s.

e. Diversification of the student body and pluralism in philosophical interests

As this report shows, we have had good success in diversifying the student body, especially the Ph.D. program, in terms of groups traditionally underrepresented in Philosophy. Students also have a very diverse range of philosophical interests in traditional areas of analytic philosophy, applied ethics, continental philosophy, pragmatism, Africana philosophy and Latin American philosophy. This diversity and pluralism is a strength of the program. However, as with many of the other strengths here, this diversity also poses challenges.

2. Challenges and Opportunities

The graduate program has recently undergone some significant changes, as this document points out, and these need some time to settle. These changes are:

- Revised graduate curriculum to allow students to engage with diverse philosophical traditions and to assist in time to degree.
- Implementation of a teaching mentoring program as part of professional development.
- Institution of professional development workshops.
- Decision to keep on MA program with Department funding student tuition.

We do not yet have any students who have progressed through the revised curriculum, so we are not yet sure what the implications of this will be. The teaching mentoring program is still in initial stages of implementation; and we do not yet know whether professional development workshops will significantly assist students on the job market. The decision to keep the MA program by funding tuition has only just been made, and will not be implemented financially until FY 2018. Accordingly, a significant portion of efforts to develop of the Ph.D. program in upcoming years will concern changes we have recently made, especially changes to the curriculum and mentoring program. However, the graduate program faces some fairly significant challenges in other areas.

a. Funding

One of the most significant challenges we face concerns funding. This challenge has been exacerbated by taking on funding MA tuition for 4 students annually (2 new students in each year), which amounts to about $16,500. With a fixed budget from the College, we are constrained in the total number of students we can admit, and bound to low stipends for those we actually do admit. As we note in this document, our graduate program is very small (on APA statistics, we are one of the smallest program in the US in terms of numbers of Ph.D. students graduating). We are likely at the limit for how small of program we can be and still be successful:

1. The Texas Higher Education Coordinating Board requires both MA and Ph.D. programs to graduate at least two students a year to avoid being designated “low-producing” and at risk of being closed. Our plan to admit cohorts of 2 MA and 3 or 4 Ph.D. students a year in future years should hit the mark, but remains close to the bar we need to clear.

2. Graduate courses need to meet minimum enrollment requirements of at least 5 students. The diversity of the program necessitates that we need to offer—at a minimum—four classes in different areas each semester. While some non-PHUM students do take our courses, this is not a reliable source of students. Because of our supplementary Master’s requirement, our own Ph.D.
students spend only 2 years taking Philosophy courses. One advantage of retaining the Master's program is that Master's students take coursework for the length of their enrollment.

However, an inability to bring in fewer students also means an inability to increase the stipends of the students we have, since with a fixed budget the only way of doing so would be by distributing the same sum between fewer students. Yet our low stipend (though, as noted above, not out of line with the College) poses financial challenges to some students and poses an obstacle to the competitiveness of the program for the recruitment of students.

The Department believes that the graduate program would benefit from a modest increase to base funding that would provide us enough support to increase the number of graduate students by 1–3 students. This would help us to ensure adequate graduation rates, diverse cohorts, and graduate course enrollment without detriment to metrics such as placement, time to degree, or retention rates.

b. Supplementary Master’s

As this report indicates, the supplementary Master's degree is a strength for our program. But it also poses challenges. One challenge is that there are some students for whom no obvious supplementary Master’s exists, for example, those working in areas in the Analytic traditions of metaphysics and epistemology. There are several reasons for this. One is that as the university cuts support for tuition for all Master’s programs, the number of Master’s programs offered across the University diminished. Another reason is that many Master’s programs in the University and in the College—such as Psychology and Political Science—have been tightening their admissions criteria, so that our students (trained for Philosophy) lack the relevant prerequisites for entry. As a result, some of our students complete the Master's degree in Higher Education Administration. While this may be broadly useful for their professional careers, it sometimes diverges from the original intention of the supplementary MA requirement and does not directly support their research areas in philosophy.

The Philosophy Ph.D. program was permitted by the Higher Education Coordinating Board on the basis that, because of this feature, it offered a unique program, unlike any existing public Ph.D. program in Texas. Because this was the basis for re-establishing the program, it is very unlikely that it would be useful to revisit its overall place in the program. One possible plan going forward might be to increase the number of tracks we offer—using the Early Modern track as a model. That
would allow students to study a significant body of interdisciplinary work relevant to their research areas.

c. Maintaining and managing diversity and pluralism

While, as noted above, the diversity and pluralism of our graduate program is a strength, we still face challenges, both in ensuring that we maintain the diversity of the program in terms of incoming students, and that we succeed in cultivating pluralistic sensibilities about the wide variety of traditions and methodological commitments within the profession in general and the department in particular.

In terms of maintaining a diverse student population, one opportunity available to us is to build relationships with other Texan universities that lack graduate programs in Philosophy, or that lack Ph.D. programs, at least—such as Texas State, UT- Rio Grande Valley, Sam Houston State and Stephen F. Austin. Many of these Texan institutions have highly diverse undergraduate and Master’s student populations. Visits of our faculty and graduate students from our Department for talks, workshops and other events can help in increasing the diversity of applications to our graduate program. As we mention above, increased recruitment funding from OGAPS or elsewhere would be helpful to enable us to continue to target these departments by faculty visits.

While having students working across many different philosophical traditions and methodologies enriches our program, it can also cause strains and tensions, as graduate students attempt to work out conflicting methodological commitments. Trying to develop an atmosphere of mutual respect and inclusiveness, then, is particularly important in a pluralistic department. Our unique environment may present an opportunity to offer a new model of professional development workshops that emphasize the broader disciplinary commitments to pluralism.

d. Placement

While we are happy with our placement of MA students into Ph.D. programs, we, like most other Philosophy departments with a Ph.D. program, find that the placement of our Ph.D. students poses significant challenges. Ph.D. placement has met with moderate success in that all of our graduates have academic positions. There are a number of cases where, for family reasons, students have not made very wide-ranging searches, preferring to stay in Texas in non-tenure-track positions rather than going on the open market. And—especially in view of the University’s land-grant, outreach mission—having our graduated students employed in Texan
universities has some good outcomes. But we would obviously like to secure more stable permanent positions, with research opportunities and lower teaching loads, for those graduates who seek them. As this report indicates, we have been working on preparing our students better for the job market in terms of publications, presentations, awards, teaching preparation, and professional development workshops.
A. Core Faculty (Tenured and tenure-track faculty)

1. Number of Core Faculty

As of the Fall of 2016, the Department includes 22 core faculty, defined as full-time, tenured and tenure-track faculty. Of these, 13 are at the rank of full Professor, 7 at the rank of Associate Professor, and 2 at the rank of Assistant Professor. In this, one Associate Professor is currently in the process of review for promotion to full Professor.
2. Core Faculty to Student Ratio

Texas A&M University represents faculty to student ratios in terms of a calculation of what is referred to as “full-time equivalency.” According to Texas A&M Research Services (DARS) in the Fall of 2015, the ratio of core faculty to undergraduate students was 1:26.4 (1:39.6 for lower-division course, 1:19.2 for upper-division courses); the ratio of core faculty to M.A. students was 1:5.6, the ratio of core faculty to Ph.D. students was 1:3.4; and the overall ratio was 1:17.2.

3. Core Faculty Publications (Most Recent Five Years)

Core faculty publication data is available from a number of sources. Core faculty publication data gathered in conjunction with the Department’s annual performance review process is used here. (Appendix VI.1: Publication and Presentation Spreadsheet) This information is gathered from annual reports provided by each faculty member and is organized into types of publications that are typical of research in the discipline: books (authored), books (edited), journal articles, book chapters, and other publications (such as encyclopedia entries, scholarly notes, etc.). (Appendix VI.2: Publication and Presentation Spreadsheet; Appendix VI.2: Faculty Annual Report Template)

<table>
<thead>
<tr>
<th>Core Faculty Publications 2011–15</th>
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</thead>
<tbody>
<tr>
<td>Publication type</td>
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<tr>
<td>Books (authored)</td>
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<tr>
<td>Books (edited)</td>
</tr>
<tr>
<td>Articles</td>
</tr>
<tr>
<td>Book chapters</td>
</tr>
<tr>
<td>Other publications</td>
</tr>
</tbody>
</table>

(Source: Department internal document)

4. Core Faculty External Grants (Most Recent Five Years)

Core faculty external grant data is available from a number of sources. Core faculty grant data is collected from the Texas A&M Maestro research support and administration system. Per Maestro, external grants from the same reporting period (CY 2011–2015) are:
### Core Faculty External Grants 2011–15

<table>
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<tr>
<th>Cal. Yr.</th>
<th>Award Start Date</th>
<th>Award End Date</th>
<th>Project Title</th>
<th>Sponsor Name</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>9/1/10</td>
<td>7/1/11</td>
<td>Princeton UNIV. Laurance S. Rockefeller</td>
<td>Princeton University</td>
<td>$40,000.00</td>
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<td>2011</td>
<td>9/1/10</td>
<td>7/1/11</td>
<td>Development of An Integrated Curriculum</td>
<td>Ohio State University</td>
<td>$33,831.00</td>
</tr>
<tr>
<td>2011</td>
<td>9/1/11</td>
<td>5/31/12</td>
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<tr>
<td>2011</td>
<td>6/1/11</td>
<td>5/31/13</td>
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<td>National Science Foundation</td>
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<tr>
<td>2011</td>
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<td>Collaborative Research: Genomics &amp; Development of An Integrated</td>
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<td>2013</td>
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(Source: Texas A&M Maestro research support and administration system)

#### 5. Core Faculty Teaching Load

The characteristic core faculty teaching load is 2:2 (i.e., 2 courses in the Fall semester and 2 courses in the Spring Semester). Each semester, core faculty typically teach 1 lower-division undergraduate course and either 1 upper-division undergraduate course or 1 graduate course. Faculty who teach in the graduate program typically teach 1 graduate course about every two years. In addition, faculty are expected to engage in some graduate advising, undergraduate advising, and directed studies or research with graduate and undergraduate students. Core faculty in leadership roles within the department receive a reduction in teaching load in conjunction with the assignment of their administrative duties. The Head’s teaching load is reduced by 3 courses a year; the teaching loads of the Associate Head, the Director of Graduate Studies, the Associate Director of Graduate Studies, and the Director of Undergraduate Studies are each reduced by 1 course per year.

Core faculty teaching load, or, “loading” as it is sometimes referred to in Texas A&M internal documents, is further measured by the ratios of core (tenured and tenure-track) faculty full-time equivalency to the number of “Semester Credit Hours” (SCHs), “Weighted Semester Credit Hours” (WSCHs), and “Classroom Teaching Credits” (CTCs). The weighting of WSCHs is determined in accord with a number of variables used by the State of Texas to fund higher education. For example, one
variable is whether a course is an upper- or lower-division course. The Office of the Provost provides data from DARS each year in conjunction with departmental assessment. This data provides the basis for comparison among the university, college, and department. For the most recent annual reporting cycle, 2014–15 academic year, the loading data provided by the Office of the Provost is:

<table>
<thead>
<tr>
<th></th>
<th>Core (T-TT) Faculty SCH / Core (T-TT) Faculty FTE</th>
<th>Core (T-TT) Faculty WSCH / Core (T-TT) Faculty FTE</th>
<th>Core (T-TT) Faculty CTC / Core (T-TT) Faculty FTE</th>
<th>Master’s Student / Core (T-TT) Faculty FTE</th>
<th>Doctoral student / Core (T-TT) Faculty FTE</th>
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<td>587</td>
<td>16</td>
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</table>

(Source: Office of the Provost 2015 Scorecard for Department of Philosophy)

**B. Faculty Other Than Core (i.e., other than tenured and tenure-track)**

**1. Number of Faculty Other Than Core**

As of the Fall of 2016, the Department includes 4 faculty members, who are not core faculty. These members of the faculty have different titles and contracts. 1, Glenn Miller, has the title of Instructional Assistant Professor. Dr. Miller became a member of the faculty in 2014 as with the title of Instructor. His contract has been renewed on different occasions and, prior to this year, his title was changed to Instructional Assistant Professor. His current contract extends through May 31, 2017. 2, David Blanks and Merritt Rehn-DeBraal, have the title of Lecturer; both have been hired to provide replacement teaching for 2016–17. Tom Ellis holds a position, which is not fixed-term, and his efforts are split between Lecturer (50%) and the administrative staff role of Manager (50%).

**2. Other Than Core Faculty to Student Ratio**

Data provided by the Office of the Provost and DARS information about Other than Core Faculty to Student Ratios were not disambiguated for this report. There is information about class enrollments for Glen Miller and Tom Ellis for the reporting
period of 2014–15. Information for this reporting period is not available for David Blanks and Merrit Rehn-DeBraal, as they have joined the faculty in 2016–17. Glen Miller’s teaching assignment is to contribute instruction to a large, multi-instructor and multi-section course, PHIL/ENGR 482: Ethics and Engineering. This report estimates that he teaches the equivalent of approximately 400 students per year at the level of 3-credit hours each. In 2014–15, Ellis taught 459 students at the level of 3-credit hours each.

3. Other Than Core Faculty Publications

Core faculty publication data is available from a number of sources. Core faculty publication data gathered in conjunction with the Department’s annual performance review process is used here. (Appendix VI.1: Publication and Presentation Spreadsheet) This information is gathered from annual reports provided by each faculty member and is organized into types of publications that are typical of research in the discipline: books (authored), books (edited), journal articles, book chapters, and other publications (such as encyclopedia entries, scholarly notes, etc.). ((Appendix VI.2: Publication and Presentation Spreadsheet)

<table>
<thead>
<tr>
<th>Publication Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books (authored)</td>
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<tr>
<td>Books (edited)</td>
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</tr>
<tr>
<td>Book chapters</td>
<td>0</td>
</tr>
<tr>
<td>Other publications</td>
<td>0</td>
</tr>
</tbody>
</table>

(Source: Department internal document)

4. Other Than Core Faculty External Grants

Other than core faculty external grant data is available from a number of sources. Other than core faculty grant data is collected from the Texas A&M Maestro research support and administration system here. Per Maestro, other than core faculty did not earn external grants in CY 2011–2015.
5. Other Than Core Faculty Teaching Loads

The teaching loads and other duties of other than core faculty are specified by respective contracts. The teaching load of Instructional Assistant Professor Glen Miller is 3:3 and is tailored to PHIL 482: Ethics and Engineering, a large course that is delivered by the Department and the College of Engineering to undergraduate majors in the College of Engineering. The teaching load for both Instructors David Blanks and Merritt Rehn-Debraal is 4:4. The teaching load for Instructor (50%) Tom Ellis is 2:2.

C. Faculty Diversity

Of core faculty, 82% are men (18) and 18% are women (4); 3 of these women are at the rank of full Professor and 1 at the rank of Associate Professor. 78% are white (17) and 22% are of other racial or ethnic backgrounds (5); 9% are African American (2, both men), 9% are Hispanic/Latino (2, both men), 5% are South Asian (1 man). Of the 4 other than core faculty, 75% (3) are men and 25% (1) are women. 100% are white.

Of the total 26 core and other than core faculty, 81% are men (21) and 19% are women (5). 85% are white (22) and 19% are of other racial or ethnic backgrounds (5); 8% are African American (2, both men), 8% are Hispanic/Latino (2, both men), and 4% are South Asian (1 man).

D. Faculty Qualifications

All core faculty are generally expected to hold a doctorate in the discipline of Philosophy. All other than core faculty are generally expected to hold a graduate degree in Philosophy or a closely related field.

E. Analysis

Faculty performance in teaching, research, and service may be examined in reference to university procedures for the evaluation of departments and programs, as well as in reference to reputational analyses within the discipline, academic data services such as Academic Analytics, and other sources.

Important metrics for the evaluation of faculty performance in teaching may be discerned from university-level evaluations of departments and programs that coalesce in the Texas A&M Office of the Provost’s “Scorecard” initiative. With this
initiative, all departments and units receive evaluations of teaching, research, and service in accord with common metrics and sources of data and information. (Appendix VI.3: Provost Scorecard)

1. Teaching

The 2015 Department of Philosophy Scorecard and other sources suggest a number of strengths in teaching performance. In particular, the most recent departmental scorecard and related data from DARS for both our undergraduate and graduate programs suggest strong time-to-degree along a number of metrics. This strength is discussed more in sections on the undergraduate and graduate programs. While not a primary indicator of teaching effectiveness, it should be observed that departmental faculty teaching evaluation numerical scores from students are consistently high, suggesting a high level of satisfaction from students who take courses within the department.

Our Department’s 2015 Scorecard also suggests challenges. Scorecards include progressive evaluations by Department Heads or Program Directors, the Dean of the College to which the academic unit belongs, and the Provost; these evaluations are made in reference to a synopsis of data provided by the university and supplemented by Departments or Programs. For the most recent Scorecards (2015), both the Provost and the Dean of the College of Liberal Arts used classifications of “negative,” “neutral,” or “positive”; both also included comments.

The 2015 Scorecard for the Department of Philosophy included progressive evaluations of faculty teaching performance by the Provost and the Dean that aligned in an overall negative assessment:

<table>
<thead>
<tr>
<th>Department of Philosophy 2015 Scorecard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
</tr>
<tr>
<td>Loading</td>
</tr>
<tr>
<td>Provost</td>
</tr>
<tr>
<td>Dean of the College of the Liberal Arts</td>
</tr>
</tbody>
</table>

(Source: 2015 Department of Philosophy Scorecard)
The Provost's and Dean's comments suggest that this negative evaluation coalesces, in significant part, around concerns about (1) loading, or ratios of faculty FTEs to SCHs and WSCs, (2) high-impact experiences, (3) some aspects of assessment, and (4) women and underrepresented minorities.

1. **Loading.** Although the Provost indicates that “load is ok,” the Dean observes that loading “lags college in every...measure except for CTC/FTE.” As indicated above in “IV. Undergraduate Program,” these evaluations reflect departmental discussions about faculty teaching performance and, with this, concerns to improve FTE to SCH and WSCH ratios. The Department faces obstacles to the improvement of FTE to SCH and WSCH ratios in classroom allocations and the availability of Graduate Assistants, Teaching (GATs). As also indicated above, the Department has developed strategic plans to improve FTE to SCH and WSCH ratios by increments through the development and implementation of a small number of large, lower-level courses that we anticipate will attract significant enrollment.

2. **High-impact experiences.** The Provost suggests that the Department needs “a bit more high impact.” This aligns with observations made by the Dean in the different context of her 2015 Annual Review of the Department. As indicated above in “IV. Undergraduate Program,” these observations reflect departmental discussions about faculty teaching performance in providing students with high-impact experiences. In view of Provost’s and Dean’s evaluations, strategic efforts to improve high-impact experiences are in process.

3. **Some Aspects of Assessment.** Although the Department has reached its goals for a majority of aspects of assessment of teaching, the Dean observes that some areas of assessment “need improvement.” As indicated above in “IV. Undergraduate Program,” these observations reflect departmental discussions and have begun to be addressed by ongoing improvements in assessment processes. These improvements are discussed in discussions of the undergraduate and graduate programs.

4. **Women and underrepresented minorities.** The Provost notes that “Hispanic enrollment” is “good” but that the department needs “to work on other areas of diversity.” As indicated above in “IV. Undergraduate Program,” the Provost’s observation reflects departmental discussions. These discussions have recently led to significant changes to the curriculum designed to make the major more welcoming to students from all groups.
The analysis of these challenge and departmental initiatives to improve faculty performance in these areas are examined in section of the undergraduate program.

2. Research

Faculty performance in research may be not only treated in reference to the Department’s recent Scorecard evaluations but also supplemented by data from Academic Analytics, reputational surveys within the discipline, and other considerations.

The 2015 Scorecard for the Department of Philosophy suggests a number of strengths in faculty performance in research. The Scorecard included progressive evaluations of faculty research performance by the Provost and the Dean that aligned in an overall positive assessment:

<table>
<thead>
<tr>
<th>Department of Philosophy 2015 Scorecard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research</strong></td>
</tr>
<tr>
<td><strong>Productive</strong></td>
</tr>
<tr>
<td><strong>Impact</strong></td>
</tr>
<tr>
<td>Provost</td>
</tr>
<tr>
<td>Very positive</td>
</tr>
<tr>
<td>Positive</td>
</tr>
<tr>
<td>Dean of the College of the Liberal Arts</td>
</tr>
<tr>
<td>Positive</td>
</tr>
<tr>
<td>Neutral</td>
</tr>
</tbody>
</table>

(Source: 2015 Department of Philosophy Scorecard)

Both the Provost and the Dean further comment that departmental faculty performance in research is strong. The Provost comments that “output in research” is “good in volume—but need to strengthen impact evidence.” The Dean observes that the Department has a “strong overall profile per AA” and notes the preponderance of faculty in upper quintiles of faculty research performance within the discipline.

The strength of faculty research performance is also suggested by examination of data available through Academic Analytics. Texas A&M University has partnered with Academic Analytics to provide data regarding and analytical tools to aid in the evaluation of Texas A&M faculty research performance. Although Academic Analytics services can be scrutinized for deficiencies, it is used here to provide
comparative analyses of a number of metrics of faculty research performance between (1) our Department and all Departments of Philosophy covered by Academic Analytics and (2) our Department and Departments of Philosophy at Peer Institutions identified by the Texas A&M “Vision 2020” strategic plan. Academic Analytics’ comparative analyses are based on the following data coverage periods:

<table>
<thead>
<tr>
<th>Academic Analytics Data Coverage Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty:</td>
</tr>
<tr>
<td>Academic Year 2015–16</td>
</tr>
<tr>
<td>Journal Articles:</td>
</tr>
<tr>
<td>2012–15</td>
</tr>
<tr>
<td>Citations:</td>
</tr>
<tr>
<td>2011–15</td>
</tr>
<tr>
<td>Conference Proceedings:</td>
</tr>
<tr>
<td>2012–15</td>
</tr>
<tr>
<td>Books:</td>
</tr>
<tr>
<td>2006–15</td>
</tr>
<tr>
<td>Grants:</td>
</tr>
<tr>
<td>2011–15</td>
</tr>
<tr>
<td>Awards:</td>
</tr>
<tr>
<td>No Limit</td>
</tr>
</tbody>
</table>

(Source: Academic Analytics)

a. Comparative Analyses to all Departments

Comparative analyses of a number of metrics of faculty research performance between our Department and all other Departments of Philosophy (217 Departments covered by Academic Analytics) suggests our overall strength. As an average of all metrics, our Department ranks 43 of 217, or, in the 80th percentile of all departments covered. The Department ranks above the 90th percentile for core metrics of faculty with a book, faculty with an article, total articles, and faculty with a citation:
**Faculty Research Strengths and Weaknesses Compared to 217 Departments of Philosophy**

<table>
<thead>
<tr>
<th>Description</th>
<th>Rank</th>
<th>Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Faculty Members Who Have Published a Book</td>
<td>13</td>
<td>94.5%</td>
</tr>
<tr>
<td>Number of Faculty With an Article</td>
<td>16</td>
<td>93.1%</td>
</tr>
<tr>
<td>Total Articles</td>
<td>18</td>
<td>92.2%</td>
</tr>
<tr>
<td>Number of Faculty Members With a Citation</td>
<td>20</td>
<td>91.3%</td>
</tr>
<tr>
<td>Number of Faculty</td>
<td>25</td>
<td>89.0%</td>
</tr>
<tr>
<td>Percentage of Faculty With a Book Publication</td>
<td>29</td>
<td>87.2%</td>
</tr>
<tr>
<td>Articles per Faculty Member</td>
<td>32</td>
<td>85.8%</td>
</tr>
<tr>
<td>Total Citations</td>
<td>34</td>
<td>84.9%</td>
</tr>
<tr>
<td>Articles per Author</td>
<td>37</td>
<td>83.5%</td>
</tr>
<tr>
<td>Total Number of Books</td>
<td>37</td>
<td>83.5%</td>
</tr>
<tr>
<td>Total Awards</td>
<td>39</td>
<td>82.6%</td>
</tr>
<tr>
<td>Number of Faculty Members With an Award</td>
<td>40</td>
<td>82.1%</td>
</tr>
<tr>
<td>Percentage of Faculty With an Article</td>
<td>49</td>
<td>78.0%</td>
</tr>
<tr>
<td>Percentage of Faculty With a Citation</td>
<td>54</td>
<td>75.7%</td>
</tr>
<tr>
<td>Citations per Faculty Member</td>
<td>54</td>
<td>75.7%</td>
</tr>
<tr>
<td>Awards per Faculty Member</td>
<td>55</td>
<td>75.2%</td>
</tr>
<tr>
<td>Book Publications per Faculty</td>
<td>65</td>
<td>70.6%</td>
</tr>
<tr>
<td>Percentage of Faculty With an Award</td>
<td>66</td>
<td>70.2%</td>
</tr>
<tr>
<td>Percentage of Authors With a Citation</td>
<td>89</td>
<td>59.6%</td>
</tr>
<tr>
<td>Citations per Publication</td>
<td>89</td>
<td>59.6%</td>
</tr>
<tr>
<td>Average of all metrics</td>
<td>43</td>
<td>80.7%</td>
</tr>
</tbody>
</table>

(Source: Academic Analytics’ 2015 Database)

**b. Comparative Analyses with “Vision 2020” Peers**

Texas A&M University's strategic planning is guided by its “Vision 2020” plan. In conjunction with Vision 2020, Texas A&M has identified a number of peer institutions:
Texas A&M Vision 2020 Peer Institutions

University of Texas Austin  
University of California Berkley  
University of Michigan  
University of North Carolina  
University of California Las Angeles  
University of California San Diego  
University of Wisconsin  
University of Florida  
Georgia Institute of Technology  
University of Illinois  
University of Minnesota  
Ohio State University  
Pennsylvania State University  
Purdue University  
University California Davis


Comparative analyses of a number of metrics of faculty research performance between our Department and Vision 2020 Peer Institutions provides further evidence of our department’s strengths. As an average of all metrics, our Department ranks 6.6 out of 16 in comparison to Texas A&M Vision 2020 Peers. The Department ranks in the top 50% of peer group in all but one metric analyzed (citations per publication):

---

1 Note that Academic Analytics provides data not for the University of California Berkley Department of Philosophy but rather for its prestigious group in Logic and the Methodology of Science. This comparator is nevertheless included.
### Comparative analyses Vision 2020 Peers

<table>
<thead>
<tr>
<th>Metric</th>
<th>Rank out of 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty research performance</td>
<td>(Texas A&amp;M and 15 Vision 2020 peers)</td>
</tr>
<tr>
<td>Percentage of faculty with book</td>
<td>3</td>
</tr>
<tr>
<td>Journal pubs per faculty member</td>
<td>4</td>
</tr>
<tr>
<td>% of faculty with journal pub</td>
<td>8</td>
</tr>
<tr>
<td>Citations per faculty member</td>
<td>7</td>
</tr>
<tr>
<td>Citations per pub</td>
<td>10</td>
</tr>
<tr>
<td>% of faculty with citation</td>
<td>8</td>
</tr>
<tr>
<td>Total citations</td>
<td>6</td>
</tr>
<tr>
<td>Average rank</td>
<td>6.6</td>
</tr>
</tbody>
</table>

(Source: Academic Analytics 2015 Database)

The comparative analyses between our Department and Vision 2020 Peer Institution Departments of Philosophy are:

#### Percentage of faculty with book publication

<table>
<thead>
<tr>
<th>University</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pennsylvania State University, The</td>
<td></td>
</tr>
<tr>
<td>University of California, Berkeley</td>
<td></td>
</tr>
<tr>
<td>Texas A&amp;M University</td>
<td></td>
</tr>
<tr>
<td>Purdue University</td>
<td></td>
</tr>
<tr>
<td>University of Texas at Austin, The</td>
<td></td>
</tr>
<tr>
<td>University of North Carolina at Chapel Hill</td>
<td></td>
</tr>
<tr>
<td>University of California, San Diego</td>
<td></td>
</tr>
<tr>
<td>Ohio State University, The</td>
<td></td>
</tr>
<tr>
<td>University of California, Davis</td>
<td></td>
</tr>
<tr>
<td>University of Michigan</td>
<td></td>
</tr>
<tr>
<td>University of Illinois at Urbana-Champaign</td>
<td></td>
</tr>
<tr>
<td>University of California, Berkeley</td>
<td></td>
</tr>
<tr>
<td>University of Wisconsin - Madison</td>
<td></td>
</tr>
<tr>
<td>University of Minnesota, Twin Cities</td>
<td></td>
</tr>
<tr>
<td>University of Florida</td>
<td></td>
</tr>
<tr>
<td>University of California, Los Angeles</td>
<td></td>
</tr>
</tbody>
</table>

(Source: Academic Analytics 2015 Database)
Journal publications per faculty member

University of California, Berkeley
Pennsylvania State University, The
University of California, San Diego
Texas A&M University
Ohio State University, The
University of Michigan
University of Wisconsin - Madison
University of Texas at Austin, The
University of California, Davis
University of Minnesota, Twin Cities
University of North Carolina at Chapel Hill
University of California, Berkeley
University of Florida
University of Illinois at Urbana-Champaign
Purdue University
University of California, Los Angeles

(Source: Academic Analytics 2015 Database)

Percentage of faculty with journal publication

University of California, Berkeley
University of California, Davis
University of Minnesota, Twin Cities
University of Texas at Austin, The
Pennsylvania State University, The
University of Florida
University of California, San Diego
Texas A&M University
University of Wisconsin - Madison
University of North Carolina at Chapel Hill
Ohio State University, The
University of Michigan
University of California, Berkeley
Purdue University
University of Illinois at Urbana-
University of California, Los Angeles

(Source: Academic Analytics 2015 Database)
Citations per faculty member

University of California, Berkeley
University of Michigan
University of California, San Diego
University of Wisconsin - Madison
University of Minnesota, Twin Cities
Ohio State University, The
Texas A&M University
University of North Carolina at Chapel Hill
University of California, Berkeley
University of Texas at Austin, The
University of California, Davis
University of Illinois at Urbana-
Pennsylvania State University, The
University of California, Los Angeles
Purdue University
University of Florida

(Source: Academic Analytics 2015 Database)

Citations per publication

University of Michigan
University of California, Berkeley
University of Minnesota, Twin Cities
University of California, San Diego
University of Wisconsin - Madison
University of North Carolina at Chapel Hill
University of California, Berkeley
University of Illinois at Urbana-
Ohio State University, The
Texas A&M University
University of California, Davis
University of Texas at Austin, The
University of California, Los Angeles
Purdue University
Pennsylvania State University, The
University of Florida

(Source: Academic Analytics 2015 Database)
Percentage of faculty with citation

University of California, Berkeley
University of California, San Diego
University of Texas at Austin, The
University of California, Davis
University of California, Los Angeles
University of Michigan
University of Wisconsin - Madison
Texas A&M University
University of Illinois at Urbana-Champaign
Pennsylvania State University, The
University of California, Berkeley
Ohio State University, The
University of Florida
University of Minnesota, Twin Cities
University of North Carolina at Chapel Hill
Purdue University

Total citations

University of Michigan
University of California, Berkeley
University of California, San Diego
University of Wisconsin - Madison
Ohio State University, The
Texas A&M University
University of Minnesota, Twin Cities
University of North Carolina at Chapel... University of Texas at Austin, The
University of California, Berkeley
University of Illinois at Urbana-...
Pennsylvania State University, The
University of California, Davis
University of California, Los Angeles
Purdue University
University of Florida

(Source: Academic Analytics 2015 Database)
Comparative data from Academic Analytics, both in regard to the discipline as a whole and to Vision 2020 peer institutions indicates that the Department’s faculty have laudable performance in research. Comparative data suggest this is especially so in reference to productivity.

Compared to the discipline as a whole, for example, our department is in the top 10% for faculty with book publications, faculty with an article, and total articles. The productivity of the faculty is also reflected in comparison with peers: for example, we rank 3rd and 4th out of 16 in percentage of faculty with a book and articles per faculty member, respectively. While still strong, faculty performance is lowest in one kind of evidence of impact, namely, metrics pertaining to citations. In comparison to the discipline as a whole, we rank very highly in total citations (84th percentile). Though still above the mean, our weakest rankings are in metrics concerned with the percentage of authors with a citation and citations per publication (both in the 59th percentile).

It should be observed that evidence of impact cannot be restricted to metrics concerned with metrics. The impact of scholars who work in underrepresented, bourgeoning, or smaller subfields within the discipline may not be best captured by citation indices. This may be especially true in the humanities, in which fields of widely recognized significance are comprised of a small number of scholars. The Department has not carried out analyses of alternative metrics of impact for the department as a whole. Because the faculty include several research-active scholars in underrepresented, bourgeoning, and smaller areas within the discipline, however, we suspect that our already strong citation numbers would be enhanced by such alternate approaches.

Faculty performance in research is distinguished by the plurality of areas of expertise and methodological approaches represented by faculty research. In this, The evaluation of departmental research performance is supplemented by reputational analyses within the discipline, data from Academic Analytics, and other considerations. The profile of faculty research is distinctive in virtue of the plurality of areas to which faculty research contributes. That departmental faculty research performance is high in a range of areas is suggested by reputational analyses of the Department by the Philosophical Gourmet Report and the Pluralists’ Guide to Philosophy discussed above in the section on the graduate program. The Philosophical Gourmet Report ranks the Texas A&M Philosophy Department well in two specialist areas: Group 4 in Decision, Rational Choice and Game Theory, and Group 2 in Applied Ethics (only Harvard and Oxford are in Group 1). In the Pluralist’s Guide, Texas A&M University is ranked “Noteworthy” in Africana

The Philosophical Gourmet Report rates the Department in highly Applied Ethics (Group 2, alongside departments at institutions such as Princeton and Yale) and in Decision, Rational Choice, & Game Theory, incl. Formal Epistemology (Group 4, alongside departments at institutions such as Harvard University and Princeton University). The Pluralists’ Guide to Philosophy rates the Department as “Strongly Recommended” (the highest of two categories, alongside programs such as Penn State and Vanderbilt) in American Philosophy; “Strongly Recommended” (the highest of two categories, alongside departments at institutions such as Penn State and Vanderbilt) in Continental Philosophy; “Recommended” (the only category indicated for graduate level work, alongside departments at institutions such as SUNY Stony Brook and Vanderbilt) in Latin American Philosophy, “Recommended” in Feminist Philosophy (the second highest of two categories, alongside departments at institutions such as Columbia and Stanford), and “Noteworthy” in Africana Philosophy (the third highest of three categories, alongside departments at institutions such as Columbia and the University of Oregon).

Departmental statistics about faculty performance in research moreover suggest, finally, a department very active in further measures of research output. The Faculty is distinguished by prominent editorial roles in the discipline, including the General Editor of the Critical Edition of the Correspondence of William James. Faculty hold significant positions both in large and small professional organizations. They are also active in presentation of research in domestic and international venues, including keynote and comparable addresses. The performance of the faculty in research can also be detected from a snapshot of recent notable faculty accomplishments. Recently, John McDermott has been named among the 50 most influential living philosophers in the world by BestSchools.org. Two members of the faculty have had articles selected by Philosopher’s Annual, a journal whose mission is
“an attempt to pick the best ten articles of the year.”
(http://www.philosophersannual.org) In just the most recent years, the department has seen faculty-hosted conferences such as Philosophy Born of Struggle, the Bovay Workshop in Engineering Ethics, the North American Society for Philosophical Hermeneutics, and the History of Philosophy Society.

3. Service

The 2015 Scorecard for the Department of Philosophy included progressive evaluations of faculty service performance by the Provost and the Dean that aligned in an overall neutral assessment:

<table>
<thead>
<tr>
<th>Department of Philosophy 2015 Scorecard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Service</strong></td>
</tr>
<tr>
<td>Expected</td>
</tr>
<tr>
<td>Provost</td>
</tr>
<tr>
<td>Dean of the College of the Liberal Arts</td>
</tr>
</tbody>
</table>

(Source: 2015 Department of Philosophy Scorecard)

Faculty service performance includes service to the Department, the College, Texas A&M, to the Profession, and outreach efforts to the larger community of the citizens of Texas and beyond.

Faculty performance in service to the Department can be evaluated in part by the scope of service initiatives undertaken by faculty within the Department in addition to regular departmental committee service. By this measure, faculty performance in service to the Department appears to be strong in recent years, focusing, for example, on significant initiatives to revise the graduate and undergraduate curricula, including contributions to the development of a new university studies major and certificate program. Initiatives also include less glamorous but also important efforts to revise departmental bylaws, clarify policies, and examine possibilities to improve climate and inclusion.
Faculty service to the College, University, the citizens of Texas and beyond are suggested by recent awards and also significant initiatives undertaken by faculty at these levels. By this measure, the Department may be seen to make substantial contributions for a program of its size. In recent years, faculty performance in service includes a faculty person’s receipt of the College of Liberal Arts Lifetime Award for Service. To the university, faculty in philosophy serve as President of the Director of the Community of Faculty Retirees, a major initiative of the Office of the Provost to connect faculty who have retired from Texas A&M and to encourage involvement in research and cultural activities on campus; and as President of the Texas A&M Chapter of Phi Beta Kappa. To the larger community, the Department of Philosophy includes the Founder and current convener of the Texas A&M Philosophy for Children program, a program that features a summer camp to introduce pre-college students to Philosophy.

In addition to regular service of peer review work conducted by nearly all faculty members on regular basis, faculty in our department are actively engaged in a number of different kinds of service to the profession. Several are active in scholarly editing, 1 serving as General Editor and Advisory Board members of a major critical edition project (Critical Edition of the Correspondence of William James; 2 editors of academic journals (The Inter-American Journal of Philosophy, Epoché: A Journal for the History of Philosophy), 1 area editor for an important online journal (Philosophy Compass), and 3 who serve as category editors for an important research indexing service (Philpapers), as well as several who serve either as consulting editors for critical editions, senior editors for journals, as associate editors or on advisory boards of journals in their areas of expertise. The faculty includes representatives on 2 major American Philosophical Association Committee (Committee: LGBTQ People in the Profession, Committee: Hispanics) and faculty who play leadership roles in a number of professional societies.
VII. CONCLUDING REMARKS

The Department of Philosophy at Texas A&M is fortunate to belong to Texas A&M University, an institution that is no less prestigious, vibrant and innovative that it is storied and steeped in tradition. We believe that our Department makes a vital contribution to this academic environment. In the spirit of the Morrill Act and the venerable tradition of land-grant institutions in the US, our Department recognizes it as a privilege to provide an education in philosophy to our students. In this, our dedication to our students is matched by our distinctive, forward-looking programs that, together, can provide students with knowledge, skills, and perspectives for a lifetime. As part of a research intensive AAU university, we are also glad for the contributions we have been able to make to scholarship across many areas of expertise within the discipline and to offer an innovative graduate program. And, we are glad, too, for the opportunity to engage in service initiatives that we are confident will have positive and lasting impacts on the university and larger community of the citizens of Texas and beyond. While the future holds many challenges, both those examined in this self-study and those as yet unforeseen, we look forward to the opportunity to address them and we find confidence in our dynamism as a faculty, in the potential of the students we teach, and in the shared legacy of the things we have already been able to achieve together.
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Strategic planning

University Priorities: R-1 and land grant – 9 objectives:

1. The timely graduation of a large number of the students representing a very high proportion of the students who matriculate into Texas A&M University.

2. When our students graduate the quality and rate of their subsequent placement is exceptional in the State and Nation.

3. Our former students remain satisfied with their educational experiences at the University long after graduation.

4. Our student body represents, in enrollment and graduation, the richness of diversity of the State and world, especially in terms of gender, race and ethnicity, and social and economic factors.

5. The works that our University’s scholars produce clearly impact the fields, professions and society as evidenced by the fact that experts in the field cite and build upon our outputs and practitioner use our results.

6. Our scholars are noted thought leaders in their fields and entities such as government agencies, corporations, non-profit organizations, and communities extensively fund or commission their work.

7. Our scholars’ leadership in impacting their fields and society result in notable recognitions and awards for their contributions.

8. We serve the public good and enhance the economic strength of the State by:
   a. Graduating large numbers of students, with diverse cultural and socio-economic backgrounds, and in a comprehensive set of disciplines
   b. Accelerating the translation of existing and new knowledge into practical use in fields.
   c. Outreach to strengthen the educational aspirations of prospective students and knowledge and skills of professionals.

9. We are superb stewards of state resources.

College Priorities – Capital Campaign priorities
1. Includes support for enhancement of current college strategic activities (strengthening democracy, entrepreneurship, and one health grand challenges).

Department Priorities – Evolution of Strategic Planning; Hiring Priorities

1. Pursue an initiative for ethics, society, and law.
   a. Initially, this initiative will recognize strengths we already have in applied ethics, social and political philosophy, the philosophy of culture, and the philosophy of law from approaches in analytic philosophy, continental philosophy, critical race theory, American philosophy, and Latin American Philosophy and, at least to a degree, in other core areas of philosophy.
   b. This initiative will contribute to the achievement of a number of university-level strategic goals: especially, (4) diversity of student body, (5-6) scholarly output, recognition, (8) enhance the public good, economy.
   c. This initiative will provide a pivot for the department to develop and achieve a number of goals: specifically, the center will provide a pivot for the development of funding streams to support curriculum and research, curriculum development, and hiring.

2. Within the context of this initiative, develop a broad-based curriculum in the philosophy of law.
   a. Create a pre-law track with a special admissions relationship with the new Texas A&M Law School; include in pre-law track not only requirements in philosophy of law, social and political philosophy, ethics, but also logic, and writing-intensive courses
   b. pursue 3/3 program with law school
   c. Allow our Ph.D. students to complete an M.A. degree in Legal Studies at the new Law School (in preparation).
   d. This track will contribute to the achievement of university-level strategic goals: (1) graduate large number, in that this will increase majors; (2) good placement of graduates; (9) good stewards, in that the 3/3 will reduce rates of time to graduation.

Hiring

1. Recommendation to pursue two tenure/tenure-track hires (1 this year; 1 in future to be revisited).
a. First priority: an Asst. Prof. hire with an AOS in black existentialism (cf. Diversity Committee discussion)

Rationale. First, this hire would contribute to strategic planning outlined above; second, it builds on a recommendation from the diversity committee from this past year which has not been addressed; third, it contributes to our department’s strength in a several areas; fourth: opportune.

b. Second priority: an Asst. Prof. hire with an AOS in ancient or medieval.

Rationale. First, this hire will support the program as a whole by making viable our strength in the history of philosophy; second, it will contribute to the strengths we have in social and political philosophy; third, it addresses the lacuna created by Dr. Austin’s death.

2. Recommendation to allow RELS to pursue hire that would meet teaching needs for HUMA/RELS courses. Ask for PHIL to have representative in search.

3. Engineering Ethics. Recommend stop-gap support for FY 2016; initiate larger effort with CLLA and ENGR.
Appendix III.2: Bylaws

BYLAWS – pending approval from upper administration

DEPARTMENT OF PHILOSOPHY AND HUMANITIES
TEXAS A & M UNIVERSITY

ARTICLE I - MEMBERSHIP

Section One - Full Members

A. All persons holding full-time tenured or tenure-track faculty appointment in the Texas A&M University System with an administrative location (AD LOC) in the Department are Full Members.

B. Full Members shall have all privileges and responsibilities of membership.

Section Two - Full Instructional Members

A. All Instructional Assistant/Associate/Full Professors holding full-time appointments in the Texas A&M University System with an administrative location (AD LOC) in the Department are Full Instructional Members.

B. Full Instructional Members have the same privileges and responsibilities as Full Members, except the right to vote on decisions directly concerning hiring, tenure and promotion of particular individuals.

Section Three - Associate Members

A. Emeritus faculty, retired faculty, and faculty with term appointments are Associate Members.

B. Associate members shall have responsibilities of membership appropriate to their association with the Department, and all privileges of membership except voting rights.

Section Five - Honorary Members

A. Upon recommendation of the Department Head, the Department may select persons who have made extraordinary contributions to the program and/or reputation of the Department for the office of Honorary Member of the Department.

B. Honorary members have no specific duties or privileges. However, they may be given privileges and appropriate recognition at the discretion of the Department, except voting rights.

ARTICLE II - MEETINGS

Section One The Department has yearly official sessions beginning and ending at the Annual meeting.
Section Two  The Annual Meeting of the Department shall be held in or near to the first week of the Fall semester at a date selected by the Head in consultation with the Steering Committee.

Section Three  Regular meetings, to be held at least once each semester, will be held as often as necessary to conduct the business of the Department.

Section Four  Meetings may be called by the Head, by a majority vote of the Steering Committee or by petition of at least 20% of the voting members. The petition will be presented to the Secretary.

Section Five  The Head will notify all members of all annual, regular or called meetings at least seven days prior to the date of the meeting.

ARTICLE III - QUORUM

Section One  The quorum will be a majority of all full members of the Department excluding members who are on leave of absence. However, if members who are on leave of absence attend a meeting, they do count toward the quorum.

Section Two  The Secretary shall record attendance at all meetings.

Section Three  Proxy participation or voting is not permitted.

ARTICLE IV - ORDER OF BUSINESS

Section One  The regular order of business shall be:

A. Opening ceremonies (optional)
B. Determining the quorum
C. Reading (and approval) of the Minutes of the Previous Meeting
D. Reports of the Department officers
E. Reports of Standing Committees
F. Reports of Special Committees
G. Unfinished Business
H. New Business
I. Adjournment

ARTICLE V - DUTIES OF OFFICERS

HEAD
Section One  The Head shall serve as the Administrator of the Department and its Staff.
Section Two  The Head shall serve as the Executive Officer of the Department.
Section Three  The Head shall preside at all meetings of the Department.
Section Four  The Head shall appoint an Associate Head, Director of Graduate Studies, Associate Director of Graduate Studies, Director of Undergraduate Studies, Associate Director of Undergraduate Studies, and Parliamentarian in consultation with the Steging Committee
Section Five  The Head shall serve as Chair of the Steering Committee
Section Six           The Head may serve as an ex-officio non-voting member of all Committees and Sub-committees.
Section Seven       The Head shall represent the Department to the administration of the College, and where appropriate, the University and System.
Section Eight         The Head represents the Department at University functions.
Section Nine          The Head represents the Department at public functions.

ASSOCIATE HEAD
Section One           The Associate Head shall perform the duties of Head whenever the Head is absent or unable to serve.
Section Two         The Associate Head shall perform such duties as the Head may designate.

SECRETARY
Section One           The Secretary shall record the business of all regular and called meetings of the Department, including but not restricted to minutes and attendance.

PARLIAMENTARIAN
Section One  The Parliamentarian shall perform the functions of a registered parliamentarian as formulated by the National Association of Parliamentarians.
Section Two           The Parliamentarian Chairs the Rules Committee and is a voting member of this committee.

ARTICLE VI - ELECTION OF OFFICERS
Section One           The elected term of the Department Secretary shall be approximately one year, beginning at the Annual meeting in Fall and ending at the next Annual meeting in Fall.
Section Two  The terms of the appointed officers of the Department, Associate Head, Director of Graduate Studies, Director of Undergraduate Studies and Parliamentarian shall be determined by the Head in consultation with the Steering Committee.

ARTICLE VII - STEERING COMMITTEE
Section One     The Steering Committee shall be composed of the Head, The Associate Head, The Secretary, The Director of Graduate Studies, the Director of Undergraduate Studies, and one member elected from and by each of the following categories of voting members: 1. Full Professors, 2. Associate Professors, 3. Assistant Professors and Instructors.
Section Two     The Steering Committee assists and advises the Department Head in setting Departmental policies. It advises the Department Head on appointments of Departmental officers, as indicated in these Bylaws; on the date of the Annual Meeting; and on other matters of Departmental business about which the Head seeks its advice.

ARTICLE VIII - THE GRADUATE PROGRAM ADVISORY COMMITTEE
Section One  The Graduate Program Advisory Committee shall be composed of the Director of Graduate Studies, at least one representative from each tenure-track rank represented in the department, and a graduate student representative. (For tenure-track ranks represented by only one member, membership of this committee is
Appointment to the Committee is by the Department Head, in consultation with the Steering Committee and the Director of Graduate Studies.

Duties of the Graduate Program Advisory Committee: The Graduate Program Advisory Committee assists the Director of Graduate Studies in supervising graduate programs. It acts on all policy matters that require no change in the catalog and no change to any standing departmental document concerning graduate programs. It is chaired by the Director of Graduate Studies. All members have voting privileges, except that the graduate student representative does not vote on matters involving individual student evaluations.

ARTICLE IX - THE COLLOQUIUM AND PUBLIC EVENTS COMMITTEE

Section One
The Colloquium and Public Events committee shall be chaired by the Associate Department Head. The members of the Colloquium Committee shall be appointed by the Head in consultation with the Associate Head and shall consist of five Department faculty members, representing a range of research specializations and with at least one representative from each tenure-track rank represented in the Department. (For tenure-track ranks represented by only one member, membership of this committee is optional.)

Section Two
Duties of the Colloquium and Public Events Committee:

A. To arrange a series of Colloquia, including invited as well as local speakers, soliciting input from faculty to ensure that the series reflects the diversity of research specializations in academic philosophy.
B. To organize other public events, as necessary.
C. To see that all related scheduling arrangements are made and to ensure the smooth organization of external speaker visits.

ARTICLE X - THE COMPUTER AND EQUIPMENT COMMITTEE

Section One
The Computer and Equipment Committee shall consist of at least two faculty members, appointed by the Department Head, who are knowledgeable about the equipment and computing needs of the Department.

Section Two
Duties of the Computer and Equipment Committee: The Computer and Equipment Committee advises the Department Head and other relevant entities within the University on issues pertaining to computers, computer software and other types of equipment.

ARTICLE XI - FACULTY ANNUAL EVALUATION ADVISORY COMMITTEE

Section One
The Faculty Annual Evaluation Advisory Committee shall have three regular members and one alternate member. All members will be tenured faculty of the Department. Regular members will serve rotating three year terms, as explained in Appendix A. The alternate member will serve a one year term.

Section Two
Duties of the Faculty Annual Evaluation Advisory Committee:
(A) The Faculty Annual Evaluation Advisory Committee shall receive from the Department Head a draft annual evaluation of each faculty member and copies of the relevant materials upon which the evaluation was based. The evaluation will be performed in accordance with the criteria explained in Appendix B.

(B) The Committee shall review each annual evaluation in a timely manner and prepare a response to each evaluation. Minority reports from the Committee are permitted.

(C) Reports from the Committee may
1. Report that the Committee concurs with the Department Head's evaluation.
2. Report that the Committee does not concur with the Department Head's evaluation. In this case, the Committee must indicate precisely what part or parts of the evaluation it disagrees with and present an alternate evaluation. In both types of reports the committee as a whole or individual members of the committee may prepare statements.

(D) The Department Head shall consider the Committee's report(s) as advisory in determining the final evaluation report of each faculty member, with one exception. If the Head awards a faculty member a rating of "unsatisfactory" that faculty member may, before the evaluation is finalized, ask the tenured faculty of the Department to evaluate the faculty member. The written report by the tenured faculty is advisory, but must be considered by the Head before a final decision is made.

(E) Members of the Committee will recuse themselves when their own evaluation is being considered by the Committee. (This clause is also applicable where potential or actual conflicts of interest could be at issue, for instance if the person being evaluated is a present or former spouse as at least one member of the Committee.) At that time the alternate will be seated as a full member of the Committee.

Section Three
Regular and Alternate Members of the Committee will serve on a rotational basis. An initial list of all tenured faculty members, except the Department Head, will be prepared with order arranged by lot. The first three slots become the first three regular members. The fourth slot will become the first alternate member. The next year the fourth slot will become a regular member. The fifth slot will become the alternate member and so on. After serving on the committee as a regular member, the faculty member's name will return to the bottom of the list. New faculty members' names as they obtain tenure, and Department Heads' names, when they return to the teaching and research faculty will be added to the list at a random position following the names of all those currently serving on the committee. At least one Professor and at least one Associate Professor must be included among the regular members.

Section Four
Procedural Issues:
1. The Committee shall vote to select a chair during the fall semester and inform the Department Head of the result.
2. As far as circumstances permit, the Committee and Department Head should strive to observe the following schedule:
(i) The Committee meets with the Head to discuss any general issues pertaining to the year’s evaluations.
(ii) The Head delivers preliminary evaluations and all supporting information to the Committee.
(iii) The Committee meets to discuss the evaluations. The Committee may call a further meeting with the Head to discuss specific issues.
(iv) The Committee delivers its report to the Head. This report should be included with the Department Head’s salary recommendations to the Dean.
(v) Simultaneous with sending his or her salary recommendations to the Dean, the Head reports to the Committee his or her response to any suggestions made in their report.
ARTICLE XII – POST TENURE REVIEW COMMITTEE

Section One    The Membership of the Post Tenure Review Committee is the same as for the Faculty Annual Evaluation Advisory Committee.

Section Two   The Post Tenure Review Committee shall conduct periodic peer reviews of tenured faculty within the Department in accordance with University Standard Administrative Procedure 12.09.99.M2 and as specified in Appendix B.

ARTICLE XIII - THE CURRICULUM COMMITTEE

Section One   Membership of the Curriculum Committee: The Curriculum Committee shall have at least three members and shall include the Undergraduate Advisor, the Director of Graduate Studies, and the Departmental Representative to the College Undergraduate Instruction Committee. In the event that two of these offices are held by the same person, the Department Head shall appoint members as needed to bring the number up to a minimum of three.

Section Two   Duties of the Curriculum Committee: The Curriculum Committee shall consider all proposals for changes in the Department’s course offerings or curricular requirements, referring them to the full Department for action as appropriate and as required by College and University procedures.

ARTICLE XIV - THE LIBRARY COMMITTEE

Section One   Membership of the Library Committee: The Library Committee, which is appointed by the Department Head, shall be chaired by the Departmental Library Representative and include at least two other faculty.

Section Two   Duties of the Library Committee: The Library Committee acts as an advisory committee for the Departmental Library Representative and develops policies and recommendations concerning the University Library and its relationships with the Department.

ARTICLE XV - RULES COMMITTEE

Section One   Membership of the Rules Committee: The Rules Committee shall be chaired by the Parliamentarian. Two other faculty members shall be appointed by the Department Head.

Section Two   Duties of the Rules Committee: The duties of the rules committee shall be to

A. Maintain at all times up-to-date copies of the Bylaws, Appendices and precedential procedures adopted and/or practiced by the Department

B. At least yearly, review the Bylaws, Appendices and precedential procedures and make any recommendations for amendments thereto deemed to be appropriate.

C. Review all proposed amendments to the Bylaws and Appendices and present recommendations to the Department regarding disposition of proposed amendments.

ARTICLE XVI – CLIMATE AND INCLUSION COMMITTEE
Section One  The Climate and Inclusion Committee is established in response to initiatives of Texas A&M University and the College of Liberal Arts and functions in accord with those initiatives.

ARTICLE XVII UNDERGRADUATE PROGRAM ADVISORY COMMITTEE

Section One  Membership of the Undergraduate Program Advisory Committee: The Undergraduate Program Advisory Committee shall be chaired by the Director of Undergraduate Studies. The Associate Director of Undergraduate Studies shall serve on the Committee, plus three faculty members appointed by the Head, and an undergraduate student representative.

Section Two  Duties of the Undergraduate Program Advisory Committee: The Undergraduate Program Advisory Committee acts on all policy matters that require no change in the catalog and no change to any standing departmental document concerning undergraduate programs. All members have voting privileges, except that the undergraduate student representative does not vote on any matters involving individual undergraduate students. The Committee also develops departmental policies and actions concerning the recruitment and retention of undergraduate students and related issues of student welfare.

ARTICLE XVIII - PERSONNEL COMMITTEES

Section One  The Personnel Committee is established by and functions in accordance with the procedures and regulations concerning promotion and tenure of Texas A&M University, the College of Liberal Arts, and the Department's own "Guidelines for Personnel Procedures for the Department of Philosophy and Humanities," which are hereby incorporated by reference.

ARTICLE XIX - NOMINATIONS AND ELECTIONS

Section One  The three elected members of the Steering Committee shall form a Nominating Committee at the last meeting of the Steering Committee of the Spring Semester.

Section Two  The Nominating Committee shall submit no fewer than one and no more than three nominations for all officers to be elected at the Annual meeting.

Section Three  Nominees shall be eligible and shall agree in writing to accept the nomination.

Section Four  Election shall be by majority vote. In the event that no candidate obtains a majority vote a run-off election will be held immediately with the candidates in the run-off selected by plurality and the number of candidates in the run-off being twice the number to be elected. However, in the event of a tie for qualification for run-off candidates, all tied candidates will be included in the run-off, even if this results in more than twice as many candidates as positions to be filled. If subsequent run-offs are necessary the same procedure will be followed.

Section Five  The Nominating Committee will assist in conducting elections for and recruiting the departmental representatives for The Liberal Arts Council and all college wide or university wide offices selected by the Department.

Section Six  Nominations may also be made from the floor at any appropriate meeting.
Section Seven  
Elections will be by secret ballot.

ARTICLE XX - VACANCIES

Section One  
In the event of a vacancy in the office of an elected officer by resignation, disability, death, removal from office or other incapacity if a semester or more than a semester remains in the term of office a new election will be called using the procedure for the original election. If less than a full semester remains the office will be filled by appointment by the Steering Committee.

Section Two  
In the event of a vacancy in the office of an appointed officer by resignation, disability, death, removal from office or other incapacity, the position will be filled by the same process employed in the original appointment.

Section Three  
Elected officers may be removed from office for nonperformance of duty. In the case of department-wide elected officers, removal will be by two-thirds vote of members of the Department present and voting at a Regular or Special Meeting called for said purpose. In the case of elected officers representing a specific portion of the Department, removal will be by two-thirds vote of that portion of the Department present and voting at a Regular or Special Meeting called for said purpose. Two weeks’ notice by mail will be required.

Section Four  
Appointed officers serve at the pleasure of the appointing officers with appropriate consultation.

ARTICLE XXI - PARLIAMENTARY AUTHORITY

The parliamentary authority for all meetings of this organization, including, annual, regular, called, special, committee and subcommittee meetings shall be Robert’s Rules of Order, Newly Revised, provided that RNR is not inconsistent with the laws and regulations of the State of Texas, The Texas A & M University System, Texas A & M University, The College of Liberal Arts, or the Department Bylaws.

ARTICLE XXII – AMENDMENTS

Section One  
Articles I, II, III, IV, V, VI and XXII may be amended at any regular or called meeting of this organization by two-thirds of the members present and voting, provided that the amendment has been presented at a previous meeting or has been distributed to the full membership thirty days prior to the meeting.

Section Two  
All other Articles may be amended at any regular or called meeting of the Department by a majority vote of the members present and voting, provided that the amendment has been presented at a previous meeting.

Approved by Faculty in Dept of Phil – 12-15-2016
Approved by College of Liberal Arts – date
Approved by Dean of Faculties – date
Appendix III.3: Staff Position Descriptions

JAMIE BOSLEY | Business Coordinator III

- Reviews and audits reconciliations of all unit accounts
- Develops, monitors, and reports on departmental budget activity
- Prepares complex monthly and annual financial reports for unit administrator
- Coordinates annual fiscal year closing activities and drafts new fiscal year plans
- Coordinates unit purchasing activities
- Responsible for monthly and biweekly payroll
- Serves as liaison with the Financial Management Operations Department and the Human Resources Department
- Reviews and approves annual leave and sick leave documents
- Assists with the administration of contracts and grants
- Coordinates all faculty and staff hiring and other personnel activities of the unit
- Develops, implements and audits unit business procedures and University policies

College of Liberal Arts Business Council Member

TOM ELLIS | Departmental Manager

M.A., Philosophy, Texas A&M University, 2009

Administrative Responsibilities
- Responsible for the overall management and direction of the IT operations of the department, including advising the Head and others on software options and training faculty, staff, and graduates students on software
- Oversees maintenance of all hardware and software associated with the department's Logic Lab and trains teaching assistants in the use of Logic Lab hardware and software
- Evaluates existing IT processes and implements plans for employment
- Facilitates proper use and management of departmental IT resources
- Manages the department's Colloquia Series in consultation with the Colloquia and Public Events Committee
- Liaises with the Associate Department head to determine course schedules in consultation with the Graduate Program and Undergraduate Program Advisory Councils

KRISTINE HUGHES | Assistant to the Department Head

- Assists department head with coordination and preparation of mid-term reviews and faculty promotion and tenure files, as well as the faculty hiring process
- Processes graduate applications and assists Director of Graduate Studies and Associate Director of Graduate Studies with preparation of applicants' files for review by the admissions committee
- Manages department website and social media content
- Processes departmental travel reimbursements, individual reimbursements, and
invokes

- Coordinates travel itineraries for guest lecturers, prospective graduate students, and other departmental guests
- Produces advertisements for departmental events
- Manages department card swipe system access
- Serves as staff representative to the Graduate Program Advisory Council, Colloquia & Public Events Committee, and as Recording Secretary for departmental faculty meetings
- Serves on Liberal Arts Staff Development Council

Kristin Williams | Administrative Assistant

B.A., English, East Texas Baptist University, 2016

- Responsible for maintaining undergraduate student files
- Monitors course limits, force lists, and waitlist requests
- Processes grade change information requests and Q-drops
- Corresponds with alumni, and coordinates all alumni events and publications
- Completes faculty load reporting
- Supports creation of faculty tenure and promotion, and midterm review, dossiers
- Coordinates textbook and desk copy orders
- Manages student evaluations of faculty
- Supervises scheduling of appointments and meetings; manages all room schedules
- Assists undergraduate advisors with New Student Conferences
- Assists Associate Department Head and Departmental Manager to coordinate course scheduling
- Serves as department's Records Management Coordinator ensuring compliance with the University's record retention schedule
- Assists with events in the department, including logistics and publicity
Appendix IV.1: History of Courses Taught

History of Courses Taught
College: Liberal Arts*
PHUM
Fall 2008

Fall 2009

Fall 2010

Fall 2011

Fall 2012

Fall 2013

Fall 2014

Sections

Enrollment

Sections

Enrollment

Sections

Enrollment

Sections

Enrollment

Sections

Enrollment

Sections

Enrollment

Sections

1

56

1

56

1

32

1

32

1

30

1

28

Enrollment

Total
Sections

Total
Enrollment

Average
Enrollment
36

HUMA 211

Rlgs Stds Hebrew Scrip

1

21

7

255

HUMA 213

Rlgs Stds New Testamnt

1

18

1

18

18

HUMA 303

Rlgs Stds NR Estn Rlgn

1

30

1

30

30

HUMA 304

Rlgs Stds Indn & Orntl

6

199

33

HUMA 685

Directed Studies

1

2

2

PHIL 111

Contemp Moral Issues

5

188

34

PHIL 205

Tech & Human Values

1

73

PHIL 208

Phil of Education

PHIL 240

Introduction to Logic

12

522

15

610

14

533

22

836

20

673

21

677

21

PHIL 251

Intro to Philosophy

14

398

10

382

5

193

7

298

6

209

7

224

10

PHIL 252

Intro Hip Hop Philosophy

1

35

1

37

1

29

1

31

1

PHIL 283

Latin-American Phil

1

PHIL 285

Directed Studies

1

7

PHIL 289

Special Topics in

PHIL 305

Phil of Nat Science

PHIL 307

Phil of Social Science

1

PHIL 314

Environmental Ethics

1

14

1

24

1

22

PHIL 315

Military Ethics

1

42

1

42

1

45

PHIL 320

Philosophy of Mind

1

28

1

36

PHIL 330

Philosophy of Art

1

25

PHIL 331

Philosophy of Religion

PHIL 332

Social & Pol Phil

PHIL 334

Philosophy of Law

PHIL 341

Symbolic Logic

PHIL 351

Theory of Knowledge

PHIL 352

Africana Philosophy

1

10

PHIL 361

Metaphysics

1

34

PHIL 371

Phil of Literature

PHIL 375

Phil of Visual Media

PHIL 376

Philosophy Film & Evil

PHIL 381

Ethical Theory

1

19

1

23

PHIL 410

Classical Philosophy

1

40

1

26

PHIL 411

Medieval Philosophy

1

21

PHIL 412

Seventeenth - Cent Phil

PHIL 413

Modern Philosophy

1

30

1

25

PHIL 414

19th Century Philosopy

1

15

1

PHIL 415

American Philosophy

1

35

1

PHIL 416

Recent Brit Amer Phil

PHIL 418

Existentialism

1

35

1

36

4

161

1

20

1

33

1

2

3

116

1

48

1
1

1

4

32
172

1
5

32
188

1

31

8

218

8

205

37

1,248

1

48

1

47

4

216

54

1

20

20

737

125

4,588

36

279

59

1,983

34

20

5

152

30

26

1

26

26

1

7

7

1

21

21

21

23

1

30

1

23

1

18

30

1
1

1

29

28

33

24

3

73

10

249

25

42

1

43

6

255

42
32

1

25

4

127

61

5

135

27

1

6

1

40

1

31

3

77

26

1

26

1

25

4

111

28

3

120

40

37

1

19

26

70

1
2

26

30

2

41
25

1

1

22

1
1

1

1

1

24

34

18

1
1

15

27
1

25

1

11

5

93

19

1

27

5

137

27

1

6

2

16

8

1

25

3

84

28

2

50

25

3

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23
36

22

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38

50

28

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1

1

94

1

1

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4

1

25

1

24

1

21
1

36

1

36

1

29

1

26

1

22

1

23

7

177

25

1

30

1

26

1

27

1

32

6

181

30

1

21

21

1

15

1

26

5

111

22

2

55

28

1

22

6

139

23

5

138

28

1

22

1

26

1

22

23

1

25

1

26

1

28

33

1

18

1

30

1

22

1

24

1

14

1

14

14

1

25

2

49

24

2

59

30

5

105

21

3

81

27

Phnmnlgy & Existentlsm

1

23

1

36

PHIL 424

Phil of Language

1

18

1

28

PHIL 480

Medical Ethics

2

44

1

37

PHIL 482

Ethics and Engineering

22

282

24

311

24

313

24

300

24

319

26

334

27

325

171

2,184

13

PHIL 485

Directed Studies

3

5

5

6

3

5

5

8

5

11

6

13

2

9

29

57

2

PHIL 489

Special Topics in

2

7

1

2

1

2

4

11

3

PHIL 491

Research

1

4

1

2

2

6

3

PHIL 495

Philosophical Writing

1

8

8

PHIL 497

Independ Honors Stud

PHIL 611

Ancient Philosophy

PHIL 620

Contemporary Philos

PHIL 630

Aesthetics

1

12

PHIL 631

Nature of Relig Know

1

8

PHIL 632

Soc & Political Philos

PHIL 635

Ethical Theory

1

10

PHIL 641

Mathematical Logic I

1

11

PHIL 645

Philosophy of Science

1

9

PHIL 650

Metaphysics

PHIL 658

Philosophy of Language

PHIL 661

Sem in History of Phil

1

5

PHIL 662

Sem Ethics & Value Theor

1

8

PHIL 663

Sem Metaphys & Epistemol

1

7

1

1

16

1
1

1

14

11

1

11

1

14

1

7

1

14

1

1

20

PHIL 664

Seminar in Applied Phil

PHIL 682

Philosophical Authors

PHIL 684

Professional Intrnship

1

1

PHIL 685

Directed Studies

2

PHIL 689

Special Topics in

1

PHIL 691

Research

13

1

1

16

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16

14

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32

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53

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17

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23

8

Sem Metaphys or Epistemol

Total

1

7

8

1

6

1

6

1

11

5

45

9

1

8

8

1

6

1

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7

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11

52

71

1

91

2,067

98

2,127

87

1,795

101

2,196

96

1,895

109

2,120

113

2,173

695

14,373

1,289

* College and Department are as defined in the Approved Course Inventory (http://www.tamu.edu/oisp/course-reports).
Provided by Data and Research Services Office
Nov 18, 2015
1

104

oisp.tamu.edu/ibmcognos
2:40:11 PM


Philosophy

is amongst the best preparation for an M.B.A., Law School, Graduate School, Medical School and for Working With Clients

Mean GMAT Scores by Intended Undergraduate Major
Source: Graduate Management Admission Council, "Profile of GMAT Candidates" (http://www.gmac.com/marketing-intelligence-and-research/research-library/gmat-test-taker-data.aspx)

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<thead>
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<th>Score</th>
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<tbody>
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<tr>
<td>Sociology</td>
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"A philosophy degree has trained the individual's brain and given them the ability to provide management-consulting firms with the sort of skills that they require and clients demand. These skills can include the ability to be very analytical, provide clear and innovative thinking, and question assumptions."

Fiona Czerniawska
Director of the Management Consultancies Association

Texas A&M University
College Station, TX 77843-4237
Tel: (979) 845-5660
Fax: (979) 845-0458
http://philosophy.tamu.edu

Dr. D. Raymond, Director of Undergraduate Studies
raymond@tamu.edu

Marco L. Valadez, Senior Academic Advisor
mlvaladez@tamu.edu
### Medical School

Application acceptance rates at the Association of American Medical Colleges, broken down by major (1998)

<table>
<thead>
<tr>
<th>Major</th>
<th>Acceptance Rate</th>
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<td>All Majors</td>
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<td>Chemistry</td>
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<tr>
<td>Biochemistry</td>
<td>43%</td>
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<tr>
<td>English</td>
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<tr>
<td>History</td>
<td>49%</td>
</tr>
<tr>
<td>Philosophy</td>
<td>50%</td>
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</table>

Paul Jung, M.D. (2000). “Major Anxiety: If You Think Biochemistry is Your Ticket to Medical School, Think Again” American Medical Student Association (http://www.amsa.org/members/amsa-premeds/premed-rx/)

### Law School

<table>
<thead>
<tr>
<th>Major</th>
<th>Mean LSAT Score</th>
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<tbody>
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<td>Philosophy/Theology</td>
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<tr>
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<td>Engineering</td>
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<tr>
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### Graduate School

#### GRE Scores by Intended Graduate Major, 2011-12

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<th>Verbal</th>
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<th>Analytical Writing</th>
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<td>Physics</td>
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<td>Economics</td>
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<td>Biology</td>
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<td>Education</td>
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<tr>
<td>Communications</td>
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</table>

For more information about GRE scores see http://www.ets.org/gre/institutions/scores/interpret/

### Philosophy and You: Ask us why.

YMCA 301
http://philosophy.tamu.edu

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See also:
- Paul Jung, M.D. (2000). “Major Anxiety: If You Think Biochemistry is Your Ticket to Medical School, Think Again” American Medical Student Association (http://www.amsa.org/members/amsa-premeds/premed-rx/)
Philosophy

philosophy.tamu.edu

Philosophy is what college is all about: engaging with topics that matter and cultivating skills that will carry you the rest of your life!

With a median mid-career salary of $82,000 (highest in the Humanities), with some of the best entrance scores, or admission rates for your career (be it graduate or professional school, including Medicine, Law, & MBA), you can study the questions that matter, and become what you need to be!

Medicine

<table>
<thead>
<tr>
<th>Major</th>
<th>Application acceptance rates at the Association of American Medical Colleges, broken down by major (1998)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy</td>
<td>50%</td>
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<tr>
<td>History</td>
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<tr>
<td>English</td>
<td>46%</td>
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<tr>
<td>Biochemistry</td>
<td>43%</td>
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<tr>
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<tr>
<td>Chemistry</td>
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<td>Biology</td>
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Law

<table>
<thead>
<tr>
<th>Major</th>
<th>Mean LSAT Scores by Major (2007-2008)*</th>
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<td>Chemistry</td>
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<tr>
<td>History</td>
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<td>Mathematics</td>
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<td>Sociology</td>
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MBA

Graduate School

<table>
<thead>
<tr>
<th>Subject</th>
<th>Mean GMAT Scores by Intended Undergraduate Major</th>
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<tbody>
<tr>
<td>physics</td>
<td>157</td>
</tr>
<tr>
<td>English</td>
<td>152</td>
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<td>Political Science</td>
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<td>Computer Science</td>
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</tr>
<tr>
<td>Chemistry</td>
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<tr>
<td>Biology</td>
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<tr>
<td>Business</td>
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<td>Political Science</td>
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<td>Computer Science</td>
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</table>

GRE Scores by Intended Graduate Major, 2011-12

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verbal Score</th>
<th>Quantitative Score</th>
<th>Analytical Writing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>physics</td>
<td>157</td>
<td>157</td>
<td>157</td>
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<tr>
<td>English</td>
<td>152</td>
<td>153</td>
<td>153</td>
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<tr>
<td>Political Science</td>
<td>153</td>
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<tr>
<td>Computer Science</td>
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<td>151</td>
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<tr>
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<tr>
<td>biology</td>
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<tr>
<td>business</td>
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<td>152</td>
<td>152</td>
</tr>
<tr>
<td>political science</td>
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<td>151</td>
<td>148</td>
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<tr>
<td>english</td>
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<td>148</td>
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<tr>
<td>education</td>
<td>151</td>
<td>151</td>
<td>147</td>
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<tr>
<td>Communications</td>
<td>147</td>
<td>147</td>
<td>147</td>
</tr>
<tr>
<td>computer science</td>
<td>149</td>
<td>149</td>
<td>149</td>
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</tbody>
</table>

Appendix IV.2B: Philosophy Brochure II

[Image of the brochure]
Cultivating Skills that will carry you the rest of your life

The American Bar Association recommends a skill set that we believe is transferrable to all careers.

**Problem Solving** - “critical thinking about important issues, challenging beliefs and improving tolerance for uncertainty and criticism.” *

**Critical Reading** - “close reading and critical analysis of complex textual material.” *

**Writing and Editing** - “preparing original pieces of substantial length and revising written work in response to constructive criticism.” *

**Oral Communication and Listening** - “the ability to speak clearly and persuasively... and excellent listening skills.” *

**Research** - “undertaking a project that requires significant library research and the analysis of large amounts of information obtained from that research.” *

*http://www.americanbar.org/groups/legal_education/resources/pre_law.html

---

### The Philosophy Curriculum

**An Introduction to Philosophy.**
Select one:
- PHIL 111 Contemporary Moral Issues
- PHIL 205 Technology and Human Values
- PHIL 208 Philosophy of Education
- PHIL 251 Introduction to Philosophy
- PHIL 252 Introduction to Hip-Hop Philosophy
- PHIL 283 Latin American Philosophy

**Ancient and Medieval Philosophy.**
Select one.
- HUMA 304 Indian and Oriental Religions
- PHIL 410 Classical Philosophy
- PHIL 411 Medieval Philosophy

**Modern Philosophy.**
Select one.
- PHIL 412 Seventeenth-Century Philosophy
- PHIL 413 Eighteenth-Century Philosophy

**19th and 20th Century Philosophy.**
Select one.
- PHIL 414 Nineteenth-Century Philosophy
- PHIL 415 American Philosophy
- PHIL 416 Recent British and American Philosophy
- PHIL 417 Phenomenology
- PHIL 418 Existentialism

**Electives in Philosophy.**
Select any six courses, to be chosen in consultation with an advisor. At least four of the courses must be 300-400 level.

**College and University Requirements.**

- Composition & Rhetoric
- Communication
- Mathematics
- PHIL 240 - Introduction to Logic
- Life and Physical Sciences
- Foreign Language
- Language, Philosophy, and Culture
- Creative Arts
- Social Sciences
- American History
- Political Science
- General Electives

---

Engaging With Topics That Matter

**How do I argue well?**

**Can morality exist without a god?**

**What can I really prove?**

**Do I know it or just believe it?**

**Can a computer be conscious?**

**What are the limits of scientific knowledge?**

**Can war be just?**

**How do I prove a theorem?**

**Do I really have free will?**

**Can a just god allow evil to exist?**

---

Looking for answers? See an advisor today!

**Department of Philosophy**
301 YMCA Building
Texas A&M University
979-845-5660
Marco L. Valadez - mlvaladez@tamu.edu
## Appendix IV.3: Undergraduate Program Comparisons

<table>
<thead>
<tr>
<th></th>
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<th>Core Hours</th>
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<th>Req’d History</th>
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*Total and elective hours depend on whether Logic is used in the major or as a math. Required courses other than logic include one from each area: Epistemology/Phil. of Science; Metaphysics/ Ontology; Value Theory; Continental Tradition; Anglo-American Tradition; Hist. of Classical Philosophy; Hist. of Modern Philosophy.

Also has minor in PHIL, interdisciplinary minors in Bioethics and Cognitive Science

Must include 2 senior-level PHIL seminar courses

*Includes course groupings in Value Theory, Metaphysics/Theory of Knowledge, 19th/20th Cent.; also PHIL 499 if honors

Requires a capstone seminar

Courses are 4 hours each; program has 4 defined areas of specialization

*History courses are 4 hours each; program also requires 15 hour in supporting area (minor)

Requires senior seminar; min. 9 hours from a specific group of classes; 9 free electives

Requires senior seminar; min. 9 hours from a specific group of classes; 12 hours from logic/rational decision/probability/phil of science; 9 free electives

*Must take at least one additional history, at least one core analytic, and at least one value theory course.

Required seminar for majors

Core requirements grouped: 9 hrs. ethics/value theory; 9 hrs history of philosophy; 9 hours metaphysics/epistemology; 3 hours logic

Core requirements grouped: 9 hrs. ethics/value theory; 9 hrs history of philosophy; 9 hours metaphysics/epistemology; 3 hours logic
| Required: two courses selected from Logic, Metaphysics/Epistemology, Philosophy of Science, or Ethics. |
| Requires 3 hours of Contemporary Metaphysics and Epistemology and a senior seminar for majors |

| *Must take 3 courses from Ethics, Theory of Knowledge, Phil. Of Language, Phil. Of Mind, Metaphysics, Phil. Of Science. Courses are 4 credits. |
| *Must take 3 courses from Ethics, Theory of Knowledge, Phil. Of Language, Phil. Of Mind, Metaphysics, Phil. Of Science. Min. five courses dealing with ethics, morals, values, justice, etc. |
| *Also requires a Methods course |

| Must take 3 courses from Ethic, Theory of Knowledge, Phil. Of Language, Phil. Of Mind, Metaphysics, Phil. Of Science. Courses are 4 credits. |
| Min. five courses dealing with ethics, morals, values, justice, etc. |
| NOTE: Courses are 5 credits each. |

| Required: 6 hours from Theory of Knowledge, Metaphysics, Philosophy of Mind, Ethical Theories, Philosophy of Language |
| Requires 2 courses from different groups within Epistemology/Metaphysics. |
| *Also requires a Methods course |

| Requires courses from all included disciplines |

| A major in philosophy requires nine philosophy courses, one course in each of three (3) of these four areas: (a) History of Philosophy, (b) Metaphysics, epistemology, philosophy of mind, philosophy of language, (c) Philosophy of Science and Logic, and (d) Value Theory. (Also has a PPE Minor) |
| *Group Requirements include two courses from three of four groups, and one from the remaining group: History, Logic/Semantics; Ethics/Value Theory; and Metaphysics/Epistemology |
Requires one course from each: Moral & Political Philosophy; Metaphysics/Epistemology; Philosophy of Science. Major has optional areas of emphasis: Laws, Ethics & Society; Science, Tech. & Medicine; Mind, Brain & Cognitive Science; Historical Perspectives on Phil., Science & Religion

*Some courses are 4 hours; some are 3.

Requires either Theory of Knowledge or Metaphysics, and Moral Philosophy

Offers only a minor or certificate in Philosophy of Science & Technology; no major

Some courses are 4 credit hours. Major has an optional "sub-plan" for Ethics and Civic Life." *Logic is considered a prerequisite for the major. Required "other" courses consist of two philosophical topics, chosen from a list.

Six options/areas of special emphasis which determine choice of electives.

Core Hours include 12 credits from three of the following areas: General Phil.; Ancient Phil.; Early Modern Phil.; Phil. Of Mind; Phil of Science; Phil. Of Language; Metaphysics; Theory of Knowledge. NOTE: Most courses are 4 credits.
Appendix IV.4: Undergraduate Course Descriptions

Department of Philosophy Undergraduate Course Offerings

PHIL 111 Contemporary Moral Issues

Credits 3. 3 Lecture Hours.

(PHIL 2306) Contemporary Moral Issues. Representative ethical positions and their application to contemporary social problems.

PHIL 205 Technology and Human Values

Credits 3. 3 Lecture Hours.

Interaction of personal and societal values with technology and man's self-image, the future and value change.

PHIL 208 Philosophy of Education

Credits 3. 3 Lecture Hours.

Basic social ideas and concepts of human nature in Western civilization; their implications for theories of education.

PHIL 240 Introduction to Logic

Credits 3. 3 Lecture Hours.

(PHIL 2303) Introduction to Logic. Introduction to formal methods of deductive and inductive logic including, but not limited to, truth-tables, formal deduction and probability theory.

PHIL 251 Introduction to Philosophy

Credits 3. 3 Lecture Hours.

(PHIL 1301) Introduction to Philosophy. Perennial problems of philosophy such as the existence of God, the mind/body relationship, the limits of knowledge, the foundations of moral judgment, man and the state.

PHIL 252/AFST 252 Introduction to Hip-Hop Philosophy

Credits 3. 3 Lecture Hours.

Introduction to philosophy by way of the major themes and subjects of Hip-Hop; critical advocacy of various philosophical ideals.

Cross Listing: AFST 252/PHIL 252.
PHIL 283 Latin American Philosophy

Credits 3. 3 Lecture Hours.

Major philosophers in the history of Latin American philosophy, such as Unamuno, Ortega y Gasset, Vasconcelos, Caso and Gutiérrez.

PHIL 285 Directed Studies

Credits 0 to 4. 0 to 4 Other Hours.

Directed studies in specific problem areas of philosophy. 
Prerequisite: Approval of department head.

PHIL 289 Special Topics in...

Credits 1 to 4. 1 to 4 Lecture Hours.

Selected topics in an identified area of philosophy. May be repeated for credit. 
Prerequisite: Approval of instructor.

PHIL 291 Research

Credits 0 to 3. 0 to 3 Other Hours.

Research conducted under the direction of faculty member in the department of philosophy and humanities. May be taken two times for credit. 
Prerequisites: Freshman or sophomore classification and approval of department head.

PHIL 305 Philosophy of the Natural Sciences

Credits 3. 3 Lecture Hours.

Critical analysis of scientific methods and achievements; the nature and types of explanation, discovery and confirmation, models and theories. 
Prerequisite: 3 hours of philosophy other than PHIL 240.

PHIL 307 Philosophy of the Social Sciences

Credits 3. 3 Lecture Hours.

Nature and objectivity of the social sciences, their paradigms and patterns of explanation. 
Prerequisite: 3 hours of philosophy other than PHIL 240.

PHIL 314 Environmental Ethics

Credits 3. 3 Lecture Hours.

Moral basis of duties to preserve or protect plants, animals and environmental systems; foundations of environmental law and policy; the idea of nature in philosophy; critique of social and economic analyses of environmental values. 
Prerequisite: Sophomore classification or approval of instructor.
PHIL 315 Military Ethics

Credits 3. 3 Lecture Hours.

Major ethical issues in modern military practice: ethics of leadership, just war theory, killing of the innocent and the moral status of the rules of war.

PHIL 320 Philosophy of Mind

Credits 3. 3 Lecture Hours.

Relation of mind to body, nature of thought and knowing, the free will problem, death and immortality.
Prerequisite: 3 hours of philosophy other than PHIL 240.

PHIL 330 Philosophy of Art

Credits 3. 3 Lecture Hours.

Theories of artistic creation and aesthetic response as exemplified in art forms such as painting, music, poetry, architecture, dance, theater, sculpture and motion pictures.

PHIL 331/RELS 331 Philosophy of Religion

Credits 3. 3 Lecture Hours.

Philosophical problems of Western religion such as the existence of God, the problem of evil, types of theism, rational, empirical and mystical approaches to God.
Cross Listing: RELS 331/PHIL 331.

PHIL 332 Social and Political Philosophy

Credits 3. 3 Lecture Hours.

Metaphysical commitments and political theory, the nature and proper ends of the state, freedom, equality, authority, and justice, considering such writers as Plato, Aristotle, Machiavelli, Locke, Rousseau, Marx, Dewey.
Prerequisite: 3 hours of philosophy other than PHIL 240.

PHIL 334 Philosophy of Law

Credits 3. 3 Lecture Hours.

Traditional legal issues such as definitions of law, relationship between law and morality, and punishment considered from a legal perspective.
Prerequisite: Junior or senior classification.
PHIL 341 Symbolic Logic

Credits 3. 3 Lecture Hours.

Elementary symbolic logic beginning with propositional calculus and first order predicate logic, and their applications.  
Prerequisite: PHIL 240.

PHIL 342 Symbolic Logic II

Credits 3. 3 Lecture Hours.

Advanced topics in logic such as the theory of identity, higher order logics, logic of sets, elements of modal logic.  
Prerequisite: PHIL 240 or PHIL 341, or approval of instructor.

PHIL 351 Theory of Knowledge

Credits 3. 3 Lecture Hours.

Major topics in epistemology such as the problem of induction, perception theory, memory and the problem of other minds.  
Prerequisites: 3 hours of philosophy.

PHIL 352/AFST 352 Africana Philosophy

Credits 3. 3 Lecture Hours.

Presentation of the seminal ideas of several influential Africana thinkers; recovery of the neglected traditions in which these thinkers locate themselves. May be taken three times for credit.  
Prerequisite: Junior or senior classification or approval of instructor.  
Cross Listing: AFST 352/PHIL 352.

PHIL 353/AFST 353 Radical Black Philosophies of Race and Racism

Credits 3. 3 Lecture Hours.

Critical evaluation of white supremacy, colonialism, and the modern construction of race; examination of the historical background for contemporary theories of race.  
Prerequisite: Junior or senior classification or approval of instructor.  
Cross Listing: AFST 353/PHIL 353.

PHIL 361 Metaphysics

Credits 3. 3 Lecture Hours.

Topics concerning the fundamental nature of reality such as what exists, the mental and the physical, universals and individuals, space and time, God.  
Prerequisites: PHIL 240 and 3 hours of philosophy.
PHIL 371 Philosophy of Literature

Credits 3. 3 Lecture Hours.

Philosophical analysis of the major recurrent themes in world literature including fate, the meaning of tragedy, death, odyssey, good and evil, time and eternity, hope and salvation; works selected from a variety of cultures and historical periods.

PHIL 375 Philosophy of the Visual Media

Credits 3. 2 Lecture Hours. 2 Lab Hours.

Aesthetic, ethical and epistemological issues of photography, cinema and video.

PHIL 376/FILM 376 Philosophy, Film and Evil

Credits 3. 3 Lecture Hours.

Application of philosophical methods and analyses to the medium of film; survey of various depictions and treatments of evil within the genre of science fiction; investigation of depictions and treatments of evil arising from consideration of human encounters with alien others.
Prerequisite: Junior or senior classification.
Cross Listing: FILM 376/PHIL 376.

PHIL 381 Ethical Theory

Credits 3. 3 Lecture Hours.

Values and conduct such as moral relativism, self-interest, utilitarianism, rules, nature of valuation, ethical language and argumentation.
Prerequisite: 3 hours of Philosophy other than PHIL 240.

PHIL 409/WGST 409 Studies in Gender and Philosophy

Credits 3. 3 Lecture Hours.

Analysis, from a gender-studies perspective, of a single figure or concept in the history of philosophy. May be repeated 1 time for credit with a different focus.
Prerequisites: 3 hours in philosophy and women's and gender studies; junior or senior classification.
Cross Listing: WGST 409/PHIL 409.

PHIL 410 Classical Philosophy

Credits 3. 3 Lecture Hours.

Major philosophers from 600 B.C. to the end of the third century A.D. including the Pre-Socratics, Socrates, Plato, Aristotle, Hellenistic and Roman philosophy and the Neo-Platonists.
PHIL 411 Medieval Philosophy
Credits 3. 3 Lecture Hours.
Major philosophers from the early Christian centuries through the 14th century, emphasizing such writers as Augustine, Aquinas, Duns Scotus and William of Ockham.

PHIL 412 Seventeenth-Century Philosophy
Credits 3. 3 Lecture Hours.
Significant seventeenth-century texts in metaphysics, epistemology, moral psychology, and political philosophy; authors such as Descartes, Hobbes, Spinoza, Leibniz, and Locke.
Prerequisite: Junior or senior classification or approval of instructor.

PHIL 413 Eighteenth-Century Philosophy
Credits 3. 3 Lecture Hours.
Significant eighteenth-century texts from philosophers such as Berkeley, Rousseau, Hume, and Kant.

PHIL 414 Nineteenth Century Philosophy
Credits 3. 3 Lecture Hours.
Contributions of such philosophers as Hegel, Marx, Kierkegaard, Nietzsche, Husserl, Mill and Bradley.
Prerequisite: 3 hours of philosophy.

PHIL 415 American Philosophy
Credits 3. 3 Lecture Hours.
The thought of philosophers such as Peirce, James, Royce, Santayana, Mead, Dewey and Whitehead.
Prerequisite: 3 hours of philosophy other than PHIL 240.

PHIL 416 Recent British and American Philosophy
Credits 3. 3 Lecture Hours.
Major philosophers in contemporary Anglo-American thought such as Moore, Russell, Wittgenstein, Ayer, Quine, Austin and Ryle.
Prerequisites: PHIL 240.
PHIL 417 Phenomenology

Credits 3. 3 Lecture Hours.

Phenomenology from its nineteenth-century origins to the present; authors such as Brentano, Husserl, Scheler, Heidegger, Merleau-Ponty, Levinas, Henry, Marion.
Prerequisites: Junior or senior classification.

PHIL 418 Existentialism

Credits 3. 3 Lecture Hours.

Existentialism from its nineteenth-century origins to the present; philosophers such as Kierkegaard, Nietzsche, Buber, Rosenzweig, Sartre, de Beauvoir, and Camus.
Prerequisite: PHIL 412 or 413; junior or senior classification or approval of instructor.

PHIL 419 Current Continental Philosophy

Credits 3. 3 Lecture Hours.

Major thinkers concerned with "postmodern" topics in hermeneutics, poststructuralism, critical theory, deconstructionism, contemporary Marxist strategies, semiotics and feminist theory.
Prerequisite: Junior classification or approval of instructor.

PHIL 424 Philosophy of Language

Credits 3. 3 Lecture Hours.

The nature of language; the various uses of language and their philosophical import; the nature of meaning, truth, reference and issues surrounding formal representations of natural languages.
Prerequisite: Junior classification or approval of instructor. Prerequisite: PHIL 240 and 3 additional hours of philosophy; junior or senior classification or approval of instructor.

PHIL 464/RELS 464 Modern Jewish Thought and Philosophy

Credits 3. 3 Lecture Hours.

An overview of modern Jewish thought and philosophy spanning Jewish European thinkers from the 18th century to the 20th century.
Prerequisite: Junior or senior classification.
Cross Listing: RELS 464/PHIL 464.

PHIL 480 Medical Ethics

Credits 3. 3 Lecture Hours.

Critical analysis of major ethical issues in medicine including truth telling, confidentiality, paternalism, genetics, abortion, infanticide, euthanasia and social justice in health care.
PHIL 482/ENGR 482 Ethics and Engineering

Credits 3. 2 Lecture Hours. 2 Lab Hours.

Development of techniques of moral analysis and their application to ethical problems encountered by engineers, such as professional employee rights and whistle blowing; environmental issues; ethical aspects of safety, risk and liability; conflicts of interest; emphasis on developing the capacity for independent ethical analysis of real and hypothetical cases.

Prerequisite: Junior classification.

Cross Listing: ENGR 482/PHIL 482.

PHIL 484 Professional Internship

Credits 0 to 6. 0 to 6 Other Hours.

Practical experience in an institutional or organizational setting appropriate to analysis and understanding of issues in some area of applied philosophy. May be taken five times for credit.

Prerequisite: Approval of instructor and department head.

PHIL 485 Directed Studies

Credits 0 to 6. 0 to 6 Other Hours.

Directed studies in specific problem areas of philosophy.

Prerequisite: Approval of department head.

PHIL 489 Special Topics in...

Credits 1 to 4. 1 to 4 Lecture Hours.

Selected topics in an identified area of philosophy. May be repeated for credit.

PHIL 491 Research

Credits 0 to 3. 0 to 3 Other Hours.

Research conducted under the direction of faculty member in the department of philosophy and humanities. May be taken two times for credit.

Prerequisites: Junior or senior classification and approval of dean of college.

PHIL 497 Independent Honors Studies

Credits 1 to 3. 1 to 3 Other Hours.

Directed independent studies in specific philosophical problems.

Prerequisites: Junior or senior classification either as Honors students or with overall GPR of 3.25; letter of approval from head of student's major department.
### Time to Degree: Undergraduate Freshmen and Transfer Students, Texas A&M Philosophy

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PHIL Paper Assessment Form

For each paper produced by your PHIL OR NON-PHIL undergraduate and graduate students, please fill out the following evaluation sheet and score each criterion. NB: Before you begin your grading, assign a unique numerical identifier to each student — I would suggest you do so simply by putting your students’ papers in random order and then numbering them starting with 1, and use those numbers for the Student Nos. Note that the Year (U1-G9) of each student can be found in your class roster on Howdy. Return the completed forms to Chris Menzel (cmenzel@tamu.edu) at your earliest convenience in either electronic (preferred) or physical form. (If you prefer a spreadsheet, click here.)

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Scoring the Criteria

Articulation of a philosophical or scholarly problem
This criterion evaluates the quality of a student’s identification and articulation of the basic philosophical/scholarly problem(s) their paper addresses, for example:

- the apparent incompatibility between the existence of a god and the existence of evil;
- the moral status of abortion;
- the existence of logical paradoxes implicit in our naïve understanding of truth;
- scholarly disagreement over Hume’s religious convictions.

The score assigned to this criterion of course reflects the clarity and depth of the articulation of the problem(s) in question. At a minimum, the student should provide a reasonably coherent articulation of the problem they have identified. Good/exemplary work will in particular clarify the critical concepts in the stated problem(s), e.g., the relevant properties of a purported god, the definition of a paradox, etc.

Thesis
This criterion, when applicable, evaluates the quality of the thesis the student defends in their paper, for example:

- the existence of a god is compatible with the existence of evil;
- abortion is morally permissible;
- the concept of truth is not bivalent;
- Hume was an agnostic.

The score assigned to this criterion reflect the clarity and philosophical sophistication of the thesis and the student’s grasp of its connection to the stated philosophical/scholarly problem. In particular, good/exemplary work will clarify any new concepts introduced in the student’s thesis that are not already part of the stated problem.

Arguments
This criterion evaluates the quality of the arguments the student provides both in defense of their thesis and in any exposition of relevant background literature. (In the case of expository papers, of course, only arguments of the latter sort will be present.) In good/exemplary work, the logical structure of the arguments in question will be vivid, the premises and conclusions will be as clear and unambiguous as the material allows and, especially in exemplary work, any logical flaws in the arguments will be cogently identified and assessed appropriately — e.g., the student might suggest ways in which flaws can be repaired or, alternatively, argue that the flaws in a given argument are fatal.

Organization
This criterion evaluates the quality of the organization, or structure, of the student’s paper. In addition to the articulation of a philosophical or scholarly problem, a paper may include one or more theses any number of arguments, discussion of relevant background material, and more besides. In good/exemplary work, these ingredients are structured in such a way that the paper flows naturally from the statement of the initial problem to the paper’s conclusions.
Mastery of Text(s)
This criterion evaluates the quality of a student’s mastery of the texts examined in the paper — primary or secondary. Real mastery of a text will take shape in a number of interrelated ways: understanding the broader scholarly landscape in which a text was written; developing one’s specific argument in the context of the larger project of a text; articulating the movement of the argument of a text; and facility with the nuances of textual interpretation, such as attention to the relevant context in which an argument or elucidation appears. Such mastery is typically embodied in the citation and discussion of passages of a text. Good/exemplary work will demonstrate that the student has an excellent grasp of the meaning, structure, and import of a text and its arguments.

Writing
This criterion simply evaluates the quality of the student’s writing. Though of course good writing often goes hand in hand with good philosophical content, as far as possible writing should be evaluated independently of the philosophical qualities of the paper. That is, the purpose of this criterion is, as far as possible, to assess the student’s ability to write competent English prose. Hence, the evaluation should indicate the student’s grammatical sense, their grasp of good writing style, word choice, etc.
### Student Enrollment Summary for Fall 2015, Fall 2014, Fall 2013, Fall 2012, Fall 2011, Fall 2010, Fall 2009 by Semester by Demographics

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#### Student Department: PHUM

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Appendix IV.7: Diversity Profile

Provided by Office of Institutional Studies and Planning, Texas A&M University

Oct 30, 2015

oisp.tamu.edu/cognos8

1:04:20 PM

127
## Student Enrollment Summary for Fall 2015, Fall 2014, Fall 2013, Fall 2012, Fall 2011, Fall 2010, Fall 2009 by Semester by Demographics

**Student College:** Liberal Arts  
**Student Department:** PHUM

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### Student Enrollment for Fall 2015, Fall 2014, Fall 2013, Fall 2012, Fall 2011, Fall 2010, Fall 2009 by Classification Level by Demographics

**Student College: Liberal Arts**  
**Student Department: PHUM**

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**Student College**

| Liberal Arts      | 9  | 21 | 30 | 31 | 91 | 5       | 5  | 4  | 21    | 25 | 121 |

**Student Department**

| PHUM              | 9  | 21 | 30 | 31 | 91 | 5       | 5  | 4  | 21    | 25 | 121 |

**Major**

| PHIL              | 9  | 21 | 30 | 31 | 91 | 5       | 5  | 4  | 21    | 25 | 121 |

**Sex**

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**Asian Only (NEW)**

|          | 1      | 1    | 1        |       |     |         |     |     |       |     |     |

**Black only + 2 or more/1 Black (NEW)**

|          | 1      | 1    | 2        |       |     |         |     |     |       |     |     |

**Hispanic or Latino of any Race (NEW)**

|          | 2      | 4    | 1        |       |     |         |     |     |       |     |     |

**International**

|          | 1      | 1    | 1        |       |     |         |     |     |       |     |     |

**White Only (NEW)**

|          | 6      | 8    | 5        | 19    | 1   | 1       | 1   | 4   | 5      | 25  |

|          | 0      | 0    | 0        |       |     |         |     |     |       |     |     |

**Male**

|          | 9      | 12   | 24       | 62    | 3   | 3       | 13  | 16  | 81     |

**Asian Only (NEW)**

|          | 1      | 1    | 1        |       |     |         |     |     |       |     |     |

**Black only + 2 or more/1 Black (NEW)**

|          | 1      | 1    | 2        |       |     |         |     |     |       |     |     |

**Hispanic or Latino of any Race (NEW)**

|          | 1      | 5    | 5        | 16    | 1   | 1       | 1   | 2   | 3      | 20  |

**International**

|          | 1      | 1    | 2        |       |     |         |     |     |       |     |     |

**2 or more/excluding Black (NEW)**

|          | 1      | 1    | 1        |       |     |         |     |     |       |     |     |

**Unknown or Not Reported**

|          | 1      | 1    | 1        |       |     |         |     |     |       |     |     |

**White Only (NEW)**

|          | 8      | 10   | 18       | 42    | 1   | 1       | 1   | 9   | 10     | 53  |

|          | 0      | 0    | 0        |       |     |         |     |     |       |     |     |

**Ethnic Origin**

|          | 2      | 2    | 2        | 2     |     |         |     |     |       |     |     |

**Top 10 Percent Flag**

|          | 4      | 10   | 21       | 23    | 58  | 5       | 4   | 21  | 25     | 88  |

|          | 0      | 0    | 0        |       |     |         |     |     |       |     |     |

**First Generation Student**

|          | 7      | 13   | 20       | 21    | 61  | 2       | 2   | 14  | 16     | 79  |

|          | 4      | 8    | 9        | 10    | 29  | 3       | 3   | 1   | 3      | 36  |

|          | 1      | 1    | 1        |       |     |         |     |     |       |     |     |

|          | 1      | 2    | 1        | 3     |     |         |     |     |       |     |     |

|          | 2      | 2    | 2        |       |     |         |     |     |       |     |     |

|          | 0      | 0    | 0        |       |     |         |     |     |       |     |     |

**Entry Status**

|          | 5      | 2    | 7        |       |     |         |     |     |       |     |     |

|          | 1      | 5    | 2        |       |     |         |     |     |       |     |     |

|          | 1      | 1    | 1        |       |     |         |     |     |       |     |     |

|          | 1      | 2    | 1        | 3     |     |         |     |     |       |     |     |

|          | 2      | 2    | 2        |       |     |         |     |     |       |     |     |

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### Student Enrollment for Fall 2015, Fall 2014, Fall 2013, Fall 2012, Fall 2011, Fall 2010, Fall 2009 by Classification Level by Demographics

**Student College:** Liberal Arts  
**Student Department:** PHUM

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**Student College: Liberal Arts**  
**Student Department: PHUM**

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**Top 10 Percent Flag**

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# Student Enrollment for Fall 2015, Fall 2014, Fall 2013, Fall 2012, Fall 2011, Fall 2010, Fall 2009 by Classification Level by Demographics

**Student College:** Liberal Arts  
**Student Department:** PHUM

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| Blinn TEAM Flag       |       |       |       |       |       |       |       |       |       |
| No.                   | 17  | 19  | 22  | 38  | 96  | 9    | 9    | 3     | 20    | 23    | 128   |

*Provided by Office of Institutional Studies and Planning, Texas A&M University*
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Provided by Office of Institutional Studies and Planning, Texas A&M University
Oct 30, 2015
## Student Enrollment for Fall 2015, Fall 2014, Fall 2013, Fall 2012, Fall 2011, Fall 2010, Fall 2009 by Classification Level by Demographics

**Student College:** Liberal Arts  
**Student Department:** PHUM

<table>
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</table>

**Blinn TEAM Flag**

| No                | 10  | 24  | 26  | 34 | 94  | 5   | 5   | 6   | 14  | 20  | 119 |

Provided by Office of Institutional Studies and Planning, Texas A&M University
### Student Enrollment for Fall 2015, Fall 2014, Fall 2013, Fall 2012, Fall 2011, Fall 2010, Fall 2009 by Classification Level by Demographics

**Student College:** Liberal Arts  
**Student Department:** PHUM

#### Fall 2012

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**Student College**
- **Liberal Arts**
  - Undergraduate: 12, 28, 23, 31, 94
  - Graduate-NDS: 1
  - Masters: 1
  - Doctoral: 7
  - Total: 17

**Student Department**
- **PHUM**
  - Undergraduate: 12, 28, 23, 31, 94
  - Graduate-NDS: 1
  - Masters: 1
  - Doctoral: 7
  - Total: 17

**Major**
- **PHIL**
  - Undergraduate: 12, 28, 23, 31, 94
  - Graduate-NDS: 1
  - Masters: 1
  - Doctoral: 7
  - Total: 17

**Sex**
- **Female**
  - Asian Only (NEW): 4, 9, 3, 7
  - Black only + 2 or more/1 Black (NEW): 6
  - Hispanic or Latino of any Race (NEW): 6
  - 2 or more/excluding Black (NEW): 2
  - White Only (NEW): 3
  - Unknown or Not Reported: 1
  - Total: 17

- **Male**
  - Asian Only (NEW): 8, 19, 20, 24
  - Black only + 2 or more/1 Black (NEW): 1
  - Hispanic or Latino of any Race (NEW): 3
  - 2 or more/excluding Black (NEW): 4
  - White Only (NEW): 5
  - Unknown or Not Reported: 1
  - Total: 11

**Ethnic Origin**
- **Asian Only (NEW)**
  - 1, 1, 2
  - Total: 3

- **Black only + 2 or more/1 Black (NEW)**
  - 1, 1
  - Total: 2

- **Hispanic or Latino of any Race (NEW)**
  - 3, 8, 4, 6
  - Total: 26

- **2 or more/excluding Black (NEW)**
  - 1, 3, 1
  - Total: 6

- **White Only (NEW)**
  - 8, 15, 17, 21
  - Total: 80

**Top 10 Percent Flag**
- **Top 10**
  - 5, 9, 4, 9
  - Total: 27

- **Not Top 10**
  - 7, 19, 19, 22
  - Total: 71

**First Generation Student**
- **Not First Generation**
  - 7, 13, 14, 23
  - Total: 71

- **First Generation**
  - 4, 15, 7, 6
  - Total: 38

- **Unknown**
  - 1, 2
  - Total: 4

**Entry Status**
- **First-Time In College**
  - 9, 2, 1, 12
  - Total: 12

- **First-Time Transfer**
  - 2, 6, 3
  - Total: 11

- **First-Time Non-Degree Graduate (PB)**
  - 1
  - Total: 1

- **First-Time Graduate**
  - 2, 2, 4, 1
  - Total: 7

- **Readmitted**
  - 1, 3
  - Total: 4

---

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_Oct 30, 2015_
Student Enrollment for Fall 2015, Fall 2014, Fall 2013, Fall 2012, Fall 2011, Fall 2010, Fall 2009 by Classification Level by Demographics

Student College: Liberal Arts  
Student Department: PHUM

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Oct 30, 2015
## Student Enrollment for Fall 2015, Fall 2014, Fall 2013, Fall 2012, Fall 2011, Fall 2010, Fall 2009 by Classification Level by Demographics

### Student College: Liberal Arts
### Student Department: PHUM

#### Fall 2011

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#### Student College

**Liberal Arts**

|          |          |          |          |          |          |          |          |          |
|----------|----------|----------|----------|----------|----------|----------|----------|
|          | 14       | 11       | 23       | 26       | 74       | 9        | 5        | 13       |

#### Student Department

**PHUM**

|          |          |          |          |          |          |          |          |          |
|----------|----------|----------|----------|----------|----------|----------|----------|
|          | 14       | 11       | 23       | 26       | 74       | 9        | 5        | 13       |

#### Major

**PHIL**

|          |          |          |          |          |          |          |          |          |
|----------|----------|----------|----------|----------|----------|----------|----------|
|          | 14       | 11       | 23       | 26       | 74       | 9        | 5        | 13       |

#### Sex

|          |          |          |          |          |          |          |          |          |
|----------|----------|----------|----------|----------|----------|----------|----------|
| **Female** | 5        | 3        | 4        | 7        | 19       | 3        | 3        | 4        | 7        | 29       |
| **Male**  | 9        | 8        | 19       | 19       | 55       | 6        | 2        | 9        | 11       | 72       |

#### Ethnic Origin

|          |          |          |          |          |          |          |          |          |
|----------|----------|----------|----------|----------|----------|----------|----------|
| **Asian Only (NEW)** | 2        | 2        | 2        |          |          |          |          |          |
| **Black only + 2 or more/1 Black (NEW)** | 1        | 1        | 1        |          |          |          |          |          |
| **Hispanic or Latino of any Race (NEW)** | 1        | 1        | 1        |          |          |          |          |          |
| **White Only (NEW)** | 3        | 2        | 3        | 4        | 12       | 2        | 2        | 3        | 3        | 6        | 20       |

#### Top 10 Percent Flag

|          |          |          |          |          |          |          |          |          |
|----------|----------|----------|----------|----------|----------|----------|----------|
| **Top 10** | 3        | 3        | 5        | 7        | 18       |          |          | 18       |
| **Not Top 10** | 11       | 8        | 18       | 19       | 56       | 9        | 5        | 13       | 18       | 83       |

#### First Generation Student

|          |          |          |          |          |          |          |          |          |
|----------|----------|----------|----------|----------|----------|----------|----------|
| **Not First Generation** | 10       | 8        | 14       | 20       | 52       | 4        | 4        | 3        | 8        | 11       | 67       |
| **First Generation** | 2        | 3        | 4        | 5        | 14       | 4        | 4        | 1        | 2        | 3        | 21       |
| **Unknown** | 2        | 5        | 1        |          | 8        | 1        | 1        | 3        |          |          | 4        | 13       |

#### Entry Status

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## Student Enrollment for Fall 2015, Fall 2014, Fall 2013, Fall 2012, Fall 2011, Fall 2010, Fall 2009 by Classification Level by Demographics

**Student College:** Liberal Arts  
**Student Department:** PHUM

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**Blinn TEAM Flag:**
- **No:** 14, 11, 23, 26, 74, 9, 9, 5, 13, 18, 101

Provided by Office of Institutional Studies and Planning, Texas A&M University
### Student Enrollment for Fall 2015, Fall 2014, Fall 2013, Fall 2012, Fall 2011, Fall 2010, Fall 2009 by Classification Level by Demographics

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**Student Department:** PHUM

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**Blinn TEAM Flag**

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**Student College**

| Liberal Arts | 11 | 12 | 21 | 34 | 78 | 12 | 1 | 13 | 4 | 8 | 12 | 103 |

**Student Department**

| PHUM | 11 | 12 | 21 | 34 | 78 | 12 | 1 | 13 | 4 | 8 | 12 | 103 |

**Major**

| PHIL | 11 | 12 | 21 | 34 | 78 | 12 | 1 | 13 | 4 | 8 | 12 | 103 |

**Sex**

| Female | 5 | 3 | 3 | 11 | 22 | 5 | 5 | 2 | 3 | 5 | 32 |
| Male   | 6 | 9 | 18 | 23 | 56 | 7 | 1 | 8 | 2 | 5 | 7 | 71 |

| Female | Asian Only (NEW) | 1 | 1 | 2 | 2 |
|        | Black only + 2 or more/1 Black (NEW) | 2 | 2 | 2 |
|        | Hispanic or Latino of any Race (NEW) | 1 | 1 | 3 | 1 | 1 | 4 |
|        | White Only (NEW) | 3 | 2 | 3 | 7 | 15 | 5 | 5 | 2 | 2 | 4 | 24 |
| Male   | Asian Only (NEW) | 1 | 1 | 1 | 1 |
|        | Black only + 2 or more/1 Black (NEW) | 1 | 1 | 2 | 2 |
|        | Hispanic or Latino of any Race (NEW) | 2 | 2 | 4 | 8 | 1 | 1 | 1 | 2 | 11 |
|        | International | 1 | 1 | 1 | 1 | 2 |
|        | American Indian Only (NEW) | 1 | 1 | 1 | 1 |
|        | 2 or more/excluding Black (NEW) | 1 | 1 | 1 | 1 |
|        | Native Hawaiian Only (NEW) | 1 | 1 | 1 |
|        | Unknown or Not Reported | 1 | 1 | 2 | 2 |
|        | White Only (NEW) | 6 | 5 | 12 | 18 | 41 | 4 | 4 | 1 | 4 | 5 | 50 |

**Ethnic Origin**

| Asian Only (NEW) | 1 | 1 | 1 | 3 | 3 |
| Black only + 2 or more/1 Black (NEW) | 1 | 3 | 4 | 4 |
| Hispanic or Latino of any Race (NEW) | 1 | 3 | 2 | 5 | 11 | 1 | 1 | 2 | 3 | 15 |
| International | 1 | 1 | 1 | 1 | 2 |
| American Indian Only (NEW) | 1 | 1 | 1 | 1 |
| 2 or more/excluding Black (NEW) | 1 | 1 | 1 | 1 |
| Native Hawaiian Only (NEW) | 1 | 1 | 1 |
| Unknown or Not Reported | 1 | 1 | 2 | 2 |
| White Only (NEW) | 9 | 7 | 15 | 25 | 56 | 9 | 9 | 3 | 6 | 9 | 74 |

**Top 10 Percent Flag**

| Top 10 | 1 | 4 | 5 | 8 | 18 | 18 |
| Not Top 10 | 10 | 8 | 16 | 26 | 60 | 12 | 1 | 13 | 4 | 8 | 12 | 85 |

**First Generation Student**

| Not First Generation | 9 | 6 | 15 | 21 | 51 | 9 | 1 | 10 | 3 | 3 | 6 | 67 |
| First Generation | 1 | 5 | 5 | 10 | 21 | 2 | 2 | 1 | 1 | 2 | 25 |
| Unknown | 1 | 1 | 1 | 3 | 6 | 1 | 1 | 4 | 4 | 11 |

**Entry Status0**

| First-Time In College | 9 | 1 | 10 | 10 |
### Student Enrollment for Fall 2015, Fall 2014, Fall 2013, Fall 2012, Fall 2011, Fall 2010, Fall 2009 by Classification Level by Demographics

**Student College:** Liberal Arts  
**Student Department:** PHUM

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Provided by Office of Institutional Studies and Planning, Texas A&M University
## Student Enrollment for Fall 2015, Fall 2014, Fall 2013, Fall 2012, Fall 2011, Fall 2010, Fall 2009 by Classification Level by Demographics

**Student College: Liberal Arts**  
**Student Department: PHUM**

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**Liberal Arts**

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**PHUM**

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# Student Enrollment for Fall 2015, Fall 2014, Fall 2013, Fall 2012, Fall 2011, Fall 2010, Fall 2009 by Classification Level by Demographics

**Student College:** Liberal Arts  
**Student Department:** PHUM  

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Provided by Office of Institutional Studies and Planning, Texas A&M University  
Oct 30, 2015
### Appendix IV.8: Percentage of Full Time Enrollment

#### Percentage of Full Time Enrollment by Semester for Philosophy, Fall 2011 - Summer 2016

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<tr>
<th>Academic Year</th>
<th>Semester</th>
<th>Student Major</th>
<th>Classification Level</th>
<th>Full Time Students</th>
<th>All Students</th>
<th>% Full Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>Fall 2011</td>
<td>PHIL</td>
<td>Undergraduate</td>
<td>68</td>
<td>74</td>
<td>91.9%</td>
</tr>
<tr>
<td>2011-12</td>
<td>Spring 2012</td>
<td>PHIL</td>
<td>Undergraduate</td>
<td>72</td>
<td>78</td>
<td>92.3%</td>
</tr>
<tr>
<td>2011-12</td>
<td>Summer 2012</td>
<td>PHIL</td>
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<td>13</td>
<td>27</td>
<td>48.1%</td>
</tr>
<tr>
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<td>89</td>
<td>94</td>
<td>94.7%</td>
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<tr>
<td>2012-13</td>
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<td>Undergraduate</td>
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<td>98</td>
<td>92.9%</td>
</tr>
<tr>
<td>2012-13</td>
<td>Summer 2013</td>
<td>PHIL</td>
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<td>36</td>
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<tr>
<td>2013-14</td>
<td>Summer 2014</td>
<td>PHIL</td>
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<td>96</td>
<td>91.7%</td>
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<td>PHIL</td>
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<td>96</td>
<td>93.8%</td>
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<td>PHIL</td>
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<td>97</td>
<td>94.8%</td>
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<td>Summer 2016</td>
<td>PHIL</td>
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<td>0.0%</td>
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<tr>
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<td>29</td>
<td>37.9%</td>
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Appendix IV.9: Undergraduate Retention and Graduation Rates

**University-wide* Retention & Graduation**

*Select Retention Type on the right*

<table>
<thead>
<tr>
<th>Fall Cohort</th>
<th>Headcount</th>
<th>% 1-yr Retained</th>
<th>% 4-yr Graduated</th>
<th>% 5-yr Graduated</th>
<th>% 6-yr Graduated</th>
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<td>2007</td>
<td>5</td>
<td>80.0%</td>
<td>60.0%</td>
<td>60.0%</td>
<td>60.0%</td>
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<td>2008</td>
<td>9</td>
<td>100.0%</td>
<td>44.4%</td>
<td>77.8%</td>
<td>88.9%</td>
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<td>2009</td>
<td>3</td>
<td>66.7%</td>
<td>66.7%</td>
<td>66.7%</td>
<td>66.7%</td>
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<tr>
<td>2010</td>
<td>10</td>
<td>60.0%</td>
<td>20.0%</td>
<td>50.0%</td>
<td>50.0%</td>
</tr>
<tr>
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<td>81.8%</td>
<td>63.6%</td>
<td>63.6%</td>
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<td>91.7%</td>
<td>50.0%</td>
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</tr>
<tr>
<td>2013</td>
<td>9</td>
<td>88.9%</td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>2014</td>
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<td>2015</td>
<td>7</td>
<td>100.0%</td>
<td></td>
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</tr>
</tbody>
</table>
List of Grants and Scholarships for Philosophy Majors 2015-16
Information provided by the Office of Scholarships and Financial Aid

Academic Achievement Scholarship
Aggieland Bound Scholarship
Allan A Marburger ’60 Endowed Opportunity Award Scholarship
Anticipated Outside Scholarship
Bridge To Aggieland Scholarship
Brown Foundation Scholars-Liberal Arts
Brown Supplemental
CB Recognition Award
Century Scholar Award
Challenge Scholarship
Class ’50 Fallen Comrades Memorial Sul Ross Scholarship
Class of ’54 Sul Ross Scholarship
Class of ’67 Memorial Sul Ross Scholarship
College Board Recognition
College of Engineering Student Scholarship
Commandant's Corps Scholarship
Corps of Cadets General Scholarship
Cy Alexander ’94 Endowed Opportunity Award
Greater Texas Foundation Aggie Scholarship
Honored Service Scholarship
Ida Olivia & Henry Oscar Roberts Corps of Cadets 21st Century Scholarship
Jana Barnett Williams ’78 Endowed Opportunity Award Scholarship
Keys to Aggieland Scholarship
Lechner Scholarship
Lottie and Norman Klinkman President's Scholarship
MSC Scholarship
Mrs Maude O Hunter Scholarship
National Merit Scholarship AFS
Outside Payment Prize/Award
President's Endowed Scholarship
Regents Scholarship
Renee E Ash ’92 Corps of Cadets 21st Century Scholarship
Sharon & Lovell W Aldrich ’65 Sul Ross Scholarship
Terry Transfer Scholarship College Station Campus
Texas Aggie Grant
Texas Aggie Scholarship
U-Ignite Big Idea
University Initiative Scholarship-Undergrad
VPSA Student Assistance Account Scholarship
West Fort Bend Women's Charity Corps Endowed Scholarship
Specialized Tracks in Philosophy

Students interested in pursuing particular professional careers might wish to pursue one of the following tracks in philosophy. These lists of courses are intended as guidelines, and students should consult with one of the department’s undergraduate advisors about courses that will best fulfill their needs and interests.

COUNSELING/MINISTRY TRACK

For students who are interested in pursuing advanced study or careers in counseling, or positions within organizations with a religiously oriented mission

- PHIL 331: Philosophy of Religion
- PHIL 381: Ethical Theory
- PHIL 418: Phenomenology and Existentialism
- PHIL 208: Philosophy of Education
- PHIL 441: Medieval Philosophy

HUMANITIES TRACK

For students who are interested in pursuing careers, or advanced study in, writing, education, or the arts

- PHIL 331: Philosophy of Religion
- PHIL 330: Philosophy of Art
- PHIL 424: Philosophy of Language
- PHIL 371: Philosophy of Literature
- PHIL 208: Philosophy of Education

INFORMATION TECHNOLOGIES

For students interested in pursuing careers related to such fields as computer programming and software development

- PHIL 341: Symbolic Logic I
- PHIL 351: Theory of Knowledge
- PHIL 424: Philosophy of Language
- PHIL 342: Symbolic Logic II
- PHIL 205: Technology and Human Values
LAW TRACK
For students interested in attending law school

- PHIL 307: Philosophy of the Social Sciences
- PHIL 332: Social and Political Philosophy
- PHIL 381: Ethical Theory
- PHIL 334: Philosophy of Law
- PHIL 415: American Philosophy

MEDIA STUDIES TRACK
For students who are interested in pursuing careers in the media and communication fields

- PHIL 351: Theory of Knowledge
- PHIL 330: Philosophy of Art
- PHIL 419: Current Continental
- PHIL 375: Philosophy of Visual Media
- PHIL 205: Technology and Human Values

MEDICAL ETHICS TRACK
For students who are interested in pursuing careers in the medical profession, including doctor, nurse, health-care professional, hospital administrator

- PHIL 305: Philosophy of the Natural Sciences
- PHIL 320: Philosophy of Mind
- PHIL 381: Ethical Theory
- PHIL 480: Medical Ethics
- PHIL 483: Professional Ethics

PUBLIC SERVICE/GOVERNMENT TRACK
For students interested in pursuing careers in the public sector, such as public office, foreign service, or civil service

- PHIL 307: Philosophy of the Social Sciences
- PHIL 332: Social and Political Philosophy
- PHIL 415: American Philosophy
- PHIL 334: Philosophy of Law
- PHIL 111: Contemporary Moral Issues
## Appendix V.1: Graduating PhD Students, PHIL 2008-2016

<table>
<thead>
<tr>
<th>Year of Graduation</th>
<th>Student Name</th>
<th>Dissertation</th>
<th>Areas of Specialization</th>
<th>Supplementary Masters</th>
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<tr>
<td>2006</td>
<td>James Noland</td>
<td>&quot;Two Rival Versions of Historical Inquiry and Their Application to the Study of the Sixteenth Amendment,&quot; John J. McDermott, Chair</td>
<td>Social and Political Philosophy, Ethical Theory, Philosophy of History</td>
<td>M.P.S.A., George Bush School of Government and Public Service, Texas A&amp;M University, College Station, Texas, 2004</td>
</tr>
<tr>
<td>2007</td>
<td>Kent Dunnington</td>
<td>&quot;Addiction and Action: Aristotle and Aquinas in Dialogue with Addiction Studies,&quot; John J. McDermott, Chair</td>
<td>Philosophical Theology, Ethics (including virtue ethics, theological ethics, and medical ethics), Philosophy of Religion</td>
<td>M.A., Duke University, Durham, North Carolina</td>
</tr>
<tr>
<td>2008</td>
<td>David Henderson</td>
<td>&quot;Wilderness: the History, Significance and Promise of an American Value,&quot; John J. McDermott, Chair</td>
<td>Environmental Philosophy, Classical American Pragmatism, Ecology</td>
<td>M.S., Wildlife and Fisheries Science, Texas A&amp;M University, College Station, Texas, 2006</td>
</tr>
<tr>
<td>2008</td>
<td>Muhammad Haris</td>
<td>&quot;Four Facets of the Relation to Dialectic and the Theme of Crisis of Expectations,&quot; John J. McDermott, Chair</td>
<td>Philosophy of Literature and Culture, History of Philosophy, Engineering Ethics</td>
<td>M.S., Civil Engineering, Texas A&amp;M University, College Station, Texas, 2002</td>
</tr>
<tr>
<td>2011</td>
<td>Oak DeBerg</td>
<td>&quot;War as Aesthetic: The Philosophy of Carl von Clausewitz as the Embodiment of John Dewey's Concept of Experience,&quot; Gregory Pappas, Chair</td>
<td>Political Philosophy, Ethics, Military Philosophy, Military Ethics, Animal Ethics, and Philosophy of Science</td>
<td>M.S., Aerospace Engineering, Air Force Institute of Technology</td>
</tr>
<tr>
<td>2012</td>
<td>John Tyler</td>
<td>&quot;A pragmatic standard of Legal Validity,&quot; John McDermott, Chair</td>
<td>Philosophy of Law, Political Philosophy, Ethics, History of Philosophy</td>
<td>Juris Doctor, Southern Methodist School of Law</td>
</tr>
<tr>
<td>2012</td>
<td>Kim Diaz</td>
<td>&quot;Radical Democracy in the thought and work of Paulo Freire and Luis Villoro,&quot; Gregory Pappas, Chair</td>
<td>Social and Political Philosophy, Social Ethics, Classical American Pragmatism, Latin American Philosophy</td>
<td>M.A. Hispanic Studies, Texas A&amp;M University, 2010</td>
</tr>
<tr>
<td>2012</td>
<td>Charles Carlson</td>
<td>&quot;Some Philosophical Origins of an Ecological Sensibility,&quot; John McDermott, Chair</td>
<td>Philosophy of Biology, Ethics, American Philosophy, German Idealism, History and Philosophy of Science</td>
<td>M.S., Biology, Texas A&amp;M University, 2011</td>
</tr>
<tr>
<td>2013</td>
<td>Olga Gerhart</td>
<td>&quot;A Reconstruction of the Meaning of Time's Passing within the Classical American Philosophical Tradition,&quot; John McDermott, Chair</td>
<td>Classical American Philosophy, Philosophy of Aging, Ethics and Aging, Engineering Ethics</td>
<td>M.S., Exercise Physiology, University of Texas at Austin, 2003</td>
</tr>
<tr>
<td>2016</td>
<td>Jennifer Gaffney</td>
<td>&quot;From Citizenship to the Space of Appearance: Arents, Haiti, and the Problem of Political Exclusion,&quot; Ted George, Chair</td>
<td>Political Philosophy, Continental Philosophy since Kant</td>
<td>M.S., History, Texas A&amp;M University, 2014</td>
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<tr>
<td>2016</td>
<td>Harris Bechtol</td>
<td>&quot;Influences of the Event: The Death of the Other as Event,&quot; Ted George, Chair</td>
<td>Phenomenology, Continental Philosophy of Religion, Philosophy of the Event</td>
<td>M.Div, Fuller Theological Seminary 2009. The Event</td>
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## Frequency of Graduate Courses, Beginning in 2009

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<td>PHIL 630.600</td>
<td>Aesthetics</td>
<td>200931, 201031</td>
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<td>PHIL 631.600</td>
<td>Philosophy of Religion</td>
<td>200931, 201311, 201431</td>
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<tr>
<td>PHIL 641.600</td>
<td>Mathematical Logic I</td>
<td>200931, 201031, 201131, 201231, 201441, 201511</td>
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<tr>
<td>PHIL 661.601, .602</td>
<td>Seminar in History of Philosophy</td>
<td>200931, 201031, 201331, 201611</td>
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<td>PHIL 682.600, .601, .602</td>
<td>Philosophical Authors</td>
<td>200931, 201011, 201111, 201211, 201231, 201311, 201331, 201411, 201441, 201511, 201531 (John Dewey), 201611 (AFST 605, W.E.B. DuBois)</td>
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<tr>
<td>PHIL 689.602</td>
<td>Special Topics: Animal Ethics &amp; Science</td>
<td>200931</td>
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<td>PHIL 623.600</td>
<td>American Philosophy</td>
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<td>PHIL 642.600</td>
<td>Mathematical Logic II</td>
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<tr>
<td>PHIL 663.601, .602</td>
<td>Seminar in Metaphysics &amp; Epistemology</td>
<td>201011, 201031, 201131, 201311, 201511, 201531</td>
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<tr>
<td>PHIL 664.600</td>
<td>Seminar in Applied Philosophy</td>
<td>201011, 201131</td>
</tr>
<tr>
<td>PHIL 689.601</td>
<td>Special Topics: Critical Race Theory</td>
<td>201011</td>
</tr>
<tr>
<td>PHIL 689.602, .600</td>
<td>Special Topics: Philosophical Pedagogy</td>
<td>201011, 201611</td>
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<td>PHIL 620.600</td>
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<td>PHIL 662.600</td>
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<td>PHIL 611.600</td>
<td>Ancient Philosophy</td>
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<td>PHIL 645.600</td>
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<td>201111, 201311, 201431, 201631</td>
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<td>PHIL 658.600</td>
<td>Philosophy of Language</td>
<td>201111, 201311, 201611</td>
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<td>PHIL 689.600</td>
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<td>PHIL 632.600</td>
<td>Social &amp; Political Philosophy</td>
<td>201131, 201231, 201411, 201431</td>
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<td>PHIL 646.600</td>
<td>Philosophy of Particular Science</td>
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<td>PHIL 635.600</td>
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<td>PHIL 650.600</td>
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<td>PHIL 689.601</td>
<td>Special Topics: Current Themes in the Philosophy of Language</td>
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<tr>
<td>PHIL 689.602</td>
<td>Special Topics: Genomics &amp; Society</td>
<td>201411</td>
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<tr>
<td>PHIL 689.699</td>
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<td>201511</td>
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<td>PHIL 624.600</td>
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<td>PHIL 616.600</td>
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<td>PHIL 655.600</td>
<td>Philosophy of Mind</td>
<td>201611</td>
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<td>Special Topics: Modern Jewish Philosophy</td>
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### Term Code Key

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<td>Campus Indicator (1=College Station, 2=Galveston, 3=Qatar)</td>
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Appendix V.3: Outside PHUM Students

<table>
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<th>Female-G7</th>
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<td>2013a</td>
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<td>2014a</td>
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<td>2014c</td>
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<td>5</td>
<td>2</td>
<td>7</td>
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<tr>
<td>2015a</td>
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TOTAL
20
11
19
19
10
13
13
13
8
23
12
12
17
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<th>Grad. Term</th>
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<th>Areas of Specialization</th>
<th>Initial Placement</th>
<th>Current Position, If Different</th>
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<tbody>
<tr>
<td>2006a</td>
<td>Jake Noland</td>
<td>Master's of Public Service and Administration, George Bush School of Government and Public Service, Texas A&amp;M 2004a</td>
<td>Social and political philosophy, ethical theory, philosophy of history</td>
<td>Virginia Commonwealth (beginning 2007c)</td>
<td>Supervising Instructor at St. Thomas More Academy, Raleigh NC</td>
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<tr>
<td>2007a</td>
<td>Jeremy Evans</td>
<td>Master's of Divinity with Biblical Languages, Southwestern Baptist Theological Seminary, 2001a</td>
<td>Philosophy of religion, ethics (both applied and metaethics), philosophical theology</td>
<td>New Orleans Baptist Theological Seminary (beginning 2006c) [TT]</td>
<td>Associate Professor of Philosophy at Southeastern Baptist Theological Seminary</td>
</tr>
<tr>
<td>2007a</td>
<td>Kent Dunnington</td>
<td>Master's of Theological Studies, Duke University, 2007a</td>
<td>Philosophical theology, ethics (including virtue ethics and medical ethics), philosophy of religion</td>
<td>Greenville College (Greenville, Illinois, beginning 2007c) [TT]</td>
<td>Associate Professor of Philosophy at Biola University</td>
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<tr>
<td>2008a</td>
<td>Muhammad Haris</td>
<td>M.S. in Civil Engineering, Texas A&amp;M University, 2002b</td>
<td>Philosophy of literature and culture, history of philosophy, engineering ethics</td>
<td>University of North Carolina - Charlotte (beginning 2008c)</td>
<td>Assistant Professor, Social Development and Policy at Habib University, Pakistan</td>
</tr>
<tr>
<td>2008b</td>
<td>David Henderson</td>
<td>M.S. in Wildlife and Fisheries Sciences, Texas A&amp;M, 2006a</td>
<td>Environmental philosophy, classical American pragmatism, ecology</td>
<td>Philosophy and Religion, Western Carolina University (2008c)</td>
<td>Assistant Professor of Philosophy and Religion at Western Carolina University</td>
</tr>
<tr>
<td>2010</td>
<td>Paul R. Shockley</td>
<td>Th.M, Systematic Theology and Biblical Exposition, Dallas Theological Seminary, 2002; M.A, History of Ideas, University of Texas-Dallas, 2003</td>
<td>Aesthetics, Hermeneutics, Moral Philosophy, Philosophy of Religion</td>
<td>Professor of Bible and Theology, College of Biblical Studies, Houston, Texas; Adjunct Professor of Philosophy, Houston Community College</td>
<td>Same</td>
</tr>
<tr>
<td>2011</td>
<td>Oak DeBerg</td>
<td>M.S., Aerospace Engineering, Air Force Institute of Technology</td>
<td>Political Philosophy, Ethics, Military Philosophy, Military Ethics, Animal Ethics, and Philosophy of Science</td>
<td>Lecturer I in Philosophy, The University of Texas at San Antonio</td>
<td>Same</td>
</tr>
<tr>
<td>2012</td>
<td>Kim Diaz</td>
<td>M.A. Hispanic Studies, Texas A&amp;M University, 2010</td>
<td>Social and Political Philosophy, Social Ethics, Classical American Pragmatism, Latin</td>
<td>Visiting Assistant Professor, Sam Houston State University</td>
<td>Visiting Assistant Professor, University of Texas at El Paso</td>
</tr>
<tr>
<td>2012</td>
<td>Charles Carlson</td>
<td>M.S., Biology, Texas A&amp;M University, 2011</td>
<td>Philosophy of Biology, Ethics, American Philosophy, German Idealism, History and Philosophy of Science, Modern Philosophy</td>
<td>Postdoctoral Fellow, Sam Houston State University</td>
<td>Visiting Assistant Professor, Sam Houston State University</td>
</tr>
<tr>
<td>Year</td>
<td>Name</td>
<td>Degree, Institution, Year</td>
<td>Major Areas</td>
<td>Position, Institution</td>
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<tr>
<td>2013</td>
<td>Olga Gerhart</td>
<td>M.S., Exercise Physiology, University of Texas at Austin, 2003</td>
<td>Classical American Philosophy, Philosophy of Aging, Ethics and Aging, Engineering Ethics</td>
<td>Lecturer, University of Texas-Pan American</td>
<td>Same</td>
</tr>
<tr>
<td>2014</td>
<td>David E. Wright</td>
<td>M.A., History, Texas A&amp;M University, 2012</td>
<td>Mill, Ethical Theory, Social and Political Philosophy</td>
<td>Visiting Assistant Professor, Psychology and Philosophy Department, Sam Houston State University</td>
<td>Same</td>
</tr>
<tr>
<td>2014</td>
<td>T.J. Kasperbauer</td>
<td>M.S., Psychology, Texas A&amp;M University, 2012</td>
<td>Applied Ethics (particularly animal and environmental ethics), Moral Psychology, and Philosophy of Psychology</td>
<td>Postdoc with Peter Sandøe in the Department of Food and Resource Economics, University of Copenhagen (2014-2016)</td>
<td>Research Associate and CReST Fellow at the Potomac Institute of Policy Studies, Washington DC</td>
</tr>
<tr>
<td>2015</td>
<td>Michael Istvan</td>
<td>M.S., English, Texas A&amp;M University, 2013</td>
<td>Early Modern Philosophy and Metaphysics</td>
<td>Lecturer, Texas State University and Associate Adjunct Professor, Austin Community College</td>
<td>Same</td>
</tr>
<tr>
<td>2016</td>
<td>Jennifer Gaffney</td>
<td>M.S., History, Texas A&amp;M University, 2014</td>
<td>Political Philosophy, Continental Philosophy since Kant Phenomenology, Continental Philosophy of Religion, Philosophy of the Event</td>
<td>Assistant Professor, Gettysburg College [TT]</td>
<td>Same</td>
</tr>
<tr>
<td>2016</td>
<td>Harris Bechtol</td>
<td>M.Div, Fuller Theological Seminary 2009.</td>
<td></td>
<td>Lecturer, Philosophy, Sam Houston State University</td>
<td>Same</td>
</tr>
</tbody>
</table>
Welcome to graduate studies in philosophy at Texas A&M University!

This handbook is intended to provide you with a general overview of policy and procedures relating to our M.A. and Ph.D. programs, some guidance on what you will need to do and when in order to graduate with a minimum of hassle, and some information that our graduate students generally find helpful.

Contents:

I. Graduate program administration
II. Graduate courses
III. Requirements for the M.A.
IV. Requirements for the Ph.D.
V. Time-line for completing the M.A.
VI. Time-line for completing the Ph.D.
VII. GATs, GARs and GALs
VIII. Graduate Student Teaching Development Policies
IX. Department policies governing graduate students and GATS
X. Graduate Student Professional Development
XI. Information for international students
XII. Other sources of support for graduate students
XIII. Graduate Students in Philosophy (GSiP)
§I - GRADUATE PROGRAM ADMINISTRATION

Every department with a graduate program has a Director of Graduate Studies (DGS) with primary responsibility for administering graduate programs in that department. Our department also has an Associate Director of Graduate Studies who serves as advisor to students in the M.A. program. Generally, questions about the Ph.D. program should be directed to the DGS and questions about the M.A. program to the Associate DGS. The Graduate Program Advisory Council (GPAC) ranks applicants for admission and generally advises the DGS. Finally, every department on campus elects a graduate student representative to the Graduate Student Council (GSC), which represents the interests of graduate students to the University administration, faculty, and the Student Government Association. We also have a graduate student as a voting member of the department GPAC, but s/he is excused when the Council ranks applicants for admission and discusses individual graduate students. See Part II of the handbook for this year’s officers and representatives.

Each student will choose an Advisory Committee, with one or more individuals serving as the chair or co-chairs, during the course of his or her studies. This committee is formalized when the Degree Plan is submitted, but students should begin forming relationships with advisors as soon as they join the department.

For MA students, the Advisory Committee must include no fewer than three members of the graduate faculty. The chair, or one of the co-chairs, of the advisory committee must be from the philosophy department, and at least one of the members must have an appointment in a department other than philosophy. Masters’ students must select their Advisory Committee by October of their second year, when their Degree Plans are due.

For PhD students, the Advisory Committee must consist of at least four members of the graduate faculty, with a majority, including the chair or co-chair, from Philosophy, and at least one member from some other department. Students must choose at least the three philosophers on their committees by their fifth semester. The full committee, including the outside member, must be formalized when the Degree Plan is filed, which usually happens approximately 2 years before graduation. The College of Liberal Arts is also currently providing funds to facilitate adding a scholar from outside the university to the dissertation committee of PhD students within the College, so that students may benefit from the advice and support of other senior, well-connected, widely published research faculty. The external member should come from an AAU school, or the equivalent, and may either be an official member of the committee (with a special appointment to the graduate faculty), or serve in an unofficial capacity. If you wish to pursue this option, please contact the Director of Graduate Studies.

PhD students who participate in the Early Modern Studies option will also form a second Interdisciplinary Advisory Committee, which will supervise their progress on that track. The membership of the Interdisciplinary Advisory Committee may or may not be identical to the regular Advisory Committee.
§II - GRADUATE COURSES

The course descriptions below give general overviews of course content. More detailed information on what these courses will contain on specific occasions will be provided prior to registration each semester.

**PHIL 611, Ancient Philosophy** – Greek and Roman philosophy from 600 BCE to 300 CE; emphasis on Plato and Aristotle. Prerequisite: Approval of instructor.

**PHIL 616, Modern Philosophy** – Developments in philosophy from the Renaissance through the Enlightenment: Renaissance humanism and natural science, 17th and 18th century empiricism and rationalism, idealism; major thinkers including Descartes, Hume, Kant, Hegel. Prerequisite: Approval of instructor.

**PHIL 620, Contemporary Philosophy** – 19th and 20th century philosophical movements: phenomenology, existentialism, positivism, pragmatism, analysis, process thought. May be repeated for credit with variation in topic. Prerequisite: Approval of instructor.

**PHIL 623, American Philosophy** – The genesis of American philosophical thought from the seventeenth century until the work of Emerson; subsequent concentration on the philosophies of Pierce, James, Royce, Dewey, Mead, Santayana and Whitehead. Prerequisite: Approval of instructor.

**PHIL 624, Latin American Philosophy** – Reading and examination of the philosophical writings of some of the most important Latino/as (or Hispanic) contributors to the history of philosophy.

**PHIL 630, Aesthetics** – Metaphor, the ontology of artworks, art and artfactuality, aesthetic attitudes, concepts of aesthetic appraisal such as beauty and sublimity and theory of tropes. Prerequisite: Approval of instructor.

**PHIL 631, Philosophy of Religion** – Investigation of metaphysical and epistemological issues concerning religious claims, beliefs, and experiences. Prerequisite: Approval of instructor.

**PHIL 632, Social and Political Philosophy** – Theories of justice, equality, liberty and authority in social and political institutions; individualism and the social contract; political philosophy of writers such as Plato, Aristotle, Machiavelli, Locke, Rousseau, Marx, Dewey and Rawls. Prerequisite: Approval of instructor.

**PHIL 633, Philosophy of Law** – Key issues in normative and analytical jurisprudence, including the concept of law; the relationship between law and morality; civil disobedience; the moral obligation to obey the law; punishment. Prerequisite: Approval of Instructor.

**PHIL 635, Ethical Theory** – Theories of moral value and conduct, moral language and argumentation; consequentialist and deontological approaches to ethics; ethical naturalism;
theories of virtue. Prerequisite: Approval of instructor.

**PHIL 640, Epistemology** – Nature and origin of knowledge, skepticism, belief, truth, rationality, justification and reliability and knowledge of necessary truths. Prerequisite: Approval of instructor.

**PHIL 641, Mathematical Logic I** – The metatheory of propositional and first-order logic. Prerequisite: Graduate classification or approval of instructor.

**PHIL 642, Mathematical Logic II** – More advanced topics in mathematical logic. Possible topics include the Compactness and Löwenheim-Skolem Theorems, computability theory, Gödel's Incompleteness Theorems, Tarski's Theorem, Church's Theorem, systems of temporal and modal logic, intutionistic logic, theories of truth, and more advanced issues in set theory, model theory, and proof theory. Prerequisite: PHIL 641 or approval of instructor.

**PHIL 643, History and Philosophy of Logic** – Selected topics on the historical development of logic; philosophical views of the nature of logical theory; the role of logical metatheory in the development of logic. Prerequisite: PHIL 641 or PHIL 642, or approval of instructor.

**PHIL 645, Philosophy of Science** – Philosophy of the natural and social sciences, including the nature of theories and laws, the notion of causation, probability and determinism and the nature of theoretical change. Prerequisite: Approval of instructor.

**PHIL 646, Philosophy of a Particular Science** – Focus on the methodological, epistemological, and ontological issues in physics, or one of the special sciences, such as biology, psychology, cognitive science, economics. Application of philosophical methods to theoretical issues in the particular science. Relationships between theories and explanations of the particular science to more basic sciences or other special sciences. May be repeated for credit for courses focusing on different sciences. Prerequisite: Approval of instructor.

**PHIL 650, Metaphysics** – Classical and contemporary treatments of the nature of reality, God, the existence of universals, space, time, causality; realism and antirealism, the existence and nature of abstract entities, the nature of events, the nature and logic of time and modality, freedom and determinism, and personal identity. Prerequisite: Approval of instructor.

**PHIL 655, Philosophy of Mind** – The mind-body problem, personal identity, thought and intentionality, action and responsibility; materialism, behaviorism, functionalism. Prerequisite: Approval of instructor.

**PHIL 658, Philosophy of Language** – The nature of language, the various uses of language and their philosophical import, the nature of meaning, truth, reference and issues surrounding formal representations of natural languages. Prerequisite: Approval of instructor.

**PHIL 661, Seminar in the History of Philosophy** – Intensive study of a current issue in the history of philosophy. May be repeated for credit with variation in topic. Prerequisite:
Approval of instructor.

**PHIL 662, Seminar in Ethics and Value Theory** – Intensive study of a current issue in ethics, ethical theory, applied ethics, aesthetics, or the work of particular philosophers in one of these areas. May be repeated for credit with variation in topic. Prerequisite: Approval of instructor.

**PHIL 663, Seminar in Metaphysics or Epistemology** – Intensive study of current issue in metaphysics, epistemology, or other core areas of philosophy. May be repeated for credit with variation in topic. Prerequisite: Approval of instructor.

**PHIL 664, Seminar in Applied Philosophy** – Intensive study of a topic involving the application of philosophical concepts and theories to an issue arising in another scientific or academic field. May be repeated for credit with variation in topic. Prerequisite: Approval of instructor.

**PHIL 682, Philosophical Authors** – Intensive study of the works of an individual important philosopher, their historical context, and criticisms and interpretations of them. May be repeated for credit with different authors. Prerequisite: Approval of instructor.

**PHIL 683, Philosophical Pedagogy (1 credit)** – Course designed to help students become better teachers of philosophy, both in their roles as graduate teaching assistants and in their future careers in higher education. Includes some pedagogical theories and different teaching techniques and technologies. Students share ideas about common challenges, and reflect on ethical issues in the teaching profession. May be taught as a 689, Special Topics. See §III(K) below.

**PHIL 684, Professional Internship** – Practical experience in an institutional or organizational setting appropriate to analysis and understanding of issues in some area of applied philosophy. Prerequisite: Approval of committee chair and department head.

**PHIL 685, Directed Studies** – Directed studies in specific problem area in philosophy. To take PHIL 685, a student must make arrangements with a particular professor, and the Directed Study must be sufficiently substantial to merit a 3-credit award. May be repeated for credit with variation in topic, but see section III.C below.

**PHIL 689, Special Topics** – Selected topics in an identified area of philosophy. May be repeated for credit with variation in topic, but see section III.C below. Prerequisite: Approval of instructor.

**PHIL 691, Research** – Research for thesis. Prerequisites: Approval of Department Head and Committee chair. See also section III.C below.

**NOTE**: The College of Liberal Arts enforces a 5-student minimum for all courses except those numbered 685, 689 and 691.
§III - REQUIREMENTS FOR THE M.A.

<table>
<thead>
<tr>
<th>Thesis Option</th>
<th>Non-Thesis Option</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Area Requirements:</strong></td>
<td>15 hours</td>
</tr>
<tr>
<td>Electives:</td>
<td>9 hours</td>
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<td>Thesis:</td>
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<td><strong>Area Requirements:</strong></td>
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<tr>
<td>Electives:</td>
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<tr>
<td>Thesis:</td>
<td>0 hours</td>
</tr>
<tr>
<td>Internship:</td>
<td>6 hours</td>
</tr>
<tr>
<td>Total Hours</td>
<td>30 hours</td>
</tr>
</tbody>
</table>

**Area Requirements:**

*Category A: Logic.* PHIL 641, its equivalent, or a higher-level logic course

*Category B: History of Philosophy.* Students are required to take TWO courses from the History of Philosophy. Courses that fulfill this requirement are:

- PHIL 611, Ancient Philosophy
- PHIL 614, Medieval
- PHIL 616, Modern Philosophy
- PHIL 620, Contemporary Philosophy (through 19th century)
- PHIL 623, American Philosophy
- PHIL 661, Seminar in History of Philosophy (through 19th century)
- PHIL 682, Philosophical Authors (when author is figure before 20th Century)

**Contemporary Traditions**

These areas don't have a fixed list of courses. Each semester, professors teaching graduate courses other than the ones mentioned above will decide, in consultation with GPAC, which of the following areas their course will fulfill.

ONE course from either Category C or D; ONE course from either Category E or F.

*Category C: Analytic Philosophy: Metaphysics and Epistemology.* This area encompasses work within the analytic and related traditions on metaphysics, epistemology, and similar topics. This should be read broadly to include topics like philosophy of science, language, or mind as well as others.

*Category D: Analytic Philosophy: Value Theory.* This area includes courses whose principal focus is work in ethics (theoretical or applied), social and political philosophy, and aesthetics from within the analytic and related philosophical traditions.

*Category E: Continental Philosophy.* Courses in this area focus principally on 20th Century European thought, and may include such themes as phenomenology, existentialism, hermeneutics, deconstruction, post-structuralism, or critical theory.
**Category F: New Perspectives on the Canon or non-European Philosophy.** Courses in this area may focus on critical perspectives on traditional approaches to philosophy or examine philosophical traditions and authors that have traditionally not been represented in Analytic or Continental thought. Themes for these courses may include critical race theory, post-colonialism, black existentialism, Feminist Thought, and Latin American philosophy.

**Electives:**
These may be selected from:
- Any of the area requirement courses not used to meet an area requirement;
- With approval of the student's Advisory Committee: graduate courses outside the department (not to exceed six hours for thesis option students and nine hours for non-thesis option students);
- Other graduate courses in philosophy, including not more than 6 credits of 685;
- With approval of the student's Advisory Committee: up to nine hours of 300 or 400 level undergraduate courses in philosophy.

**Thesis Research:**
Students pursuing the thesis option are required to complete six hours of PHIL 691: Research. Additional hours may be taken.

**Professional Internship:**
Students who choose the non-thesis option in the M.A. program must complete a final examination and an internship consisting of at least 90 hours of verifiable internship experience. For this experience the student will receive up to six hours of credit in PHIL 684. Minimal requirements for completion of an internship are (1) a written report of at least 20 pages addressing philosophical issues encountered, and (2) an oral defense of this report before an M.A. committee. Faculty advisors may impose additional requirements, to be specified at the beginning of the internship. Please note: Students must receive authorization from their advisors before beginning an internship.

**Note:** Some special rules and deadlines apply to the non-thesis option. Students planning to complete the non-thesis option should consult the relevant portion of the TAMU Graduate Catalog (“Non-Thesis Option” under “Master of Arts” under “Degree Information”).

**Language Requirement:**
There is no departmental language requirement for the MA. The student’s Advisory Committee, determines what language requirement, if any, is appropriate for the thesis or internship project the student wishes to undertake.

**Final Examination:**
A final examination is required for both the thesis and non-thesis options. This exam must be scheduled in advance with the Office of Graduate Studies and cannot be taken until a thesis proposal or an internship project proposal is on file in the Office of Graduate Studies.

**Degree Plan Hours:**
Graduate Teaching Assistants are required to register for 9 hours per semester. If you do this for four semesters, you will accumulate 36 hours of credit; but you only need 30 hours on your degree plan for the thesis option master’s degree. This allows some flexibility in adding electives.
or hours of 691. Only **six hours of PHIL 691 may be listed on the degree plan as counting towards the 30 credits needed for a master’s degree.** You may have 6 additional 691 hours, but these should not be listed on your degree plan. Master’s students may list a **maximum of 8 hours of 685** as counting towards their overall required 30 credit total.

**Grade Requirements:**
The Philosophy Department requires a minimum GPA of 3.25 in all courses taken since admission to our graduate program, and in all Philosophy courses taken as a part of the student’s degree program. Relatedly, note that a course in which a student earns a grade of C or lower cannot count as fulfilling any requirement in our graduate program, and that courses in which a student earns a grade of D, F, or U cannot be removed from the student’s permanent record. The Office of Graduate Studies will not allow you to defend a thesis if you have an F or an I on your degree plan.

**Other Requirements:**

*The University has a residence requirement* for MA students. Students must take a minimum of 9 credit hours for each of two successive semesters, or one semester and a 10-week summer session.

**Continuous registration requirement.** There is a university-imposed continuous registration requirement. Students who have completed all course work listed on their degree plan other than 691 (research) units must be in continuous registration until all requirements for the degree have been completed. Students who leave the area for an entire semester may satisfy this requirement by registering for one unit of 691 in absentia.

*Note: This requirement applies even after students have successfully defended their thesis. Students have to meet this requirement until their thesis is approved by the Thesis Office.*

**Transferring to the Texas A&M PhD Program:**
A course taken at Texas A&M may only be listed on your degree plan for **one specific degree.** This has an important consequence for students in the M.A. Program in Philosophy who wish to transfer to our Ph.D. program: if you **complete** an M.A. in Philosophy, then none of the courses you took for your M.A. can be used towards the Ph.D. in Philosophy. **Therefore, any M.A. student who wishes to transfer to the Ph.D. program in Philosophy should not complete the M.A. degree.** Transfer to the PhD program is not automatic. All transfer requests must be considered by the GPAC. See section §IX for further details.

**§IV REQUIREMENTS FOR THE PHD**

**PHD with supporting Masters**

- **Logic:** 3 hours
- **Area Requirements:** 18 hours
- **Teaching Practicum:** 1 hour
- **Electives:** 15 hours
Supporting MA: 30-36 hours
Research (PHIL691): 15 hours
Additional (can be PHIL691) 8-14 hours
Total: 96 (if earning supporting MA at TAMU)
        64 (if entering with supporting MA)

PhD with Early Modern Track

Logic 3 hours
Area requirements 18 hours
Teaching Practicum 1 hours
Electives 15 hours
Early Modern Studies 24-27 hours
Research (PHIL691) 15 hours
Additional (Can be PHIL691) 17-20 hours
Total 96 hours

Area Requirements

Category A: Logic. PHIL 641, its equivalent, or a higher level logic course

Category B: History of Philosophy. Students are required to take TWO courses from the History of Philosophy. Courses that fulfill this requirement are:

PHIL 611, Ancient Philosophy
PHIL 614, Medieval
PHIL 616, Modern Philosophy
PHIL 620, Contemporary Philosophy (through 19th century)
PHIL 623, American Philosophy
PHIL 661, Seminar in History of Philosophy (through 19th century)
PHIL 682, Philosophical Authors (when author is figure before 20th Century)

Contemporary Traditions

These areas don't have a fixed list of courses. Each semester, professors teaching graduate courses other than the ones mentioned above will decide in consultation with GPAC which of the following areas their course will fulfill.

ONE course from each of the following categories:

Category C: Analytic Philosophy: Metaphysics and Epistemology. This area encompasses work within the analytic and related traditions on metaphysics, epistemology, and similar topics. This should be read broadly to include topics like philosophy of science, language, or mind as well as others.
Category D: Analytic Philosophy: Value Theory. This area includes courses whose principal focus is work in ethics (theoretical or applied), social and political philosophy, and aesthetics from within the analytic and related philosophical traditions.

Category E: Continental Philosophy. Courses in this area focus principally on 20th Century European thought, and may include such themes as phenomenology, existentialism, hermeneutics, deconstruction, post-structuralism, or critical theory.

Category F: New Perspectives on the Canon or non-European Philosophy. Courses in this area may focus on critical perspectives on traditional approaches to philosophy or examine philosophical traditions and authors that have traditionally not been represented in Analytic or Continental thought. Themes for these courses may include critical race theory, post-colonialism, black existentialism, Feminism Thought, and Latin American philosophy.

Restrictions: Only 6 hours of 685s may be used toward Electives; 685s may not be used for Area Requirements. Students wishing to take 685s or courses in other departments may do so under the auspices of the ‘Additional’ category

Philosophical Pedagogy:
All Ph.D. students are required to take PHIL 683, Philosophical Pedagogy, a one unit course designed to help students become better teachers of philosophy, both in their roles as graduate teaching assistants and in their future careers in higher education. While covering some pedagogical theories and different teaching techniques and technologies, students share ideas about common challenges, and reflect on ethical issues in the teaching profession. Students will also prepare some documents that will be helpful, not just in teaching, but also in applying for positions. If 5 students do not register for this course in any academic year, it will still run as a 689 or 685.

Students are also encouraged to participate in the Academy for Future Faculty. It is possible to just attend some events, or to enroll for the Academy for Future Faculty Certificate. See http://cte.tamu.edu/Graduate-Student-Support/Academy-of-Future-Faculty

Supporting Degree:
The supporting degree must be in a field other than philosophy, and must supplement the student's research and teaching interests in philosophy. Students may enter the program with a Master’s or equivalent (or higher) in hand. The GPAC will rule, at the time of admitting such students, on the acceptability of the proposed degree as a supplementary Master’s. Alternatively, students may complete a Master’s program in another discipline while at Texas A&M. Students must have their plan to pursue a particular Master’s degree approved by the GPAC. They should secure formal admission to the chosen program by the end of their second year. (Students who are interested in pursuing a Master’s at another institution should consult the DGS as soon as possible.)

Early Modern Studies Option:
Students who specialize in Early Modern philosophy are expected to conduct in-depth study of 17th and 18th century topics and figures in a variety of disciplines. Instead of pursuing a separate
master’s degree, they have the option of taking 24 hours of approved graduate courses in several fields (anthropology, communication, English, Hispanic Studies, history, and political science). Notation of the Early Modern studies focus will appear on the student's transcript.

a. Students interested in pursuing this option must:
   i. Have their planned course of study approved by the GPAC by the end of their third year.
   ii. Form an interdisciplinary committee of advisors (including four members of the graduate faculty, at least one of whom is drawn from a department other than Philosophy) by the end of their third year.
   iii. Complete 24 hours of non-philosophy graduate courses, with a grade of B or better, from an approved list (see next section), of which no more than four courses (12 hours) are in the same academic department.
   iv. Complete a 20-page (minimum) publishable paper (as determined by the faculty committee) that incorporates aspects of the student’s interdisciplinary studies (Students may take 3 hours of research in order to complete this requirement).

b. Approved Courses for the Early Modern Studies Option: The non-philosophy graduate courses that can count towards fulfillment of the Early Modern Studies option are listed below. In addition, Special Topics (689) and Directed Studies (685) courses in other departments can be approved on a case-by-case basis by the student’s interdisciplinary advisory committee. The GPAC will update the following list as course offerings at Texas A&M change. If a student believes that another course would be appropriate given his or her special interests with respect to the Early Modern period, he or she should seek approval from his or her interdisciplinary committee.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td>ANTH 609</td>
<td>Culture and Evolution</td>
</tr>
<tr>
<td>ANTH 635</td>
<td>Violence and Warfare</td>
</tr>
<tr>
<td>ANTH 648</td>
<td>Issues in Human Evolutionary Theory</td>
</tr>
<tr>
<td>COMM/ENGL 610</td>
<td>History and Theory of Rhetoric to 1800</td>
</tr>
<tr>
<td>ENGL/LING 610</td>
<td>Topics in the History of the English Language (when applicable)</td>
</tr>
<tr>
<td>ENGL 611</td>
<td>Topics in Early Modern Literature and Culture</td>
</tr>
<tr>
<td>ENGL 613</td>
<td>Readings in Early Modern Literature</td>
</tr>
<tr>
<td>ENGL 618</td>
<td>Readings in 18th Century British Literature</td>
</tr>
<tr>
<td>ENGL 638</td>
<td>Topics in 18th/19th Century British Literature and Culture (when applicable)</td>
</tr>
<tr>
<td>ENGL 666</td>
<td>Topics in Textual Studies and Book History (when applicable)</td>
</tr>
<tr>
<td>ENGL 667</td>
<td>Topics in the History and Theory of Rhetoric (when applicable)</td>
</tr>
<tr>
<td>HISP 630</td>
<td>Studies in Latin American Literature (when applicable)</td>
</tr>
<tr>
<td>HISP 640</td>
<td>History of Ideas in the Hispanic World</td>
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<tr>
<td>HISP 665</td>
<td>Studies in Spanish Literature</td>
</tr>
<tr>
<td>HIST 601</td>
<td>Colonial North America</td>
</tr>
<tr>
<td>HIST 643</td>
<td>European History from the Renaissance to the French Revolution</td>
</tr>
<tr>
<td>POLS 650</td>
<td>Normative Political Theory</td>
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</table>
Advanced Exercise Requirement:
Ph.D. students are also required to complete at least two advanced exercises assigned by their Advisory Committees. Committees will design these exercises, in consultation with the student, in order to best serve that student’s professional development. More specifically, the advisory committee will attend to the following goals:

- Students should achieve a degree of competence in a range of fields in philosophy that prepare them to teach undergraduate courses in those fields;
- Students should attain the necessary skills and proficiency in their research specialization in order to make scholarly contributions to that field; and
- Students should be prepared to secure full-time academic employment upon graduation in a competitive academic job market.

Examples of possible advanced exercises include written and/or oral exams based on reading lists, the submission of an article-length essay to a group of faculty who will judge whether it is of publishable quality, additional coursework in philosophy or another field, or a study abroad experience. Students should begin discussions with potential faculty advisors about the possible content of such advanced exercise requirements as soon as they enter the program. Given the many demands of our program, it is particularly important that students use their summers wisely.

The content, deadlines and process for the evaluation of the two advanced exercises should be specified in a memo of agreement signed by the Advisory Committee and the student. For purposes of the advanced exercise requirement, the outside member of the Advisory Committee (see section I) need not participate; approval by three philosophy faculty members of the committee, including the chair, is sufficient. A copy of the memo should be submitted to the DGS, who will keep it on file. Students should have this memo on file no later than the end of their fifth semester. Exercises that have already been completed may be included. All the requirements must be completed before (or simultaneous with) the Preliminary Examination.

Advisory Committees should notify both the student and the DGS in writing as requirements are completed so that this information can be kept on file.

Advisory committees and students can revise the memo of agreement simply by signing a new version and placing it on file with the DGS. Students can change advisory committees by making a new agreement with a different set of faculty members and filing it with the DGS. (Once the Degree Plan is on file with the Office of Graduate Studies, which happens approximately 2 years before graduation for most students, additional paperwork is required to change one’s committee members, including signatures from faculty exiting committees.)

Students who entered the program before the Fall of 2013 are free to choose between fulfilling the Advanced Exercise requirement or the Comprehensive Exam requirement described in the 2012 version of this Handbook. These students must inform the DGS of their preference.

Preliminary exam:
The Preliminary Examination is an examination tied to your specific dissertation topic, put together and assessed by your full Advisory Committee (that is, including the outside member or members). Its purpose is to determine whether you are appropriately prepared to complete your dissertation project. You are eligible to take it when you are within 6 credit hours of competing all formal coursework (i.e. classes other than PHIL 691, Research) and have fulfilled your Advanced Exercise agreement. Your Degree Plan must be filed at least 90 days before you take your preliminary exam. If you are earning your supporting MA/MS degree at Texas A&M, you should aim at taking your Preliminary Examination as soon as possible after completing that degree.

In order to schedule a Preliminary Examination, you must present your Advisory Committee with a draft dissertation proposal describing the issues you propose to address and how you propose to address them, the significance of your project to current philosophical work, and the relevant scholarly literature. Your draft proposal should be 5 to 10 pages in length and must be accompanied by a brief but comprehensive bibliography of no more than two pages. Your Advisory Committee will then evaluate your draft proposal and, if they judge it to be acceptable, administer you an oral examination based on its content. The objective of the examination is to determine whether you are well prepared to carry out the project you have proposed. Following the examination, your Advisory Committee will assign you a grade of Pass or Fail for your Preliminary Examination. The committee may also indicate areas in which your draft Thesis Proposal should be modified. Once you have passed your Preliminary Examination, you should file your dissertation proposal (with any needed changes) for approval with OGS.

Final Examination:
Satisfactory completion of an oral defense of the dissertation is the final step required for the Ph.D. degree. This examination must be scheduled in advance with the Office of Graduate Studies, and may be held only after the dissertation is in substantially final form, and all members of the student's Advisory Committee have had sufficient time to review it.

Language Requirement:
Each student’s Advisory Committee determines what language requirement, if any, is appropriate for the dissertation, thesis, or internship project the student wishes to undertake. Students whose thesis projects will require knowledge of a foreign language should discuss available options for language training with the Department Head. These may include travel to intensive summer language programs.

Credit and Area Requirements for Work Done at Other Institutions:
University regulations permit students to receive credit toward the PhD for courses taken at other institutions, **provided those courses were not used as credit for another degree**. Whether such credit may be counted as part of a student's degree plan will be determined by the Department of Philosophy Graduate Program Advisory Committee and the Office of Graduate Studies. The minimum hours required for a Ph.D. at Texas A&M is reduced to 64 for students already holding a Master's degree, so a student entering with the supporting master's degree in hand can expect to finish up to two years earlier.
Students who already have a Masters degree in Philosophy from another institution may petition the Graduate Program Advisory Committee to allow some of these courses to count towards area requirements in the Texas A&M Philosophy Ph.D (even if they were used towards another degree). Requests should be submitted to the DGS with a syllabus of the relevant course and a transcript of the grade in it. The Department requires all Ph.D. students to complete a minimum of 27 hours of formal course work in graduate courses offered by our department (excluding hours of PHIL 691).

Limitations on the use of 685, 689, and 691 hours; use of undergraduate hours
The Graduate Catalog includes complicated formulas restricting the use of special topics (689), directed studies (685), and research hours (691). 100 and 200 level courses are not permitted on a graduate degree plan. However, 300 and 400 level courses may be used on a graduate degree plan. See the University Graduate Catalog for full details.

Grade Requirements:
The Philosophy Department requires a minimum GPA of 3.25 in all courses taken since admission to our graduate program, and in all Philosophy courses taken as a part of the student’s degree program. Relatedly, note that a course in which a student earns a grade of C or lower cannot count as fulfilling any requirement in our graduate program, and that courses in which a student earns a grade of D, F, or U cannot be removed from the student’s permanent record. The Office of Graduate Studies will not allow a thesis to be defended if there is an F or an I on a degree plan.

Residence requirement:
There is a University-imposed residence requirement for Ph.D. degrees. For students entering with the supplementary master’s in hand, this requirement is fulfilled by taking a minimum of 9 credit hours for each of two successive semesters, or one semester and a 10-week summer session. in the same way as for master’s students. For students entering without the supplementary master’s in hand, this requirement is fulfilled by taking at least 9 credit hours for each of four successive semesters.

Continuous registration requirement:
There is a university-imposed continuous registration requirement for the PhD. Students who have completed all course work listed on their degree plan other than 691 (Research) units must be in continuous registration until all requirements for the degree have been completed. Students who leave the area for an entire semester may satisfy this requirement by registering for one unit of 691 in absentia.

Note: This requirement applies even after students have successfully defended their dissertation. Students must meet this requirement until their dissertation is approved by the Thesis Office.

§V - TIME-LINE FOR COMPLETING THE M.A.
Assuming that you enter in the fall semester and you plan to graduate in May of your second
year under the thesis option, this section describes various deadlines you will have to meet. If you plan to graduate in August or December, or if you are pursuing the non-thesis option, be aware that the deadlines will differ (see the relevant calendars from the Office of Graduate and Professional Studies (OGAPS) website: http://ogaps.tamu.edu). The OGAPSs website also provides calendars and timelines for their part of the MA process on thie

The Office of Graduate Studies provides helpful calendars for their part of the MA process, where you can add dates to your calendars and receive reminders at: http://ogs.tamu.edu/incoming-students/student-forms-and-information/getting-a-degree/masters-degree-requirements/.

**First year:** You should take mostly courses that meet area requirements, and you should work with a variety of professors, to help determine your thesis topic and choose an advisor and committee.

**Summer:** It would be wise to choose your thesis topic and advisor (thesis committee chair) by the end of your first year so that you can use part of the summer between years doing background reading for, or actually writing a part of, your thesis.

**Second year:** This is a busy year, during which you must finish your thesis (by early March) and defend it (by mid-March), apply for graduation, and, if you are going on to a Ph.D. program, do all the work involved in applying for that. This is why it’s good to get some work done on your thesis over the summer. It’s also not a bad idea to take some research hours (PHIL 691) in the fall semester, when you should be busy working on your thesis, since it must be complete before the end of Spring semester. You will also be getting your applications for Ph.D. programs together in Fall.

**Form a thesis advisory committee:** This committee consists of at least three members of the graduate faculty. The chair must be from Philosophy and one of the others must be from another department. This committee is responsible for approving your thesis proposal and thesis (or non-thesis internship report), and conducting your final oral exam. Membership on this committee is formalized when you file your degree plan in October (which your committee members, the DGS or Associate DGS and the Department Head must all approve by signing online).

**Begin writing your thesis:** Obviously the most important thing is the philosophical content of your thesis, and this should be continuously discussed with your thesis committee chair. However, it’s also a good idea to familiarize yourself with the Thesis Office’s requirements, which the final copy of your thesis will have to meet. With that in mind, devote some constructive procrastination time to exploring the Thesis Office web site: http://thesis.tamu.edu/ and downloading the Thesis Manual.

**File a degree plan in October – see the OGAPS site for this year’s dates:** Meet or correspond with the DGS or Associate DGS to be sure that the courses listed on the degree plan meet all departmental requirements. Your degree plan must be approved by the members of your thesis committee, the Director of Graduate Studies, and the Department Head, and it must satisfy all the Department's course requirements. The DGS will review all students' degree plans and, before approving them, will resolve any questions about how PHIL689, or PHIL685 courses are being used
to meet degree requirements.

**File your thesis proposal (in February):** This must be done a minimum of 15 working days prior to when you file your request to schedule the final examination, which must in turn be done two weeks before the examination occurs. The OGAPS asks for a Title Proposal page and 5-6 pages of the proposal.

**Schedule your final exam/thesis defense (in February for spring graduation the same year).** This must be submitted at least 10 working days before the proposed date of the exam. Please note that you will not be able to take your final exam if you have an I or an F on your degree plan.

**Pass your final exam/thesis defense (in March for spring graduation):** The defense consists of an approximately two hour meeting with your Advisory Committee, at which you will be asked to summarize your project, defend your arguments, explain how you came to be interested in it, and where you plan to go with related work in the future (if any). Extensive time is reserved for members of the committee to question you on the content of the thesis. Obviously, then, you’ll need to have your thesis complete and sent out to your committee members some time before the final defense, so that the committee has had time to read it. At the end, the committee will excuse you from the room and will vote on whether or not to pass you and whether to require any revisions of the thesis. The committee should complete the Thesis Approval Form and the Report of the Final Examination Form (generally this is prepared by OGAPS and provided to your department; the department should return it to OGAPS within ten days of your defense).


**Submit your corrected thesis to the Thesis Office (in April for spring graduation):** “Corrected” here means corrected in all the ways necessary to satisfy the Thesis Office, so be diligent dealing with the corrections the Thesis Office asks you to make.

**If you plan to attend graduation:** This is optional, but if you’re planning to “walk the stage” and shake the hand of the President of Texas A&M University as you receive your diploma, you need to make arrangements ahead of time as detailed at: [http://graduation.tamu.edu](http://graduation.tamu.edu).

**§VI. TIME-LINE FOR COMPLETING THE PH.D. (For this year’s dates, deadlines etc. please check with OGAPS )**

Including Logic, Area Requirements and Electives, a Ph.D. student must take a minimum of 12 Philosophy courses (36 hours, excluding research hours), so students taking a full load (9 credits/semester) should expect to do at least 2 years of work in formal Philosophy courses. The supplementary Master's requires another 30 to 36 units, and the Early Modern studies option requires another 24 to 27 units, which means about two years of work in non-Philosophy courses.
for a student entering our Ph.D. program without a supplementary Master’s in hand. Pursuing the Early Modern course of interdisciplinary studies requires a bit less than that (24-27 hours, but students are likely to find that they also need to add foreign language study on top of that). The University minimum number of hours for a PhD arriving with a supporting Master’s in hand is 64 hours, and 96 hours with the supporting Master’s being earned at A&M. Students who enter our program with a supporting Master’s in hand can complete our Ph.D. program in four years or in five to six years if they complete the supplementary Master’s or Early Modern studies option while in our Ph.D. program.

Students entering without a master’s in hand may pursue their supplementary degree or the Early Modern studies track while taking Philosophy Department courses, or take time in the middle of their Ph.D. program to pursue these courses of study. Students cannot pursue the supplementary master’s or the Early Modern studies track after completing their dissertation.

The timeline to completing the Philosophy PhD within six years, for those students coming in without a supplementary Masters, is a tight one. Here is some information about, and guidance concerning, what students will be asked to do each year in order to ensure that they graduate in time. This includes meeting both Department and University requirements for completing a PhD.

**PHD YEAR 1**

**Research:**
- Focus on coursework and getting to know professors in areas of interest.
- Take courses meeting Philosophy requirements.
- Think ahead to dissertation committee – especially choosing an adviser.
- Think seriously about the supplemental MA or Early Modern track. Any decision should be made in consultation with professors you expect to have on your committee, and should be approved by the DGS.

**Teaching:**
- TA for a large section of an undergraduate course, such as Logic or Engineering Ethics.
- Teaching should be observed by the professor who is Instructor of Record during your first semester of teaching.

**Professional Development:**
- Attend professional development workshops offered by the GPAC.

**PHD YEAR 2**

**Research**
- Continue to work on courses and to complete Philosophy area requirements
- Finish paperwork needed to join supplemental MA program with relevant department and with OGAPS. File with OGAPS a Petition for Change of Major, Department, or Degree Program. This will keep Philosophy as a primary degree, while studying for the Masters as a secondary degree. Alternatively, establish interdisciplinary Early Modern committee.
- Begin the supplemental MA or Early Modern Track.
- Put advisory committee together and choose an adviser.
- Discuss with your adviser and your committee what your advanced exercises will be, and
when they should be completed.

- If one advanced exercise requires pursuing a foreign language, consider a language institute over the summer. Otherwise, work on your advanced exercises over the summer.

**Teaching:**

- TA for a large section of an undergraduate course, such as Logic or Engineering Ethics.

**Professional Development:**

- Attend professional development workshops offered by the GPAC.

**PHD YEAR 3**

**Research:**

- An Advanced Exercise Requirement memo of agreement should be filed with the DGS by the end of semester 5. This must be signed by you, and all the philosophy members of your advisory committee, including the committee chair.
- Work toward the completion of the supplemental MA or the Early Modern Track.
- Work toward completion of advanced exercises.
- Work with adviser to determine possibility of applying to conferences in your area of research and/or publishing.

**Teaching:**

- TA for a large section of an undergraduate course, such as Logic or Engineering Ethics.
- In the summer between years 3 and 4, serve as an Instructor of Record for a lower division undergraduate course.
- When Instructor of Record, choose a faculty teaching mentor to help develop the syllabus and schedule teaching observations.

**Professional Development:**

- Consider taking a leadership role in GSiP.
- Attend workshops offered by the GPAC.

**PHD YEAR 4**

**Research**

- By the end of year 4, complete all Philosophy area requirements.
- Complete supplemental Masters or Early Modern Track.
- Work towards completion of Advanced Exercises.
- Take the 1-credit Teaching Practicum course.
- Apply for conferences determined to be appropriate and beneficial to your research in consultation with your adviser; and work with adviser to consider possible publications.
- File a degree plan: This must be done no later than 90 days prior to your preliminary exam and no later than the end of the semester in which you have registered for a total of 66 or more hours at Texas A&M (normally by the end of your fourth year in the program). The degree plan lists the courses used to fulfill requirements for your degree: [http://ogs.tamu.edu/current-students/submit-degree-plan/](http://ogs.tamu.edu/current-students/submit-degree-plan/). It must be approved by your committee, the DGS and the Department Head, and must satisfy all the Department’s course requirements.
- Either in Spring or Summer of year 4, or Fall of year 5: Pass Preliminary Exam based on...
dissertation proposal (must file paperwork for degree plan 90 days ahead of Preliminary Exam).

- File dissertation proposal with OGAPS after passing the Preliminary Exam. The form is available at: [http://ogaps.tamu.edu/Buttons/Forms-Information#0-AcademicProcessForms](http://ogaps.tamu.edu/Buttons/Forms-Information#0-AcademicProcessForms). This must be signed by your adviser and committee members.

### Teaching:
- TA for a large section of an undergraduate course, such as Logic or Engineering Ethics.
- In the summer between years 4 and 5, serve as an Instructor of Record for a lower division undergraduate course.
- Continue to work and be observed by your teaching mentor and invite your adviser to observe your teaching.
- In consultation with adviser and teaching mentor, decide which upper level undergraduate course you should teach, and work with the DGS to insure that you are able to teach it in year five.

### Professional Development:
- Attend workshops offered by the GPAC, especially those related to the professionalization and the job market.

### YEAR 5

#### Research:
- Pass your preliminary exam and file your dissertation proposal, if not done during Year 4.
- Complete advanced exercises, if not completed in year 4.
- Give at least one paper based on your own research at an appropriate conference determined in consultation with your adviser.
- Send at least one paper out to a peer-reviewed journal (most likely a dissertation chapter that has been revised appropriately for publication).
- Apply for dissertation fellowships once course work is complete and Preliminary Exam is passed (or before, depending).

#### Teaching:
- TA for section of large undergraduate class for one semester; the other semester will be a ‘research’ semester without teaching duties.
- Think about what you want to include in your teaching dossier.

#### Professional Development:
- Attend workshops offered by the GPAC.
- Over the summer between year 5 and 6, prepare materials for the job market.

### YEAR 6

#### Research:
- By the time you begin year 6, you must officially be ‘Admitted to Candidacy’ or we cannot guarantee to pay tuition. This means you must have: satisfied the residence requirement and the continuous registration requirement; had the dissertation proposal...
approved by your committee and filed with OGAPS; passed the preliminary examination; completed all formal course work (i.e. non-research hours); no I or F grades listed on your degree plan; completed the supplementary master’s degree, or Early Modern Studies track, and fulfilled the Advanced Exercise agreement.

- If your dissertation turns out very differently than your original filing, you should submit a revised dissertation proposal.
- Apply to graduate in January for May graduation http://graduation.tamu.edu
- Complete dissertation.
- Schedule your final exam/dissertation defense or 10 working days prior to the defense, whichever comes first.
- Ideally, defend dissertation in September-October so that you can concentrate on publications and the job market. You must defend by the end of February to graduate in May, and in May to graduate in August, without paying summer tuition.
- **Submit your dissertation and approval form to the Thesis Office.** Dissertations must be uploaded via http://thesis.tamu.edu in PDF format. The original, hard copy of the approval form must be submitted to the Thesis Office (612 Sterling Evans Library). You will need to submit a second version corrected in the way necessary to satisfy the Thesis Office, and this may require a quick turnaround to graduates so be diligent dealing with the corrections the Thesis Office asks you to make.

**Teaching:**

- Sixth year students are registered as GALs (Graduate Assistant – Lecturer): see below.
- In year 6 serve as Instructor of Record on three courses, including an upper level course in your area of specialization.

**Professional Development:**

- Focus on job applications
- Practice job interviews eg on Skype
- Give a practice job talk in the Department.

§VII GATs, GARs and GALs

“GAT” is a TAMU employment category. It stands for “Graduate Assistant, Teaching.” Most graduate students are employed as GATs. Some students may, for periods of time, be employed as GARs (Graduate Assistant - Research); these positions are funded to support journal editors or from faculty grant funding, and are not standard forms of graduate employment in the Department. PhD students in their 6th year should be appointed as GALs: Graduate Assistant – Lecturer.

The Department of Philosophy offers GAT positions to incoming and continuing graduate students on the recommendation of the DGS, in consultation with the GPAC. The University pays for the tuition of all PhD students that are GATs (and GARs, if they are internally funded) registered in the PhD program. From 2016, the Department will pay the tuition of all incoming Master’s students in Philosophy that are employed as GATs. GALs (who must have completed all requirements except their dissertation, and who are in year 6 of their PhD) are only registered for 1 credit a semester; their tuition is also covered by the Department.
Tuition covers nine credit hours of classes (normally 3 courses) a semester. Graduate students must be registered for nine credit hours for each semester that they work as GATs or GARS (and they must be in good standing as a graduate student). Graduate students may take more than nine credit hours a semester, but they will have to pay additional tuition themselves. If appointed as GATs or GARs, they are entitled to in-state tuition.

GATs are responsible for various additional student fees. The Department is usually able to help with a portion of this amount, but what we are able to cover varies from year to year.

All students who are on assistantships (at least 50% FTE) are entitled to benefits through Texas A&M Human Resources as Graduate Student Employees of Texas A&M. There is a 90 day waiting period before benefits become active. Spouses and dependents can also be covered on this health insurance, though these policies are significantly more expensive. For more information go to: http://www.tamuinsurance.com/

GATs normally serve as teaching assistants on large Departmental classes including Engineering Ethics and Logic, although each PhD student, later in his or her career, will have the opportunity to be Instructor of Record on their own course.

**Responsibilities of GATs**

**Attend all lectures of your assigned courses:** You should not be assigned as a GAT to a course if you cannot attend the lectures. Even in a course for which you have acted as a GAT previously, it is important that you attend all lectures. The content of lectures varies from semester to semester, and you need to know what was said in the lectures, including knowing what specific examples were used for what purposes. This will help you answer questions from students. Relatedly, always be attentive during lectures. Do not read or talk during a lecture (unless you are co-ordinating an in-lecture discussion) even if you know the material well and you have heard the lecture several times before – it gives students the wrong impression, and you might miss something about this particular lecture that would help you when working with students. If you must miss a lecture, let your supervising professor know ahead of time and make arrangements to catch up on what happened in the lecture that day.

**Do all assigned readings on time.** The first time you work a course, you should do the reading twice: once prior to attending the associated lecture, and again prior to teaching your discussion sections. When you are TA-ing a course for the second or third time, you should at least repeat the reading prior to meeting your discussion sections or beginning your grading.

**Be sure that you understand the readings and lectures.** If you do not understand parts of the readings or lectures, discuss these parts with your fellow GATs and your supervising professor. Try to get things cleared up before students ask related questions, but if you are not sure about the answer to a student’s question, don’t be afraid to say so. Everyone is asked questions they can’t answer from time to time! It’s better to say that you don’t know than to risk misleading students, but then do get the answer and report it to the students.

**Announce and keep regular office hours.** All GATs must hold regularly scheduled office hours
for at least two hours per week and must be reasonably accommodating about making appointments with students whose schedules make it impossible for them to come in during regular office hours. Office hours should be kept in your assigned office on campus.

**Grade assignments conscientiously and return them to students within a reasonable amount of time.** When grading, work to maintain consistency, not only across the students that you grade yourself, but with the other GATs in your course. Normally, essays, exams and papers should be returned to students within two weeks. Students need to have their work returned in a timely fashion in order to improve their future performance. If you are not going to be able to return an assignment within two weeks, tell your supervising professor why and notify your students of this.

**Manage your students’ grades:** Format your students’ grades and store them using software as instructed by your supervising professor. Please note that any grade information stored on your office computer, a personal computer, or a portable storage device such as a USB memory stick must be stored in a way that meets Texas A&M System requirements concerning the protection and encryption of confidential information.

**Keep all student work and records for one year:** TAMU Student Rules (Part III, section 48.2) allow students to begin grade appeals up to 180 days (six months) after the end of the semester. We ask you to copy grade records to your supervising professor at the end of the semester and to keep all records and all course work not returned to students for a period of one year after the end of any class you assist or grade for. If you leave town less than a year after the end of a course, make sure that your supervising professor knows where you are leaving all of your students’ unreturned work. If you discard outdated student work or grade information, you must do so in accordance with System standards of confidentiality (e.g. shred paper documents and erase computer files securely). When disposing of student records and graded work you must shred them rather than recycling or just throwing them away.

**If you are a TA, prepare for and teach your weekly discussion sections:** If you have to miss a section, you are responsible for making, in advance, and in consultation with your supervising professor, alternative arrangements to meet your students’ needs. Normally this will mean arranging for a substitute to take your class (one of your fellow GATs, the professor, or someone else acceptable to your supervising professor). In case of an emergency, contact your professor and/or the Department office staff as soon as practicable so that they can make arrangements to meet your students’ needs.

**Attend meetings and contribute to course planning:** Your supervising professor may hold regular meetings for course planning purposes. It’s important for you to share what you are learning about student reactions to the material, teaching and testing methods, etc. Your supervising professor will appreciate this kind of feedback.

**Check your official email regularly and respond to emails and phone messages:** Students increasingly rely on email communication so you need to check and reply to your emails at least once per weekday. You should not discuss grades over e-mail, since this violates students’ privacy. You are recommended not to forward your University e-mail to another private account.
Familiarize yourself with rules on academic misconduct and report suspected cases. At the beginning of your first semester as a GAT, you should familiarize yourself with section #20 of the TAMU Student Rules (http://student-rules.tamu.edu/), concerning academic misconduct (plagiarism, cheating, etc.), and the Aggie Honor System Office home page (http://aggiehonor.tamu.edu/) Each semester, you should discuss with your supervising professor how to spot and handle cases of plagiarism. Whenever you suspect a student of academic misconduct, you should promptly report this to your supervising professor. Do not confront the suspected student yourself. Always record in writing your reasons for suspicion and keep copies of all related evidence.

Perform other tasks assigned to you: Your supervising professor may ask you to do various other things, such as setting up the lecture hall before class, taking attendance, or proctoring exams.

Continuation of Appointment:

Your appointment as a GAT is contingent upon satisfactory fulfillment of your responsibilities and satisfactory progress in your graduate program.

Rights of GATs

Workload: GATs are on half-time appointments. This means that their workload should average out to over 20 hours per week. However, the workload of a professor varies across the semester, and this is also true for GATs. For instance, if you are grading for a class in which students take written exams or write papers, there will be certain weeks when you have to do more than 20 hours of work (in order to return these assignments in a timely fashion while keeping up with your other duties in the course) but others where you have relatively little work to do. Still, across the weeks, counting everything you are required to do (including attend lectures and related meetings, prepare for and teach discussion sections, do the assigned readings, keep office hours and appointments, respond to student emails and phone calls, and grade assignments), your workload as a GAT should average out to 20 hours a week or less. If you find that it does not, discuss this with your supervising professor.

Assignments: The Director of Graduate Studies will make an effort to accommodate GATs’ preferences, but the Department’s need to cover all the large sections of courses taught makes it impossible to give each GAT the particular assignment they would prefer. If you are thinking about asking the Director of Graduate Studies for a different assignment, please bear this in mind. Also bear in mind that it usually takes less time to work the same class a second time than to work a new class the first time. However, before graduating as a PhD student, you should have had the opportunity to teach your own class at a lower level over the summer, and in your area of specialism in your sixth year.

Feedback from teaching mentor: When serving as GAT on a large undergraduate course, the supervising professor or professors is your teaching mentor. Faculty are responsible for observing every student (a) early in the first semester they are in the classroom; (b) in the first
In addition to this, you have the right to request that your supervising professor attend some of your discussion sections and give you feedback on your pedagogy, and your professor has the right to sit in on some of your sections. You also have the right to have your professor read some of the written work you are required to grade and give you feedback on your grading, and your professor has the right to check your grading. For more information on what teaching observation means, see below.

**Handling of problems:** A GAT who finds the workload excessive or has other problems should take them up with the supervising professor. However, if the problem is such that the GAT would feel uncomfortable discussing it with the supervising professor, the GAT may speak to the DGS, Associate DGS, the Department Head, or another University official, as appropriate.

**§VIII GRADUATE STUDENT TEACHING DEVELOPMENT POLICIES**
*(Department Policy Agreed May 2, 2013)*

**A. Teaching Development Goals**
Our students will have adequate mentoring and instruction to help them fulfill their TA-ing and other teaching responsibilities. In the case of PhD students, this means preparing students to teach their own courses and providing them with the opportunity to do so before going onto the job market.

**B. Regular GAT Assignments and training**
The DGS will keep track for each student of how their TA teaching assignments contribute to this goal, which will be achieved through the following means:
An annual meeting/training session will be held at the beginning of each academic year during which faculty instructors of record and advanced graduate students will provide guidance in the following areas to ensure new students are prepared to fulfill their GAT responsibilities:
1. Managing the housekeeping aspects of a course (e.g., photocopying, scanning, uploading items to eCampus, managing a grade book, managing student emails, etc.)
2. Maintaining an appropriate teacher-student relationship.
3. Holding office hours.
4. Managing a discussion section of material that the students should already be familiar with.

There is value in students gaining a breadth of experience, but they should not be asked to perform tasks that extend beyond the GAT responsibilities stipulated in this Handbook. Given this, faculty are also responsible for providing adequate support so that students gain exposure to new areas of experience that contribute to their development as teachers and do so at a manageable and productive pace.

**C. Special GAT Assignments**
Occasionally it is possible to assign GATs outside the context of very large classes such as Engineering Ethics. In these cases, significant weight should be given to the development of the graduate student teacher. Faculty who wish to be considered for special GAT assignment when available should produce a GAT proposal that describes the responsibilities and support that the
potential GAT will be given (or range thereof) and deliver it to the DGS before assignments are
made. Upon an assignment being made, the faculty member shall share the GAT proposal with
the GAT(s) assigned. If necessary, responsibilities and support should be clarified or modified
after assignment and before the semester, with updates sent to the DGS. While the GAT proposal
and the frequency with which they are updated may vary significantly from assignment to
assignment, it will be expected that the GAT proposal will be on file for each course that a
faculty teacher of record requests and receives a GAT. Immediately after the semester, the faculty
teacher of record shall be required to evaluate how well the student carried out their
responsibilities and how well the faculty teacher of record provided support. That information
should be stored in a way that the GAT’s experience can be taken into account when making
future GAT and student teaching assignments. When GAT assignments are made, the DGS will
use the faculty teacher of record’s GAT proposal to ensure these assignments contribute to the
GAT’s development so that by the time they are asked to teach their own class they have
experience of, or contribute towards, as many of the following as possible.

1. Grade a paper assignment.
2. Grade a quiz (optional).
3. Present new material to students.
4. Write a quiz.
5. Write a paper assignment.
6. Construct/design suitable in-class activities (e.g., construct discussion questions for
   small-group discussion).
7. Design a course.
8. Write a syllabus.

D. PHIL 240: Introduction to Logic Assignments

PHIL 240: Teaching assistants in PHIL 240, Introduction to Logic, need to be particularly good
at logic and vetted by the logic teaching group (currently: Menzel, Hand, Burch, Raymond
Bermudez and Easwaran), most likely after they have excelled in PHIL 641, Mathematical Logic
I. Here is the current plan from the logic teaching group for vetting candidate TAs:

1. When we have admitted a new class of students (in late April), we should send them a
   sample final exam from PHIL 240 with a note that says: (a) developing a competence to
teach logic will be valuable to them in the profession or in applying to PhD programs; (b)
if they are interested in TA-ing for logic, they should be able to do well on an exam like
the sample one; (c) they would also have a much easier time in PHIL 641 if they could
now do well on such an exam; (d) if they do not feel comfortable with this material, they
should know that they are welcome to sit on in a section of PHIL 240 when they arrive at
A&M; but (e) if they are comfortable with this material, please let us know, as we are
looking for teaching assistants for PHIL 240. (Usually, we only need one or two students
to teach PHIL 240 in their first semester.)
2. The PHIL 641 class will now be taught during the Spring semester rather than Fall.
That way, more students have time to become competent (for instance, by sitting in on
240) before taking the class.
3. Students who appear to be good candidates for being TAs for 240 (either because they
self-nominate in response to the letter described in (1) above, or because they did well in 641) are to be interviewed, if possible, by one or more of the logic professors, to assess their preparedness for the position. This means that TA assignments must not be made up at the last minute.

4. In addition to the training provided by the faculty teacher of record, as outlined in the above “teaching development goals” new students who are interested in TAing for PHIL 240 but would like additional training will be given the option to work with a student who has already TAed for PHIL 240 (or is currently TAing or teaching PHIL 240) and has volunteered to provide further guidance and mentoring regarding the course. Specifically, students interested in TAing logic will have the opportunity to shadow TA-led lab sections of PHIL 240 and request guidance on pedagogical techniques specific to teaching logic. Prior to shadowing a logic TA, however, students should already have a firm grasp on the material they will be expected to teach.

E. Teaching Development and Mentoring

Purpose:
All students will have a teaching mentor. When serving as a GAT, this is their faculty Instructor of Record, and when teaching their own course, this will be the teaching mentor they have selected. The purpose of the mentoring system is to help students learn about teaching and to improve their teaching skills and habits.

Responsibilities of teaching mentors:
Teaching mentors of GATs in large undergraduate classes are responsible for observing every student (a) early in the first semester they are in the classroom; (b) in the first semester they assist in a new course. Teaching mentors of students working as Instructors of Record should discuss the syllabus with the student prior to the beginning of the course and observe them (a) early in their first semester of teaching it and (b) at least once in each subsequent semester of teaching. Students will always have the option of being observed on request.

Format:
Mentors are required to meet with the students they observe both before and after the observation takes place, and can request to observe students if they believe it would benefit the student. Beforehand an observation, student and mentor should discuss the objectives and anticipated challenges of the lesson to come. Together, they should determine several guiding questions that will enable the observer to focus his/her feedback in a way that is especially useful to the student in improving his/her teaching. The following are examples of questions that might guide students and observers in requesting and giving feedback:

1. How does this instructor organize and manage class time? Does he/she retain students’ attention and comprehension?
2. How does this instructor accomplish the learning objectives discussed prior to the class session? Is the instructor successful?
3. Is this instructor’s knowledge of the content of the lesson accurate? Complete? Does it extend beyond the textbook? Does the instructor use salient examples and give clear explanations?
4. How does this instructor field questions from students? How does this instructor respond to student comments or answers to questions? How does he/she handle off-topic comments and questions?

5. Does this instructor engage the students in discussion? How does he/she facilitate interactions among students? What is the classroom environment like?

6. How does the instructor establish rapport with students? What is the character of the student-teacher relationship?

7. How is the instructor’s style of presentation? What habits does the instructor have? Which habits or practices are distracting? Which are most effective?

8. How does the instructor encourage students to take responsibility for their own learning? How does he/she facilitate self-directed learning in the classroom?

During the observation, faculty should take detailed notes about the organization and execution of the class session with attention paid to the focus questions agreed upon ahead of time and anything else the professor deems relevant and helpful for the student. Afterwards, student and observer will meet once more to evaluate together the success of the class session. Students should be invited to reflect on their performance and their students’ responses. Observers should provide detailed feedback that includes positive comments and constructive criticism and suggests possible changes. Ideally, observers should provide written feedback that, with the permission of the student, can be kept on file for use in job letters.

§IX. DEPARTMENT POLICIES GOVERNING GRADUATE STUDENTS AND GATs

In addition to university- and graduate school-imposed policies spelled out in the Graduate Catalog, by the Thesis Office, etc., the Philosophy Department has created the following policies regarding graduate students and GATs.

Annual Graduate Student Review Process (PhD only):
The aim of the review process is to give graduate students a better idea of their own progress through the program, to allow the DGS and advisor to pick up on problems with teaching and progression early on, and, by doing so, to encourage timely graduation and improve teaching skills.

In the late Spring or early Summer, each student will meet with either the DGS or, if one has already been chosen, his/her main advisor. Together they will review two types of document:

1. The Annual Graduate Student Review Form, which the student will have completed and sent to the advisor in advance of the meeting. The DGS will keep a copy of this form on file.

2. Forms providing qualitative feedback on the student’s work as a GAT, GAR or Graduate Instructor of Record, which will have been provided by supervising professors for the courses or research projects in question or the student’s teaching mentor(s). These forms are not automatically kept on students’ records. However, graduate students have the option of having their feedback forms included in their file to be drawn on for writing letters of recommendation.
Note: Teaching and GAR feedback forms will be collected by the DGS every semester. If a problem emerges in the fall semester, the DGS will not wait until the Spring meeting to address the problem, but will contact the student (or the student’s main advisor) in a timely fashion.

**Grades:**
The Philosophy Department requires a minimum GPA of 3.25 in all courses taken since admission to our graduate program and in all Philosophy courses taken as a part of the student’s degree program. Relatedly, note that a course in which you earn a grade of C or lower cannot count as fulfilling any requirement in our graduate program, and that courses in which you have earned a grade of D, F, or U cannot be removed from your degree plan.

**Incompletes:**
It is a requirement for receiving an assistantship (GAT, GAL, or GAR) that a graduate student has no more than one grade of incomplete (or F resulting from an expired incomplete) as of August 1. In exceptional circumstances, the GPAC may override this requirement.

**Academic integrity:**
Graduate students are required to abide by the standards of academic integrity set by the University. These include, among other things, prohibitions on cheating and plagiarism. (For more information about the honor code, see [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu))

An instructor who suspects academic misconduct by a graduate student has the option of (a) handing the case over to the Aggie Honor System Office (AHSO) for investigation, and, if necessary, penalty determination; or (b) determining a penalty him/herself. In case (b), the instructor is requested to inform the AHSO of the penalty, and the AHSO automatically informs the department head. Students may appeal any sanction set by an instructor to the AHSO. (See the AHSO website for details.)

The most severe penalty that an instructor can levy on his/her own is the grade of F* (“failure due to academic dishonesty”) and “Honor Violation Probation.” The AHSO, however, can also suspend or expel students from the university.

Instructors and the department head are also asked to inform the GPAC of any case of academic misconduct by a graduate student who is employed or otherwise funded by the Department of Philosophy. Once it has been determined that an honor violation has occurred, and any appeals to the AHSO have been resolved, the GPAC may terminate the graduate student’s GAT or GAR position, or any fellowships that might have been awarded by the department. In order to make such decisions, the GPAC must first meet with the instructor and with the graduate student. Any decision by the GPAC to terminate funding may be appealed to the department head. Any termination of funding on grounds of misconduct will go into effect at the end of the semester in which the decision is finalized.

**Probationary status and dismissal:**
The Department has the following standards for evaluating graduate students and graduate assistants and, in certain circumstances, dismissing graduate students from the program and/or from the assistantship positions they occupy.
1. **Scholastic Deficiency**
   a. No student may be dismissed from either the M.A. or the Ph.D. program on grounds of scholastic deficiency, or deprived of support on such grounds, without a probationary period of at least a full semester.
   b. A student will automatically be deemed “scholastically deficient,” if and only if (i) the student’s grade point average falls below 3.25 either in all courses taken since admission to our graduate program or in all Philosophy courses taken as a part of the student’s degree program, or (ii) the student fails the Ph.D. preliminary examination.
   c. Students who fall into scholastic deficiency will immediately be notified in writing of their status by the Director of the student’s graduate program, and a meeting will be arranged to counsel with the student about how best to rectify the deficiency.
   d. Students who are scholastically deficient based on their GPA will have one semester to raise their GPA to an acceptable level, following which they will be subject to dismissal; students who fail the preliminary exam will have four semesters to pass the exam before being subject to dismissal.
   e. At the end of each semester, the GPAC will meet to consider cases of students then subject to dismissal. Before each meeting, each student will be provided the opportunity to offer in writing any evidence he or she considers extenuating. The student will also be accorded the opportunity to address the meeting of the GPAC at which their case is considered. The Committee will vote as to whether the student should be dismissed. Decision will be by majority. The result of this vote will be communicated in writing to the student, and will constitute a recommendation from the GPAC to the Graduate Faculty, which will then be asked to meet to consider and vote upon the case. Full documentation of the case will be provided to each member of the Graduate Faculty, including any additional information the student may wish to provide. The vote of the Graduate Faculty will constitute a recommendation to the Department Head, whose decision is final.
   f. At the end of every semester, the GPAC will solicit from the faculty any information they may wish to provide, positive or negative, about the academic performance of any graduate student. Any serious problem should be brought to the student’s attention by the appropriate Director. Faculty will be informed at the beginning of each semester that this information will be requested when the semester is ended.

2. **Failure to Perform Assistantship Duties Satisfactorily**
   a. At the beginning of each semester, the GPAC Chair will write to faculty members receiving graduate assistance that semester, informing them of the graduate students assigned to their courses. The letter will remind the faculty member of the importance of making the Assistants’ duties clear to them, and will urge that any serious or persistent deficit or failure in the performance of those duties be reported as soon as possible to the student’s Program Director.
b. Whenever a problem is brought to a Program Director’s attention, he or she will counsel with the faculty member and the student in an effort to resolve it. If the Program Director deems it necessary, he or she may ask the GPAC to recommend that the student be placed on probationary status. If the Director considers the problem serious or pressing enough to warrant immediate termination of the student’s Assistantship, or dismissal from the program, these measures too may be requested. The GPAC’s decision in any of these matters will be by majority vote. If the request of the Director is approved, the decision will constitute a recommendation to the Department Head.

c. Before considering such cases, the GPAC will provide the student in question with a written statement of the complaints against him or her. Both the student and the faculty member with whom the complaint originates will be accorded the opportunity to provide the Committee with any evidence they deem pertinent to the case, and to address in person the meeting of the GPAC at which the complaint is considered. The GPAC’s decision on the case will be communicated in writing to the student. If the decision is to recommend action by the Department Head, the recommendation will be forwarded to the Department Head with full documentation, including anything additional the student may wish to provide. The decision of the Department Head is final.

d. At the end of each semester, the GPAC will consider the case of any student on probationary status for deficiency or failure in the performance of Assistantship duties. The committee will vote on whether to return the student to good standing, continue the probation, or recommend dismissal or termination of support to the Department Head.

e. At the end of each semester, the DGS will solicit from the faculty who have had graduate assistants during that semester a brief evaluation of the performance of each student assigned to them. Where performance problems are indicated by faculty, their reports will form the basis for a counseling session between the student and the appropriate Program Director. Faculty will be informed at the beginning of each semester that this information will be requested and used this way when the semester is ended.

Applications for transfer into the Ph.D. program from the M.A. program: Master’s program students may request to transfer into our PhD program, with permission of their thesis committee members and the Department Head, using the form “Petition for Change of Major, Degree, or Department” found on the OGAPS website. However, Department policy requires that the GPAC approve, by majority vote, all transfers from the MA program into the PhD program. Students wishing to transfer must provide the GPAC with the following:

1. Three letters of recommendation from faculty within our Department.
2. A writing sample consisting of a paper written for a graduate course taken in our Department.
3. A statement of purpose that explains (a) what area they would expect to write their Ph.D. dissertation on and (b) what degree they propose to use as their supporting Master’s and how that degree would complement their research and/or teaching interests within philosophy.
§X GRADUATE STUDENT PROFESSIONAL DEVELOPMENT
Policy passed May 2 2013.

Graduate students should receive appropriate support in professional development from the Department. On an annual basis, this should include:

**Fall Semester** (early in the semester)

- **Overview of Philosophy Graduate Program**: This informational session will be aimed at both M.A. and Ph.D. students. It will provide an overview of the structure of both the M.A. and Ph.D. programs and suggest strategies for most effectively working through the programs.
- **Applying to Philosophy Ph.D. Programs**: This informational session will be aimed at M.A. students but could be beneficial to undergraduates as well. Topics to be covered include the application process and timeline, deciding on programs, preparing a personal statement, preparing a writing sample, and making the most of a campus visit.
- **Job Market Interviewing**: This informational session will be aimed at Ph.D. students who are going on the market or planning to go in the market in the near future, but it could be of interest to other graduate students as well. Topics to be covered include first round APA/phone/Skype interviews (preparing a dissertation spiel, preparing for teaching questions, etc.) and campus interviews (preparing a job talk, preparing for teaching demonstrations).

**Spring Semester** (later in the semester)

- **Preparing For the Job Market**: This informational session will be aimed at Ph.D. students but could be of interest to M.A. students as well. Topics to be covered include determining when one is ready to go on the market, the job application process and timeline, preparing application materials (cover letter, cv, writing sample, research statement, teaching portfolio, etc.), and what search committees are looking for at different kinds of institutions.
- **Writing a Thesis**: This informational session will be aimed at M.A. students beginning their theses but could be of interest to Ph.D. students beginning to think about their dissertations as well. Topics to be covered include choosing a topic, finding relevant literature, and writing a thesis with Ph.D. program applications or job market applications in mind.
- **Publishing and Conferencing**: This informational session will be aimed at all graduate students and will introduce them to procedures, expectations, and strategies for publishing and conferencing in philosophy.

§XI INFORMATION FOR INTERNATIONAL STUDENTS
International students should communicate with Kristine Hughes (khughes@tamu.edu) in the Department Office before they arrive regarding taking the English Language Proficiency Exam (ELPE), getting a US Social Security Number, and Employment Eligibility Certification.

**English Proficiency:** All international graduate students whose native language is not English must fulfill an English proficiency requirement, through either English Proficiency Verification or English Proficiency Certification. This proficiency requirement should be met early in a student's program, and it must be completed before scheduling either the final examination for the master's degree or the preliminary examination for the doctoral degree.

There are two levels of English Proficiency Status for graduate students: English Proficiency Verified and English Proficiency Certified. English Proficiency Certification is required by the State of Texas before a graduate student is eligible to serve as a graduate teaching assistant, or any other position considered to be a teaching position (e.g., GAT, instructor, lecturer, etc.). All other students must be at least English Proficiency Verified. Graduate students who have completed an equivalent English training program at an institution other than Texas A&M may request English Proficiency Verification or Certification. Verification or certification on this basis is requested through the DGS. The student should provide the DGS with documentation to support verification or certification. If the department concurs with the request, the advisor will submit a letter recommending and requesting verification or certification (with documentation attached) to the Office of Graduate Studies. The Office of Graduate Studies will determine on a case-by-case basis whether verification or certification is granted.

For more information on TAMU language requirements, please see [http://ogaps.tamu.edu/English-Language-Proficiency-Requirements](http://ogaps.tamu.edu/English-Language-Proficiency-Requirements)

**Social Security Number:** International students must obtain a U.S. Social Security number before they can be employed as graduate assistants. The necessary forms must be processed before they can receive their first paycheck, so international students should obtain the forms from consulate offices in their home countries well ahead of time.

**Employment Eligibility Certification:** International students must also be authorized to serve as graduate assistants through the International Student Service's (ISS) Employment Eligibility Certification (EEC) system.

§ XII. OTHER SOURCES OF SUPPORT FOR GRADUATE STUDENTS

Aside from GAT positions, our graduate program budget includes a limited amount of money to support travel by graduate students to present papers at conferences, workshops and other academic events (In 2016, this was $500 for US travel and $750 for international travel, including Alaska and Hawaii). To apply, send an email to the DGS with “TRAVEL REQUEST” in the subject line and the following information in the body of the email:
1. The title, dates, and location of the conference or event you plan to attend.
2. The title of the paper you will be presenting there.
3. The DGS will recommend approval (or otherwise) to the Head of Department, who will
authorize support for travel. Travel should be booked in consultation with Kristine Hughes, making use of the CONCUR system.

Other sources of funding:

The Melbern G. Glasscock Center for Humanities Research has several funding programs for graduate students. These include the Glasscock Graduate Research Fellowships, the Graduate Research Matching Grant, the Cushing-Glasscock Graduate Award and the Brown-Kruse Fellowships. The Glasscock Graduate Research Fellowships and the Brown-Kruse Fellowships must be applied for through the Department, which has to select one or two candidates (depending on the award) to put forward to the Glasscock Center. You should watch the philgrads list for announcement of Department deadlines to apply for these awards.

OGAPS has a variety of different funding programs for graduate student research, such as the Graduate Student Research and Presentation Program. Check these opportunities out at: http://ogaps.tamu.edu/Buttons/Funding-Opportunities

The Graduate and Professional Student Council offers competitive travel awards for graduate students at http://www.gpsctamu.org/travel-awards.html

Funding opportunities may also be available at the Office of the Vice-President for Research. Check on updated information at http://vpr.tamu.edu/funding/fundingopps

§XIII. GRADUATE STUDENTS IN PHILOSOPHY

Graduate Students in Philosophy (GSiP) is an organization run by the graduate students in the Philosophy Department at Texas A&M. Its primary aims are to contribute to the growth of the Philosophy Department and foster a system of support for the graduate student body. The GSiP provides the vehicle by which graduate student representatives are chosen, thereby acting as an intermediary between the department-and the graduate student body and enabling a platform for the graduate student voice. It also carries on a variety of activities that are designed to promote and advance the interests of the graduate students. These activities include sponsoring and hosting workshops, lectures, professional development seminars, student-to-student mentoring, colloquia, and community outreach activities.

Once matriculating in either the MA or PhD program, a student will have gained membership into the GSiP. Membership will continue as long as an individual is actively working towards fulfilling the requirements of either curriculum. Upon becoming a member of the GSiP, one can attend GSiP meetings, participate in deliberations, vote on any issues raised during meetings, and conduct activities under the name of GSiP. There will be one mandatory meeting of the graduate students at the beginning of each school year, after which all meetings of GSiP will be held as needed while school is in session. Meetings are announced well in advance, and all graduate students are encouraged to attend. Members of the GSiP may also use the GSiP listserv (gsip@philosophy.tamu.edu) to communicate via email with the graduate student body. This listserv only includes graduate students and is frequently used to disseminate information to
members of the GSiP without holding meetings.

For information and contact details about current GSiP officers and student representatives, please see Part II of the handbook. For more information regarding the nature of each of these positions and GSiP election procedures, please consult the GSiP Guidelines.
### Fulltime Master Retention/Graduation Rates, PHUM

(Retained/graduated from the same Department as initially enrolled)

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<th>Cohort Year</th>
<th>Initial Cohort Count</th>
<th>1 - Yr Percent Retained within Department</th>
<th>1 - Yr Percent Graduated within Department</th>
<th>2 - Yr Percent Retained within Department</th>
<th>2 - Yr Percent Graduated within Department</th>
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### Fulltime Master Retention/Graduation Rates, College of LA

(Retained/graduated from the same Department as initially enrolled)

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<th>1 - Yr Percent Graduated within Department</th>
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**Time to degree**

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**Mean Time to Degree (2010-2015)**

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Appendix V.8: CLLA Ph.D. Student Stipend Rates

TAMU College of Liberal Arts PhD Student Stipend Rates – 2016

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# GRE Score for First Time Graduate Student

**Fall 2009, Fall 2010, Fall 2011, Fall 2012, Fall 2013, Fall 2014, Fall 2015 PHUM**

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<th>Student Headcount</th>
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<th>Min New GRE Total</th>
<th>Max New GRE Total</th>
<th>Average New GRE Verbal</th>
<th>Min New GRE Verbal</th>
<th>Max New GRE Verbal</th>
<th>Average New GRE Quantitative</th>
<th>Min New GRE Quantitative</th>
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## Old GRE Score Table:

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Appendix V.10: Applied, Enrolled, and Admitted MA and PhD Students by Sex

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*These years DARS had incomplete information and the information here was derived from department records.
Appendix V.11: Gender Profile FY12-FY16

**MASTERS**

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**DOCTORAL**

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**GRADUATE PROGRAM**

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### Appendix V.12 Comparison of Graduate Student Diversity Data from APA Guide to Graduate Program in Philosophy

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</table>
Appendix V.13: Ph.D. Student Awards


2009  Jennifer Gaffney Texas A&M Regents; Graduate Fellowship

2010  Michael Istvan George Berkeley Society, funding for conference travel, $500

2011  Karen Davis NEH Summer Institute “Epic Questions: Mind, Meaning, and Morality”

2011  Alex Haitos Travel grant from International Process Network

2011  Alex Haitos Travel Grant from Glasscock Center for the Humanities

2011  TJ Kasperbauer. Brown-Kruse Graduate Scholarship, Glasscock Center for the Humanities

2011  Brittany Leckey Graduate Merit Fellowship, Texas A&M University

2013  David Wright Association of Former Students Teaching Award

2013  Michael Istvan APA (Central Division), funding for conference travel, $300

2013  Michael Istvan U. S. Senator Phil Gramm Doctoral Fellowship (for outstanding teaching, research, and mentorship), Texas A&M University, $5000

2013  Michael Istvan Texas A&M University College of Liberal Arts Vision 2020 Dissertation Enhancement Award, $1700

2013  Jennifer Gaffney Fasken Graduate Student Research Award, Texas A&M University

2013  T.J. Kasperbauer Graduate Research Fellowship Glasscock Center for Humanities Research, Texas A&M University

2014  Harris Bechtol Brown-Kruse Graduate Research Fellowship, Melbern G. Glasscock Center for Humanities Research, Texas A&M University

2014  Harris Bechtol Glasscock Graduate Research Fellowship, Melbern G. Glasscock Center for Humanities Research, Texas A&M University in support of studying at the Collegium Phaenomenologicum.

2014  Jennifer Gaffney Fasken Graduate Student Research Fellowship, Texas A&M University
2014  Jennifer Gaffney Murray and Celeste Fasken Graduate Student Teaching Award, Texas A&M University

2014  Alex Haitos Special CLLA Travel Grant and Travel Grant from TAMU GSC

2014  Michael Istvan APA (Pacific Division), funding for conference travel, $400

2015  Jennifer Gaffney Graduate Research Fellowship, Glasscock Center for Humanities Research, Texas A&M University

2015  Jennifer Gaffney Fasken Dissertation Research Fellowship, Texas A&M University

2015  Jennifer Gaffney Summertime Advancement for Research Award, College of Liberal Arts, Texas A&M University


2016  Brittany Leckey Graduate Research Fellowship (dissertation fellowship), Glasscock Center for Humanities Research, Texas A&M University

2016  Brittany Leckey Summertime Advancement for Research Award, Dissertation Track, College of Liberal Arts, Texas A&M University

PhD Student Presentations

2009  T.J. Kasperbauer. Western Michigan University Graduate Conference, Kalamazoo The Possibility of Ape Morality: A Critique of Prinzian Sentimentalism,”


2009  TJ Kasperbauer ,” Society for Philosophy and Psychology Poster Presentation (Semi-finalist for poster prize), Bloomington, IN. “The Possibility of Ape Morality”.


2009  Brittany Leckey “Text Time: The Orality and Literacy of Text Messaging via Husserlian Retention” Duquesne University Philosophy of Time
Graduate Conference, Duquesne University, Pittsburgh, PA: November

2010 TJ Kasperbauer Southern Society for Philosophy and Psychology, Atlanta, GA “Minding and Liking Nonhumans.”

2010 Brittany Leckey. Graduate Students in Philosophy Colloquia, Duquesne University, Pittsburgh. “The Unbearable Lightness of the Eternal Return: A Deleuzian Re-Reading of Kundera’s Use of the Eternal Return in The Unbearable Lightness of Being”,

2011 Alex Haitos 8th International Whitehead Conference, Tokyo


TJ Kasperbauer Society for Philosophy and Psychology, Montreal, Canada, “Perceiving Animals,”

2012 Patrick Anderson “Anonymity, Racism, and History: Ways of ‘Knowing the Other’ in an Anti-Black Society,” 19th Philosophy Born of Struggle Conference: Race, Class, Gender, and State Violence Texas A&M University, October 201

2012 Harris Bechtol “Otherwise Than Discursive Knowledge: Faith and Reason in Kant and Kierkegaard,” The Varieties of Continental Thought and Religion Conference, Ryerson University, Toronto, Canada.


2012 Alan Milam. Philosophy Born of Struggle conference. “Fortune favors the bold and well armed: a case for the Diasporic Development of the social sciences and liberal arts”

2012 T.J. Kasperbauer. Evolution of Morality Summer School, Unseld Lectures, Tübingen University “Sentimentalism and Ape Morality.”

2012 T.J. Kasperbauer Third West Coast Symposium in the History of Medicine, Bryan, TX “Vivisection and the Salience of Animal Pain, 1660-


2013 Patrick Anderson “Reclaiming the Notion of Systemic Violence from Privileged Critiques: Zizek, van der Linden, and the Problem of Justification,” Hispanic Studies Third Annual Graduate Conference Texas A&M University.


2013 Patrick Anderson “Psychoanalysis and the Consultant: Lacanian Transference and the ‘Subject Supposed to Know,’” South Central Writing Center Association Conference 2013, Texas A&M University, Corpus Christi.


2013 Harris Bechtol “The Disclosive Event of Death in Derrida’s The Gift of Death,” Houston Baptist University Conference.

2013 Harris Bechtol Being as Event in Heidegger’s Being and Time,” Southwest Seminar in Continental Philosophy, Texas A&M University.


2013 Karen Davis Who’s There?: A Kierkegaardian and Derridean Reading of the Character of Shakespeare’s Hamlet,” Southwest Seminar in Continental Philosophy, Texas A&M University (Invited)

2013 John Forcey “The Rarity Response (on behalf of virtue theory)” Third Annual Houston Baptist University Conference.

2013 John Forcey “The Rarity Response (on behalf of virtue theory). Virtue, Vice and Character Conference, University of Western Kentucky.
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<tr>
<th>Year</th>
<th>Author</th>
<th>Event/Conference</th>
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<tr>
<td>2013</td>
<td>John Forcey</td>
<td>Society of Christian Philosophers Eastern Regional Conference</td>
<td>“Theistic Pictorialism”</td>
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<td>2013</td>
<td>Alex Haitos</td>
<td>Second International Summer School for Process Philosophy, Meulhein, Germany</td>
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<td>2013</td>
<td>Matthew Wester</td>
<td>Southwest Seminar in Continental Philosophy</td>
<td>“Nietzsche’s Apocalyptic Politics”</td>
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<tr>
<td>2013</td>
<td>Matthew Wester</td>
<td>Nietzsche Society, Cork, Ireland</td>
<td>“Political Dimensions of Eternal Return”</td>
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<td>2013</td>
<td>T.J. Kasperbauer</td>
<td>Society for Applied Philosophy, University of Zurich</td>
<td>“The Implications of Psychological Limitations for the Ethics of Climate Change”</td>
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<td>2013</td>
<td>T.J. Kasperbauer</td>
<td>Southern Society for Philosophy and Psychology, Austin, TX</td>
<td>“Infant Social Evaluations and Theory of Mind,” <em>Recipient of Graduate Student Travel Award</em></td>
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<td>2014</td>
<td>Patrick Anderson</td>
<td>Southwest Seminar in Continental Philosophy, Colorado College</td>
<td>“Replacing Kierkegaard, Re-Placing Fear and Trembling: Johannes de Silentio and the Problem of Attribution,”</td>
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<td>Harris Bechtol</td>
<td>Southwest Seminar in Continental Philosophy, Colorado College</td>
<td>“Inflections of the Event: The Death of the Other as a Figure of the Event,”</td>
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<td>2014</td>
<td>Karen Davis</td>
<td>North Texas Philosophical Association annual conference</td>
<td>“The ethical aims and limits of existential writing, or existentialists writing existentialist writers”</td>
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<tr>
<td>2014</td>
<td>Karen Davis</td>
<td>Southwest Seminar in Continental Philosophy, Colorado College</td>
<td>Prison Shakespeare and the Sensus Communis: Finding hope for the excommunicated in Kant’s third critique.”</td>
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2014 Zac Fisher “Arendt, Hegel and the Miracle of Recognition” Collegium Phaenomenologicum, Umbria, Italy.

2014 Zak Fisher Aristotle and Girard on the Role of Narrative Experience in Moral Mentorship and Mimetic Desire. North Texas Philosophical Association


2014 Alex Haitos International Society for Neo-Platonic Studies, Lisbon.


2014 T J Kasperbauer Glasscock Center for the Humanities Graduate Colloquium Series, College Station, TX, “What Makes Ethical Theories Psychologically Plausible?”


2014 Andrew Soto. Philosophy Born of Struggle annual conference. "Interest-Convergence: A Response to Elizabeth Anderson’s The Imperative of Integration"


2015 Harris Bechtol “Derrida Reading Heidegger: The Dynamics of Différance as Event,” Society for Phenomenology and Existential Philosophy, Atlanta, GA.
2016 Brittany Leckey Southwest Seminar in Continental Philosophy, “Ivory Towers and Fandoms: Exploring the Tension Between Experts and Amateurs in Film Viewership.

2016 Brittany Leckey North Texas Philosophical Association, “Seeking Cinephilia Within The Culture Industry: Expanding ‘Active’ Film Viewership through Christopher Nolan’s Inception”

PhD Student Publications (publications up to graduation date)


2012 Michael Istvan “Análisis nominalista de una entidad que está siendo caracterizada” / “Nominalist Analyses of an Entity Being Charactered.” Discusiones Filosoficas _21 (July-December). 87-93.


2013 Michael Istvan “Gould talking past Dawkins on the Unit of Selection in Philosophy Issue”. Studies in History and Philosophy of Science Part C: Studies in History and Philosophy of Biological and Biomedical Sciences 44.3. 327-335.

2014 Michael Istvan “Es la respuesta de Aristóteles al argumento de fatalismo en De Interpretatione 9 exitosa?” / “Is Aristotle’s Response to the Argument for Fatalism in De Interpretatione 9 Successful?” Ideas y Valores 63.155. 31-58

2012 Michael Istvan “A Small Aid for Kooser Research,” Midwestern Miscellany 40 (Fall). 54-77


2016 Brittany Leckey “Capra’s the Matter with Capra: Sullivan’s Travels as Narrative and Textual Complicitous Critique.” Quarterly Review of Film and Video.

PhD Student Certificates

Diana Yarzagaray Women and Gender Studies

Patrick Anderson Film Studies, Women & Gender Studies, Africana Studies
## PhD Student Presentations

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<tr>
<th>Year</th>
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| 2009 | T.J. Kasperbauer     | Western Michigan University Graduate Conference, "The Possibility of Ape Morality: A Critique of Prinzian Sentimentalism"  
South Central Seminar in Early Modern Philosophy, San Antonio, TX  
“Substance, Will, and Spirit in Berkeley”  
Society for Philosophy and Psychology Poster Presentation (Semifinalist for poster prize), Bloomington, IN, “The Possibility of Ape Morality”  
Duquesne University Philosophy of Time Graduate Conference, “Text Time: The Orality and Literacy of Text Messaging via Husserlian Retention”  
“Separating Ethical Value from Aesthetic Value,” San Jose State Philosophy Student Summit, San Jose State University, San Jose, CA, May 2009. Invited |
|      | Brittany Leckey      |  
“Substance, Will, and Spirit in Berkeley”  
Society for Philosophy and Psychology Poster Presentation (Semifinalist for poster prize), Bloomington, IN, “The Possibility of Ape Morality”  
Duquesne University Philosophy of Time Graduate Conference, “Text Time: The Orality and Literacy of Text Messaging via Husserlian Retention”  
“Separating Ethical Value from Aesthetic Value,” San Jose State Philosophy Student Summit, San Jose State University, San Jose, CA, May 2009. Invited |
| 2010 | TJ Kasperbauer       | Southern Society for Philosophy and Psychology, Atlanta, GA, “Minding and Liking Nonhumans”  
Graduate Students in Philosophy Colloquia, Duquesne University, “The Unbearable Lightness of the Eternal Return: A Deleuzian Re-Reading of Kundera’s Use of the Eternal Return in The Unbearable Lightness of Being”  
Duquesne University Philosophy of Time Graduate Conference, “Text Time: The Orality and Literacy of Text Messaging via Husserlian Retention”  
“Separating Ethical Value from Aesthetic Value,” San Jose State Philosophy Student Summit, San Jose State University, San Jose, CA, May 2009. Invited |
|      | Brittany Leckey      |  
“Minding and Liking Nonhumans”  
Graduate Students in Philosophy Colloquia, Duquesne University, “The Unbearable Lightness of the Eternal Return: A Deleuzian Re-Reading of Kundera’s Use of the Eternal Return in The Unbearable Lightness of Being” |
| 2011 | Alex Haitos          | “Foreseeing Novelty: Bergson and Whitehead on Possibility and Creation” At the 8th International Whitehead Conference, Tokyo, Japan  
International Leibniz Congress, Hannover, Germany, “Leibniz’s Use of Teleology and Distinct Ideas in Scientific Classification”  
Society for Philosophy and Psychology, Montreal, Canada, “Perceiving Animals”  
19th Philosophy Born of Struggle Conference: Race, Class, Gender, and State Violence, Texas A&M University, “Anonymity, Racism, and History: Ways of ‘Knowing the Other’ in an Anti-Black Society”  
The Varieties of Continental Thought and Religion Conference, Ryerson University, Toronto, Canada, “Otherwise Than Discursive Knowledge: Faith and Reason in Kant and Kierkegaard”  
Houston Baptist University Conference: Divine and Human Action, “Kierkegaard’s Phenomenology of God”  
Philosophy Born of Struggle Conference, Texas A&M University, “Fortune Favors the Bold and Well-Armed: A Case for the Diasporic Development of the Social Sciences and Liberal Arts” |
|      | T.J. Kasperbauer     |  
International Leibniz Congress, Hannover, Germany, “Leibniz’s Use of Teleology and Distinct Ideas in Scientific Classification”  
Society for Philosophy and Psychology, Montreal, Canada, “Perceiving Animals”  
19th Philosophy Born of Struggle Conference: Race, Class, Gender, and State Violence, Texas A&M University, “Anonymity, Racism, and History: Ways of ‘Knowing the Other’ in an Anti-Black Society”  
The Varieties of Continental Thought and Religion Conference, Ryerson University, Toronto, Canada, “Otherwise Than Discursive Knowledge: Faith and Reason in Kant and Kierkegaard”  
Houston Baptist University Conference: Divine and Human Action, “Kierkegaard’s Phenomenology of God”  
Philosophy Born of Struggle Conference, Texas A&M University, “Fortune Favors the Bold and Well-Armed: A Case for the Diasporic Development of the Social Sciences and Liberal Arts” |
| 2012 | Patrick Anderson     | State Violence, Texas A&M University, “Anonymity, Racism, and History: Ways of ‘Knowing the Other’ in an Anti-Black Society”  
The Varieties of Continental Thought and Religion Conference, Ryerson University, Toronto, Canada, “Otherwise Than Discursive Knowledge: Faith and Reason in Kant and Kierkegaard”  
Houston Baptist University Conference: Divine and Human Action, “Kierkegaard’s Phenomenology of God”  
Philosophy Born of Struggle Conference, Texas A&M University, “Fortune Favors the Bold and Well-Armed: A Case for the Diasporic Development of the Social Sciences and Liberal Arts” |
|      | Harris Bechtol       |  
State Violence, Texas A&M University, “Anonymity, Racism, and History: Ways of ‘Knowing the Other’ in an Anti-Black Society”  
The Varieties of Continental Thought and Religion Conference, Ryerson University, Toronto, Canada, “Otherwise Than Discursive Knowledge: Faith and Reason in Kant and Kierkegaard”  
Houston Baptist University Conference: Divine and Human Action, “Kierkegaard’s Phenomenology of God”  
Philosophy Born of Struggle Conference, Texas A&M University, “Fortune Favors the Bold and Well-Armed: A Case for the Diasporic Development of the Social Sciences and Liberal Arts” |
|      | Alan Milam           |  
State Violence, Texas A&M University, “Anonymity, Racism, and History: Ways of ‘Knowing the Other’ in an Anti-Black Society”  
The Varieties of Continental Thought and Religion Conference, Ryerson University, Toronto, Canada, “Otherwise Than Discursive Knowledge: Faith and Reason in Kant and Kierkegaard”  
Houston Baptist University Conference: Divine and Human Action, “Kierkegaard’s Phenomenology of God”  
Philosophy Born of Struggle Conference, Texas A&M University, “Fortune Favors the Bold and Well-Armed: A Case for the Diasporic Development of the Social Sciences and Liberal Arts” |
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<tr>
<td>T.J. Kasperbauer</td>
<td>Evolution of Morality Summer School, Unseld Lectures, Tübingen University, “Sentimentalism and Ape Morality” Third West Coast Symposium in the History of Medicine, Bryan, TX, “Vivisection and the Salience of Animal Pain, 1660-1680”</td>
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<tr>
<td>Alex Haitos</td>
<td>“The Problem of Novelty and the Atomization of Time” At the Second European Summer School for Process Thought, Mülheim, Germany “Metaphors and Sexist Language,” Undergraduate Philosophy Club, Texas A&amp;M University</td>
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Nietzsche Society, Cork, Ireland, “Political Dimensions of Eternal Return”

T.J. Kasperbauer


Society for Applied Philosophy, University of Zurich, “The Implications of Psychological Limitations for the Ethics of Climate Change”

Southern Society for Philosophy and Psychology, Austin, TX, “Infant Social Evaluations and Theory of Mind,” *Recipient of Graduate Student Travel Award*


Patrick Anderson

Southwest Seminar in Continental Philosophy Colorado College, “Replacing Kierkegaard, Re-Placing Fear and Trembling : Johannes de Silentio and the Problem of Attribution”

Harris Bechtol

Southwest Seminar in Continental Philosophy, Colorado College, “Inflections of the Event: The Death of the Other as a Figure of the Event”

Karen Davis

North Texas Philosophical Association Annual Conference, “The Ethical Aims and Limits of Existential Writing, or Existentialists Eriting Existentialist Writers”

Southwest Seminar in Continental Philosophy, "Prison Shakespeare and the Sensus Communis: Finding hope For the Excommunicated in Kant’s Third Critique”

“Rituals of Rehabilitation: Learning Community from Shakespeare Behind Bars,” Marking Time: Prison Arts and Activism Conference, Rutgers University

“Ritualized Practice and Ethical Life: Learning Community from Shakespeare Behind Bars,” Glasscock Graduate Colloquium Series, Texas A&M University

Steve Dezort

APA-Pacific, “Cartesian transubstantiation and mind/body union”

Zac Fisher

Collegium Phaenomenologicum, Umbria, Italy, “Arendt, Hegel and the Miracle of Recognition”

Philosophical Association, "Aristotle and Girard on the Role of Narrative Experience in Moral Mentorship and Mimetic Desire"

Southwest Seminar in Continental Philosophy, Colorado Springs, "Heidegger, Celan and Poetic Critique: A Phenomenological Reading of Brian Turner’s Here Bullet"


Animal Ethics and Animal Politics: New Directions Workshop, Queen’s University, “Should We Bring Back the Passenger Pigeon? The Ethics of De-Extinction”

Alex Haitos

T.J. Kasperbauer

209
American Philosophical Association, Central Division, Chicago, IL, “Comments on Ramona Ilea, “Rights and Capabilities: Tom Regan and Martha Nussbaum on Animals”
Glasscock Center for the Humanities Graduate Colloquium Series, “What Makes Ethical Theories Psychologically Plausible?”

Matthew Wester
North Texas Philosophical Association, “Arendt’s Socratic Judgment”

Andrew Soto
Philosophy Born of Struggle Annual Conference, "Interest-Convergence: A Response to Elizabeth Anderson’s The Imperative of Integration"

Patrick Anderson
Philosophy Born of Struggle Annual Conference, "Maintaining Caste: Re-discovering Martin R. Delany"

Brittany Leckey

Jonathan Bibeau

2015

Harris Bechtol
Society for Phenomenology and Existential Philosophy, Atlanta, GA, “Derrida Reading Heidegger: The Dynamics of Différance as Event”

John Forcey

Rocio Alvarez
“A Theory of Existence: A Whiteheadian Existential Sensibility” At the 10th International Whitehead Conference, Claremont, CA

Alex Haitos
“Can Graduate Teaching Assistants Be ‘Peer’ Tutors? or Why Mister Rogers Changes His Shoes,” National Conference on Peer Tutoring in Writing

Karen Davis
“Fantastical Female Forte: Approaches to the Construction of Female Utopia in Young Adult Fantasy Fiction.” Aesthetics and the Feminine Conference (SWIP-Ireland). University College Cork, Cork, Ireland

Wendy Bustamante
Robert Reed
“Racial, Romantic, and Existential Sensibility in Edgar Allen Poe’s The Fall of the House of Usher.” Southwest Seminar in Continental Philosophy. Northern Arizona University, Flagstaff, AZ
"A commonsense approach to Moral Realism" Texas Tech Graduate Student conference in Metaethics, Texas Tech.
"The moral significance of pain in Draper's argument from evil". With Megan Fritts. Society of Christian Philosophers Eastern Regional Conference.
The moral significance of pain in Draper's argument from evil". With Megan Fritts. Alabama Philosophical Society

Dalitso Ruwe
Dubois' Black Genius: The Seventh Son and the Immortal Child.
Philosophy Born of Struggle conference, UCONN
Frederick Douglass: The unsentimental slave. Hispanic Students' Annual Graduate Conference, Texas A&M
If I ruled the world: Imagine that. Southwestern Black Student Leadership Conference, Texas A&M University.
Southwest Seminar in Continental Philosophy, “Ivory Towers and

2016 Brittany Leckey
Fandoms: Exploring the Tension Between Experts and Amateurs in Film Viewership"
North Texas Philosophical Association, “Seeking Cinephilia Within The Culture Industry: Expanding ‘Active’ Film Viewership through Christopher Nolan’s Inception”

Jonathan Bibeau
“César Chávez and his Indigenous Philosophical Roots: Combating Ideological Colonization in the 20th and 21st Centuries” American Philosophical Association, Pacific Division
“Mestizaje & Colorblind Ideology: From Bolivar to Zea and Latin@ Identity Issues in U.S.” Society for the Advancement of American Philosophy, University of Oregon
Plenary Follow-Up Panel Commentator for “Twentieth Century Mexican Philosophy for a 21st Century Inter-American Philosophy” by Carlos A. Sanchez, Society for the Advancement of American Philosophy
“Moral Appraisal of Emotions: The Combining of Smith and Roberts”

Rocio Alvarez
4th Annual Graduate Student Workshop in Applied Philosophy, Bowling Green University, November 2016
“The Cultivation of Aesthetic Intensity: A Whiteheadian Philosophy of Education” At the Fourth European Summer School for Process Thought, Sofia, Bulgaria

Karen Davis

Brittany Leckey
"Moral Realism and the Moral Significance of Pain in Draper's Argument from Evil". Society of Christian Philosophers Eastern Regional Conference.

Alex Haitos
"The Moral Significance of Pain in Draper's Argument from Evil". With Megan Fritts. Alabama Philosophical Society

Karen Davis
"Moral Realism and the Moral Significance of Pain in Draper's Argument from Evil". With Megan Fritts. Alabama Philosophical Society

Dana Gutierrez
"Moral Appraisal of Emotions: The Combining of Smith and Roberts" 4th Annual Graduate Student Workshop in Applied Philosophy, Bowling Green University, November 2016
“The Cultivation of Aesthetic Intensity: A Whiteheadian Philosophy of Education” At the Fourth European Summer School for Process Thought, Sofia, Bulgaria

Karen Davis
<table>
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<tr>
<th>Name</th>
<th>Presentation</th>
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<tbody>
<tr>
<td>Wendy Bustamante</td>
<td>“Missing Lady Macbeth.”  EW8: Evil Women; Women and Evil. Mansfield College at Oxford, United Kingdom</td>
</tr>
<tr>
<td></td>
<td>“Shakespeare, Sickness, and Anxiety.” Rocky Mountain Division for the American Society of Aesthetics Annual Meeting. Drury Plaza</td>
</tr>
<tr>
<td></td>
<td>“Spiritual Sickness and Seduction.” Southwest Seminar in Continental Philosophy. Texas A&amp;M University</td>
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<tr>
<td></td>
<td>“The Dark Side of Title IX: Lugones’ pre-colonial notions of gender applied to Title IX and the Olympics.” Global Conference on the Status of Women and Girls. Christopher Newport University College of Arts and Humanities</td>
</tr>
<tr>
<td>Robert Reed</td>
<td>Must God Prevent Evil? Southwestern Philosophical Society, Corpus Christi, Texas</td>
</tr>
<tr>
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<td>Evil, Narrative and the Standpoint of Creation. With Alex Jech and Megan Fritts. Accepted at European Society of Moral Philosophy, Verona (could not attend).</td>
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<td>Preventing Evil. Alabama Philosophical Society</td>
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<td>From Civitas to Urbs: Challenges to the Common Good in the Modern Urban Landscape. Society of Christian Philosophers Midwest Regional Conference</td>
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<td>Dalitso Ruwe</td>
<td>Towards a Black Philosophy of Law, Philosophy Born of Struggle conference, Texas A&amp;M.</td>
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<td>Underdogs of the human race: the politics and psychology of rebellion. Caribbean Philosophy Association, UCONN</td>
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<td>&quot;God, State and Government: a case for church/state pluralism&quot; Midwest Society of Christian Philosophers. (Unable to present due to illness)</td>
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# PhD Student Publications

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<tr>
<th>Year</th>
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<tr>
<td></td>
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<td>“Concerning the Resilience of Galen Strawson’s Basic Argument.” <em>Philosophical Studies</em> 155.3. 399-420.</td>
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<td>“Capitalism and the Science of History: Appleby, Marx, and Postmodernism.”</td>
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<tr>
<td>2012</td>
<td>Patrick Anderson</td>
<td>The Grand Valley Journal of History 1, no. 2: <a href="http://scholarworks.gvsu.edu/gvjh/vol1/iss2/">http://scholarworks.gvsu.edu/gvjh/vol1/iss2/</a></td>
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<td>“Supporting Caste: The Origins of Racism in Colonial Virginia.” <em>The Grand Valley Journal of History</em> 2, no. 1: <a href="http://scholarworks.gvsu.edu/gvjh/vol2/iss1/1/">http://scholarworks.gvsu.edu/gvjh/vol2/iss1/1/</a></td>
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<td></td>
<td>Michael Istvan</td>
<td>“Análisis nominalista de una entidad que está siendo caracterizada” / “Nominalist Analyses of an Entity Being Charactered.” <em>Discusiones Filosóficas</em> 21 (July-December). 87-93.</td>
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<td>“A Small Aid for Kooser Research,” Midwestern Miscellany 40 (Fall). 54-77</td>
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<td>Michael Istvan</td>
<td>“Gould talking past Dawkins on the Unit of Selection in Philosophy Issue”.</td>
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<td>Michael Istvan</td>
<td>“Es la respuesta de Aristóteles al argumento de fatalismo en <em>De Interpretatione</em> 9 exitosa?” / “Is Aristotle’s Response to the Argument for Fatalism in <em>De Interpretatione</em> 9 Successful?” <em>Ideas y Valores</em> 63.155. 31-58</td>
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<td>2016</td>
<td>Brittany Leckey</td>
<td>“Capra’s the Matter with Capra: Sullivan’s Travels as Narrative and Textual Complicitous Critique.” <em>Quarterly Review of Film and Video</em> .</td>
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<td></td>
<td>Robert Reed</td>
<td>&quot;Must God Prevent Evil?” forthcoming <em>Southwest Review of Philosophy</em></td>
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<td>Indiana University (2 students)</td>
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<td>University of Minnesota</td>
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<td>University of North Carolina-Chapel Hill</td>
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<td>University of Pittsburgh (2 students)</td>
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<td>University of Toronto</td>
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<td>University of Wisconsin-Madison</td>
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<td>Washington University in St. Louis</td>
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<td>Wayne State University</td>
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### Core Faculty Publications

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<tr>
<th>Faculty Member</th>
<th>Single Authored Books</th>
<th>Edited Books</th>
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<th>Scholarly Editing</th>
<th>Domestic Presentations</th>
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<tr>
<td></td>
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<td>&quot;Risk and Fate&quot; colloquium in the Department of Philosophy, Renmin University of China, Beijing, April 20, April 6 and March 30, 2011</td>
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<td>Bodily ownership, bodily awareness, and knowledge without observation</td>
<td>Analysis 75 (January 2015), 37-45.</td>
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<td>Bob Reinarz</td>
<td>P. Parikh</td>
<td>The Philosophical Review 121 (April 2010), 294-298</td>
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<td>Memory, judgments and immunity to error through misidentification</td>
<td>Analysis, 2013, 211-228</td>
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<td>Self-knowledge and the sense of &quot;I&quot;</td>
<td>In Self-Knowledge, edited by Anthony Hacking (Oxford University Press, 2011), 226-246</td>
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<td>Book Review: C. Peacocke</td>
<td>Truly Understood</td>
<td>Mind 120 (October 2011), 1276-1280</td>
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<td>Book Review: P. Carruthers</td>
<td>The Opacity of Mind</td>
<td>Mind 122 (September 2013), 263-266</td>
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<td>Naturalism and Mind, Zurich, November 2014</td>
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<td>&quot;The Happiness of Slight Superiority&quot;: Kierkegaard and Nietzsche on Resentment</td>
<td>Konturen 7, 2010, pp. 132-88</td>
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<td>Heidegger, Nietzsche Ve Nihilizmin Kokenleri. Ceviren/Translator: Volkan Ay. Ozne Dergisi (Ozne Philosophy Journal), December 2015. (Turkish translation of a previously published article)</td>
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"Philosophical Suffering and Philosophical Realism," Politics, 2015, 36(1), 51-64.


"Tropes and Divine Sustenance," Tbilisi School of Theology, Bega University, La Mirada, CA, November 2013


"Tropes and Divine Sustenance," Tbilisi School of Theology, Bega University, La Mirada, CA, November 2013


### Kristi Sweet

*Kant on Practical Life: From Duty to History*(Cambridge University Press: 2013), 223 pages


Response to Critics in *Critique*: Discussing New Books on Kant and German Idealism

"Out in the Territory: The Place of the Third Critique in Kant's System"* [Workshop: Ohio University Philosophy Department Colloquium Series, October 3, 2014](#)

"Beauty and Goodness Reconfigured: Kant on the Ideal of Beauty," *Western Carolina University, November 21, 2013 (S)*

"Kant and the Idea of Beauty," *Philosophy Symposium, Texas A&M University, March 17-18, 2013*

"Out in the Territory: The Place of the Third Critique in Kant's System"* [Workshop: Ohio University Philosophy Department Colloquium Series, October 3, 2014](#)


Response to Critics in *Critique*: Discussing New Books on Kant and German Idealism

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"Out in the Territory: The Place of the Third Critique in Kant's System"* [Workshop: Ohio University Philosophy Department Colloquium Series, October 3, 2014](#)

### Gary Varner


"Beauty and Goodness Reconfigured: Kant on the Ideal of Beauty," *Western Carolina University, November 21, 2013 (S)*

"Kant and the Idea of Beauty," *Philosophy Symposium, Texas A&M University, March 17-18, 2013*

### Other Than Core Faculty Publications

<table>
<thead>
<tr>
<th>David Blanks</th>
<th>Jason Lamereaux</th>
<th>Merritt Rehn-DeBrall</th>
<th>Tom Ellis</th>
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</thead>
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PHILOSOPHY DEPARTMENT FACULTY ANNUAL REPORT – 2015
Reporting period: January 1, 2012 – December 31, 2014

The information you provide in this report is the primary basis for departmental review of your performance over the three year reporting period. The information you provide is also the primary source for the annual report to the Dean on the department’s performance on which merit pool allocations are based. So be as complete as possible when listing your activities. Prompts are provided to assure that faculty members do not overlook contributions that should be considered for their annual review and for the Department’s annual report to the Dean.

Please attach a current copy of your curriculum vitae and (as requested under “Service” below) a copy of your TrainTraq training transcript.

NAME: Name

RANK: Rank

DATE APPOINTED TO THIS RANK: Date

DATE APPOINTED AT TAMU: Date

ACADEMIC UNIT(S) (Dept/Program): Philosophy

PART ONE: RESEARCH AND CREATIVE ACTIVITY

Note: In this section, include books, articles, and chapters on the scholarship of teaching and learning, but list textbooks, teachers’ guides, and other pedagogical publications in the teaching section of this report. Group entries by the three calendar years in the reporting period. For each entry, include an indication of the quality of the press or journal.

BOOKS, JOURNAL ARTICLES AND BOOK CHAPTERS

A. Books published during the reporting period. (Give a complete citation that includes all coauthors, if any, and a page count. Indicate if the book is edited, translated, or a revised edition of previously published work, and specify whether or not the book was refereed.)

1. 

B. Refereed journal articles published during the report period. (Give a complete citation, including page numbers and coauthors, if any.)

1. 

C. Unrefereed journal articles published during the report period. (Give a complete citation, including page numbers and coauthors, if any.)

1.
D. Refereed book chapters published during the report period. (Give a complete citation, including page numbers and coauthors, if any. Note that an invited book chapter may nevertheless be refereed.)

1.

E. Unrefereed book chapters published during the report period. (Give a complete citation, including page numbers and coauthors, if any.)

1.

OTHER PUBLICATIONS

F. Book reviews published during the report period. (Give a complete citation, including page numbers and coauthors, if any.)

1.

G. Entries in reference works published during the reporting period. (Give a complete citation, including citation including page numbers; indicate whether invited, refereed, or unrefereed; and indicate if coauthored).

1.

H. Other publications during the reporting period. (Include here popular articles, notes/comments, publications in conference proceedings, etc. Give a complete citation, including page numbers.)

2.

WRITINGS IN PROGRESS

I. Works accepted for publication during this period but not yet published. (indicate title, length, and venue; invited, refereed, or unrefereed; coauthored, edited, translation, or revised edition).

1.

J. Works submitted and under review as of January 1 of the current year. (Provide title, target journal or press, anticipated submission dates; invited, refereed, or unrefereed; indicate if coauthored, edited, translated, or revised edition.)

2.

K. Manuscripts in progress as of January 1 of the current year. (Describe estimated overall length of work when completed and percentage of work completed as of January 1; provide title, target journal or press, and anticipated submission date; indicate if invited, refereed, or unrefereed and if
SCHOLARLY EDITING

L. Scholarly editing activity during the reporting period. (Describe work here only if it involves responsibilities not covered in other sections—e.g., work as editor of scholarly journal or special issue, member of editorial board as listed on masthead, serving as editor of a book series, etc.)

1.

PRESENTATIONS

M. Scholarly presentations in domestic venues during the reporting period. (Include title, name of organization, place, date, invited or submitted, and note any keynote or plenary presentations.)

2.

N. Scholarly presentations in international venues during the reporting period. (Include title, name of organization, place, date, invited or submitted, and note any keynote or plenary presentations.)

3.

GRANTS

Note: Include submitted and funded fellowships, institutes, seminars, etc.

O. Research grants from which funds were received or spent during the reporting period. (Include titles of projects, funding agencies or sources, dates of submission and award, dollar amount; clearly indicate your role and role of others involved.)

1.

P. Research grant proposals submitted during the reporting period. (Indicate status of proposals as of January 1 of the current year, and include titles of projects, funding agencies or sources, dates of submission and award, dollar amount; clearly indicate your role and role of others involved.)

2.

OTHER

Q. Other scholarly activities. Give complete descriptions of other scholarly activities during the reporting period that do not fit into the above categories.

3.

R. Check one of the following:

☐ After considering the research environments in which I am principal or lead investigator for the environment, I present the following safety concerns and attempts to mitigate them (list below); or
☐ After considering the research environments in which I am the principal or lead investigator for the environment, I believe that all safety concerns that I could mitigate would tend to be of low impact and low frequency.

S. Summary.

Tenured Faculty: Provide here a brief summary statement of your efforts in this category. Please include discussion of the significance of specific contributions to your field(s), and (as applicable) relationships to interdisciplinarity/multidisciplinarity, diversity, and/or internationalization. Also include any other information that may not be apparent from the above list.

Tenure-track Faculty: Include with this report a three page statement on research, teaching and service, as called for in the Dean of Faculties’ guidelines for promotion and tenure: http://dof.tamu.edu/sites/default/files/tenure_promotion/DOF_Tenure_Guidelines.pdf.

PART TWO: TEACHING

A. Formal courses taught at TAMU during the reporting period. Mark courses taught for the first time with an asterisk. If you did not carry the standard teaching load for your appointment, indicate the reason (e.g., administrative duties, teaching release, leave, etc.). Note if a course was team-taught. Be sure to designate W, I, or Honors courses, as well as any study abroad courses.

<table>
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<tr>
<th>Term*</th>
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*Terms: A = Spring, B = Summer, C = Fall

B. Other courses taught during the reporting period. Include directed studies, internships, supervision of honors theses, etc. Include semester/year, course title, student’s name and (for honors theses) graduation date.
C. Service on graduate student committees. Include student’s name, department, degree sought, in progress or date completed, and whether you chaired or were a member of the committee.

D. Progress of advisees in our graduate program. Indicate milestones completed by students whose committees you chaired, such as thesis proposals or defenses, preliminary exams, research awards, publications, professional placement, etc.; include semester.

E. Notable accomplishments by former graduate students. For students whose committees you chaired, indicate here accomplishments such as placement, promotion to associate professor, etc.

F. Special activities performed in support of our graduate program. Include here conducting workshops, helping to recruit graduate students, helping students publish papers or write grant applications, involvement with professionalization activities, efforts to secure funding for graduate students, etc. Provide outcomes if known.

G. Curriculum development. Include here courses that were new or significantly revised and other contributions to curriculum development (e.g., proposal of W, I, Honors or team-taught courses).

H. Involvement in undergraduate research experiences. Include here involvement in the University Research Opportunities Program, papers published with undergraduates, etc.

I. Published curricular materials. Include here textbooks, teachers’ guides, instructional videos, web-available teaching materials, etc. (i.e., materials intended for use by teachers and students in classroom or pedagogical settings) published during the review period that do not fall under “the scholarship of teaching and learning,” which is covered above under research. Provide full citations, including dates, URLs, etc.

J. Lectures given on pedagogical issues. Provide title, date, venue.
K. Teaching awards/honors received. Include faculty exchanges, teaching Fulbrights, teaching grants, etc.

1.

L. Other teaching activity not addressed above. Include here coordination of multi-section courses, attendance at teaching workshops and subsequent incorporation of workshop material into your teaching, innovative teaching practices, work with undergraduates on graduate school applications, etc.

1.

M. Check one of the following:

☐ After considering the teaching environments in which I am instructor of record, I present the following safety concerns and my attempts to mitigate them (list below); or

☐ After considering the teaching environments in which I am instructor of record, I believe that all safety concerns that I could mitigate would tend to be of low impact and low frequency.

N. Summary.

Tenured Faculty: Please provide a brief summary statement of your efforts in this category. Please indicate (as applicable) contributions that your teaching made to interdisciplinarity/multidisciplinarity, diversity, collaborative work, and/or internationalization. Also include information that may not be apparent from a list format.

Tenure-track Faculty: Include with this report a three page statement on research, teaching and service, as called for in the Dean of Faculties’ guidelines for promotion and tenure: http://dof.tamu.edu/sites/default/files/tenure_promotion/DOF_Tenure_Guidelines.pdf.

PART THREE: SERVICE

A. Compliance with University training programs. Please attach a copy of your Training Transcript (available from HRC Connect via https://sso.tamus.edu; click on Training, take any training required, click on View My Transcript, and print) showing that you had completed all required trainings as of January 1 of this year.

1.

B. Department, college, and university service. Indicate names of committees or assignments, dates of service, and roles (e.g., committee member, chair).

1. Department:

i.
2. College:
   i.

3. University:
   i.

C. Faculty mentoring.

   Associate and full professors: List the names of faculty members (including associate professors) for whom you served as either a formal or informal mentor; briefly describe.

   Assistant and associate professors: List the names of faculty members who have provided formal or informal mentoring to you over the past year; briefly describe.

D. Student advising. Note here work as advisor for student organizations, MENTORs, ALLYs, and other formal advising work with students.

   1.

E. Extra-university service. List here committees and administrative roles within community organizations, invited popular presentations, etc.

   1.

F. Professional service. Indicate offices and roles in professional organizations, membership on federal grant review panels, etc. Indicate whether offices are elected or appointed.

   1.

G. Event planning. List any conferences, mini-conferences, and symposia for which you served on the planning committee (indicate conference title, your role, date, and location).

   1.

H. Conference panels. List conference panels for which you served as organizer, chair, or discussant; provide date, organization, and location.

   1.

I. List manuscript/grant reviewing activities. Indicate academic journals, presses, and/or agencies for which you reviewed manuscripts, performances, and grants during the reporting period.

   1.
J. **Service as outside reviewer for tenure and promotion cases.** Give institution and rank; do not list names of faculty members involved.

1.

K. **Other service activities not covered above.**

1.

L. **List any service awards/honors received.** Indicate whether from TAMU or external.

1.

M. **Check one of the following:**

☐ After considering the service environments in which I play a leading role (e.g., as faculty advisor to a student organization, leader on field trips, etc.), I present the following safety concerns and my attempts to mitigate them (list below).

☐ After considering the service environments in which I play a leading role (e.g., as faculty advisor to a student organization, leader on field trips, etc.), I believe that all safety concerns that I could mitigate would tend to be of low impact and low frequency.

N. **Summary.**

**Tenured Faculty:** Provide a brief summary statement of your efforts in this category. Indicate (as applicable) contributions that your service made to interdisciplinarity/multidisciplinarity, diversity, and/or internationalization; such contributions might include, for instance, special efforts to attract minority graduate students, work on study abroad programs, work with a visiting international scholar. Also include information that may not be apparent from a list format.

**Tenure-track Faculty:** Include with this report a three page statement on research, teaching and service, as called for in the Dean of Faculties’ guidelines for promotion and tenure: http://dof.tamu.edu/sites/default/files/tenure_promotion/DOF_Tenure_Guidelines.pdf.

PART FOUR: ADDITIONAL INFORMATION ON INTERNATIONALIZATION & DIVERSITY

Describe any accomplishments that have contributed to internationalization or diversity that are not covered in items above.

- end –
### Appendix VI.3: Provost Scorecard

#### Philosophy & Humanities

<table>
<thead>
<tr>
<th></th>
<th>Teaching</th>
<th>Research</th>
<th>Service</th>
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#### High Impact Learning Accomplishments

100% have one high-impact experience. Strong (and in most cases significant reported improvement) in students with high-impact experiences, writing intensive, study abroad, and student research. US research appears to be under-reported; per PHIL internal analysis 75% of PHIL UGs engage in research by graduation. Currently, there is no PHIL capstone course; efforts are in place to develop capstone course and a formal honors program. PHIL is in discussion with PPSF and other internships to improve PHIL participation in internship programs. Service learning is generally rare within the discipline. In 2015, PHIL has been an active partner with CLIU University, to develop criteria for, and establish agreements with affiliated communities.

#### Program Outcomes Assessment

1. **Program**: Strong UG ratings in Mission, Outcomes, and Findings. Reasonably good ratings in Measures, Targets, and Plans. In 2015, PHIL has made significant improvements to structure of UG curriculum; these improvements make major more accessible through revision of requirements; grants major more

<table>
<thead>
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<th></th>
<th>Mission</th>
<th>Statement</th>
<th>Outcomes</th>
<th>Measures</th>
<th>Admissions</th>
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#### Table: Teaching

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#### University Strategic Plan

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#### University Mission

The University of Tennessee is committed to providing a high-quality education for undergraduate, graduate, and professional students. The University strives to be recognized as a leader in research, scholarship, and creative expression.

#### University Vision

The University of Tennessee will be a world-class educational institution that prepares students for leadership and service.

#### University Values

- 1. Excellence in teaching, research, and service.
- 2. Inclusiveness and diversity.
- 3. Innovation and entrepreneurship.
- 5. Fiscal responsibility.

#### University Goals

- Ensure excellence in teaching, research, and service.
- Foster a diverse and inclusive community.
- Encourage innovation and entrepreneurship.
- Strengthen community engagement.
- Maintain financial responsibility.

#### University Success Measures

- High retention and graduation rates.
- Significant contributions to research and scholarship.
- Strong community partnerships.
- Efficient and effective use of resources.

#### University Strategic Plan

- **Mission Statement**: The University of Tennessee is committed to providing a high-quality education for undergraduate, graduate, and professional students. The University strives to be recognized as a leader in research, scholarship, and creative expression.

#### University Vision

- **Vision Statement**: The University of Tennessee will be a world-class educational institution that prepares students for leadership and service.

#### University Values

- **Values Statement**: The University values excellence in teaching, research, and service; inclusiveness and diversity; innovation and entrepreneurship; community engagement; and fiscal responsibility.

#### University Goals

- **Goal Statement**: The University has five core goals:
  - Ensure excellence in teaching, research, and service.
  - Foster a diverse and inclusive community.
  - Encourage innovation and entrepreneurship.
  - Strengthen community engagement.
  - Maintain financial responsibility.

#### University Success Measures

- **Measures Statement**: The University measures success through high retention and graduation rates, significant contributions to research and scholarship, strong community partnerships, efficient and effective use of resources, and other metrics.

#### Program Outcomes Assessment

- **Program**: Strong UG ratings in Mission, Outcomes, and Findings. Reasonably good ratings in Measures, Targets, and Plans. In 2015, PHIL has made significant improvements to structure of UG curriculum; these improvements make major more accessible through revision of requirements; grants major more
access to diverse course offerings. In 2015, PHIL has made extensive publicly efforts: applications, admissions, and confirmations appear to be up; increase in major: GRAD Program. Strong GRAD ratings in MA Mission Statement. Reasonably good ratings in Outcomes, Measures, Targets, and Findings for MA and PhD. Mission statement for PhD. and Action plan for both MA and PhD need of improvement. In recent years, especially in 2015, PHIL has developed mid- to long-term budget and enrollment plan, make significant improvements to graduate program curriculum and requirements, developed a graduate student teacher training. Efforts are also underway to provide professional development opportunities for students to learn about and improve climate and inclusion. PHIL graduate program advisory committee will review PhD mission and MA and PhD action plans in view of recent and ongoing improvements.

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<th>Articles</th>
<th>Awards</th>
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Department and Major

1. Our engagement with the State through our Student Body represents the rich diversity of the State.
   - We graduate a student body that is over 6% African American | 25% Latino/a | 50% women.
   - We graduate a student body that is over 25% First-Generation students; 30% undergraduate Pell Grant recipients.
   - Grant dollars per T/TT faculty (in thousands)
   - % of T/TT faculty actively engaged in research in the last 3 yrs.
   - Diversity of publication productivity of T/TT faculty

2. Experts and the Public recognize and award our scholars’ work.
   - Awards per faculty-Academic Analytics | Academic Analytics Percentile
   - Over 40 of our faculty members are in the Federal National Academies.
   - Experts in the field positively cite our faculty members on average more than 30 times per year per faculty member.
   - Citations per faculty-Academic Analytics (divided by 5 to create annual #)

3. Present outreach and engagement.
   - Outreach events facilitated, conducted, or delivered
   - Engagement and Service Excellence

4. Professions and Experts Cite and Use our scholars’ work.
   - Experts in the field positively cite our faculty members on average more than 30 times per year per faculty member.
   - Citations per faculty-Academic Analytics (divided by 5 to create annual #)
Average metrics for all the US Scholars in the selected discipline.

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CURRICULUM VITAE
Dr José Luis Bermúdez
Professor of Philosophy
Texas A&M University

Work address  Department of Philosophy, Texas A&M University, College Station TX 77843-4223
Email  jbermudez@tamu.edu
Citizenship  British and Colombian
Place of Birth  Bogotá, Colombia
US Residency Status  Permanent resident

Areas of Specialisation  Philosophy of Mind and Language; Philosophy of Psychology & Cognitive Science; Decision Theory and Theory of Rationality
Areas of Competence:  Metaphysics; History of Philosophy; Mathematical Logic

Education
1988 -1992:  PhD *The Unanswerability of the Sceptical Challenge*, Cambridge University (King’s College)

Previous Appointments
•  Associate Provost, Texas A&M University (2014 – 2015)
•  Dean, College of Liberal Arts, Texas A&M University (2010 – 2014)
•  Director, Center for Programs, Washington University in St Louis (2006 – 2010)
•  Director, Philosophy-Neuroscience-Psychology Program, Washington University in St Louis (2003 – 2010)
•  Professor of Philosophy, Washington University in St Louis (2003 – 2010)
•  Chair, Department of Philosophy, University of Stirling (2002 – 2003)
•  Professor of Philosophy, Department of Philosophy, University of Stirling (2000 – 2003)
•  Reader (equivalent: Associate Professor, promotion awarded for distinction in research), Department of Philosophy, University of Stirling (1999 – 2000)
•  Lecturer, (equivalent: Assistant Professor) Department of Philosophy, University of Stirling (1996 – 1999)
•  British Academy Postdoctoral Research Fellow, Faculty of Philosophy, University of Cambridge (1993 – 1996)
•  Member, Interdisciplinary Research Project on Spatial Representation at King’s College, Cambridge (1992 – 1993)

Visiting Appointments
•  Visiting Professor, Department of Philosophy, University of Rijeka, Croatia (May, 2017)
•  Visiting Conférencier, Institut Jean Nicod, Ecole Normale Supérieure, Paris (April 2016)
•  Visiting Professor, Faculty of Arts and Humanities, University of Chile, Santiago, Chile (July 2008)
•  Visiting Professor, Department of Philosophy, Simon Fraser University, Vancouver, Canada (Spring semester 2002)
•  Visiting Professor, Department of Philosophy, University of Bogotá, Colombia (August 2000)
•  Visiting Professor, Department of Philosophy, University of Barcelona (April 2000)
•  Visiting Professor, Centro de Neurobiología, UNAM, Querétaro, Mexico (November-December 1998)
Citations
• According to Google Scholar I am the 73rd most cited philosopher with over 3,750 citations and an h-index of 25. My books *The Paradox of Self-Consciousness* (MIT, 1998) and *Thinking without Words* (Oxford, 2003) have been cited 717 and 535 times respectively.

Editorships
• Editor, *New Problems in Philosophy* book series (Routledge)
• Editor, *International Library of Philosophy* book series (Routledge)
• Member of Advisory Board, *Phenomenology and the Cognitive Sciences*
• Member of Advisory Board, *Philosophical Compass*
• Member of Advisory Board, *Philosophical Inquiries*
• Member of Advisory Board, *Ideas y Valores*

Grants
• $70,000 under review for developing an online version of Introduction to Philosophy (Texas A&M Core Curriculum Technology Enhancement Grant)
• $37,750 for ‘Rationality and self-control’ from Philosophy and Psychology of Self-Control project (Florida State University, directed by Al Mele)
• $23,100 from National Science Foundation to support an interdisciplinary collaborative workshop at the Center for Psychology and Cognitive Science at Tsinghua University, China, 2006
• ~$25,000 Senior Grant from McDonnell Project for Philosophy and the Neurosciences (2000 – 2005)
• ~$20,000 Research Leave Award from the Arts and Humanities Research Board (UK)
• Royal Society of Edinburgh European Visiting Research Fellowship (~$6,500, 1998)
• Carnegie Trust Major Research Grant (~$8,000, 1997)
• 4 years salary, British Academy Postdoctoral Research Fellowship (1992)

Honors and boards
• Honorary member, Sociedad Colombiana de Filosofía (elected 2003)
• Honorary member, Scots Philosophical Club (elected 2006)
• Senior Member, McDonnell Project in Philosophy and the Neurosciences, SFU, Canada (2000 – 2005)
• Member, High-Level Expert Group advising European Union Directorate of Research on *What it means to be human* (January – June 2005)
• Member, NINDS Special Emphasis Panel, Specialized Neuroscience Research (March 2013)
• Executive Committee and Board of Directors, Institute for Nautical Archeology (2010 – 2014)
• Board of Directors, Private Enterprise Research Center (2010 – 2014)
• Board of Directors, Center for Study of First Americans (2010 – 2014)

Languages
French (fluent), Spanish (conversational), Ancient Greek (reading)

PUBLICATIONS

Authored Books

**Edited Books**
J. L. Bermúdez (ed.), *Philosophy of Psychology: Contemporary Readings* (Routledge, 2006)

**Journal Guest Editorships (by invitation)**

**Academic Journal Articles (refereed)**
‘Self-deception and selectivity: Reply to Jurjako’, forthcoming in the *Croatian Journal of Philosophy*
‘Yes, essential indexicals really are essential’, forthcoming in *Analysis*
‘Mental causation and exclusion: Why the difference-making account of causation is no help’ (with Arnon Cahen), *Humana Mente* 21 (2015), 47-68.
‘Bodily ownership, bodily awareness, and knowledge without observation’, *Analysis* 75 (January 2015), 37-45
‘Prisoner’s dilemma and Newcomb’s problem: Why Lewis’s argument fails’, *Analysis* (2013), 423-429
‘Immunity to error through misidentification and past-tense memory judgments’, *Analysis* (2013), 211-220
‘Memory judgments and immunity to error through misidentification’, *Grazer Philosophische Studien* (2012), 135-154
‘Action and awareness of agency: Comments on Chris Frith’, *Pragmatics and Cognition* (September 2010), 576-588
‘Pitfalls for realistic decision theory: An illustration from sequential choice’, *Synthese* (2010), 23-40
‘Two arguments for the language dependence of conceptual thought’, *Grazer Philosophische Studien* (2010), 37-54
‘Music, isomorphism, and metaphor’, *The Modern Schoolman* 86 (March/May 2009), 261-265
‘What is at stake in the debate on nonconceptual content?’, Philosophical Perspectives 21 (2007), 55-72
(special issue on Philosophy of Mind edited by John Hawthorne)
‘Indistinguishable elements and mathematical structuralism’ Analysis 67 (April 2007), 112-116
‘Thinking without words: An overview for animal ethics’, Journal of Ethics 11 (September 2007), 319-335(special issue on animal minds edited by Robert Francescotti)
‘Knowledge, naturalism, and cognitive ethology’, Philosophical Studies 127 (January 2006), 299-316
‘Properties, first-order representationalism, and reinforcement: Reply to Carruthers, Anthropology and Philosophy 6 (January 2005), 84-88
‘Vagueness, phenomenal concepts, and mind-brain identity’ Analysis 64 (January 2004), 134-139
‘Ascribing thoughts to non-linguistic creatures’ Facta Philosophica 5 (July 2003: special issue on Belief Ascription edited by Marina Sbisa and Chris Gauker), 313-335
‘“I”-thoughts and explanation: Reply to Garrett’, Philosophical Quarterly 53 (July 2003), 432-436
‘Nonconceptual self-consciousness and cognitive science’, Synthese 129 (October 2001), 129-149.
‘Normativity and rationality in delusional psychiatric disorders’, Mind and Language 16 (November 2001), 457-493
‘Bodily self-awareness and the will: Reply to Power’ Minds and Machines 11 (February 2001), 139-142
‘Frege on thoughts and their structure’ Philosophiegeschichte und logische Analyse 4 (January 2001), 87-105
‘Rationality, logic and fast and frugal heuristics’, Behavioral and Brain Sciences 23 (October 2000), 744-745
‘Self-deception, intentions and contradictory beliefs’, Analysis 60 (October 2000), 309-319
‘Naturalized Sense Data, Philosophy and Phenomenological Research 61 (October 2000), 353-374
‘The Originality of Cartesian Scepticism’, History of Philosophy Quarterly 17 (October 2000), 333-360
‘Consciousness, higher-order thought and stimulus-reinforcement learning: Comments on Rolls’s The Brain and Emotion’ Behavioral and Brain Sciences 23 (April 2000), 194-195
‘Personal and Subpersonal: A Difference without a Distinction’, Philosophical Explorations 2 (January 2000), 63-82
‘Psychologism and Psychology’, Inquiry 42 (October 1999), 487-504
‘Rationality and the backwards induction argument’, Analysis 59 (October 1999), 243-248
‘Cognitive impenetrability, phenomenology and nonconceptual content’ Behavioral and Brain Sciences 22, 367-368.
‘Naturalism and Conceptual Norms’, Philosophical Quarterly 49 (January 1999), 77-85
‘Scepticism and Science in Descartes’, Philosophy and Phenomenological Research 58 (December 1997), 743-772.
‘Nietzsche and the Tradition’, British Journal for the History of Philosophy (September 1997), 402-414
‘Practical Understanding vs Reflective Understanding’, Philosophy and Phenomenological Research 67 (September 1997), 635-641
‘Locke, Property Dualism and Metaphysical Dualism’, British Journal for the History of Philosophy 4 (September 1996), 223-245
‘The Moral Significance of Birth’, Ethics 106 (January 1996), 378-403
‘Aspects of the Self (John Campbell’s Past, Space and Self)’ Inquiry 38 (September 1995), 1-15
‘Syntax, Semantics and Levels of Explanation’, Philosophical Quarterly 45 (July 1995), 361-367
‘Scepticism and Subjectivity: Two Critiques of Traditional Epistemology Reconsidered’ International Philosophical Quarterly 35 (June 1995), 141-158
‘Scepticism and the Justification of Transcendental Idealism’ in Ratio 8 (June 1995), 1-23
‘Is the Postmodern World a Nietzschean World?’ in International Studies in Philosophy 27 (April 1995), 1-14
‘The Unity of Apperception in the Critique of Pure Reason’ in European Journal of Philosophy 2, (December 1994), 213-240

Contributions to Edited Works (refereed)
‘Newcomb’s problem in real life’. In preparation for A. Ahmed (Ed.), Newcomb’s Problem (Cambridge University Press)
‘Memory and self-consciousness’. Forthcoming in S. Bernecker and K. Michaelian (Eds.), Routledge Companion to the Philosophy of Memory (Routledge)
‘Ownership and the space of the body. Forthcoming in F. de Vignemont and A. Alsmith (Eds.), The Body and the Self Revisited (MIT Press)
‘The prisoner’s dilemma and Newcomb’s problem’. In The Prisoner’s Dilemma, edited by M. Petersen (Cambridge University Press, 2015), 115-132.
‘Self-knowledge and the sense of “I”’. In Self-Knowledge, edited by Anthony Hatzimoisis (Oxford University Press, 2011), 226-246
‘Jerry Fodor: Philosophy of mind and cognitive science’. In C. Belshaw and G. Kemp (Eds.), Twelve Analytical Philosophers (Blackwell, 2009), 115-133

240
‘A plausible eliminativism?’ in Experience and Analysis. Papers of the 27th International Wittgenstein Symposium Vol. 12 (Kirchberg am Wechsel, 2005), 189-205
‘Introduction’ (with A. Millar), in Bermúdez and Millar (eds.) Reason and Nature (OUP, 2002), 1-15
‘Ethics and aesthetics: An introduction’ (with S. Gardner) in Bermúdez and Gardner (eds.) Art and Morality (Routledge), 111-131
‘The concept of decadence’ in Bermúdez and Gardner (eds.) Art and Morality (Routledge, 2003), 111-131
‘The body and the self: Interdisciplinary issues’ (co-author) in Bermúdez, Marcel and Eilan (eds.) The Body and the Self, 1-28
‘Ecological self-perception and the notion of a nonconceptual point of view’ in Bermúdez, Marcel and Eilan (eds.) The Body and the Self, 153-174

Encyclopedia Articles (referred)
‘Self-awareness’ in Neuroscience and Biobehavioral Psychology (online reference module)
‘Self: Body awareness and self awareness’ In Elsevier Encyclopedia of Consciousness (8000 words)
‘Self-consciousness’. In the Oxford Companion to Consciousness, edited by M. Cleeremans (4000 words: Oxford University Press)
‘Mental content, nonconceptual’, in The Stanford Encyclopedia of Philosophy (revised entry co-authored with Arnon Cahen)
Various entries in Oxford Companion to Philosophy

Book Reviews
M. Smith, Between Probability and Certainty, forthcoming in Australasian Journal of Philosophy
A. Hamilton, The Self in Question, Mind 125 (October 2016), 903-906
C. Peacocke, The Mirror of the World, Philosophical Quarterly 66 (July 2016), 631-634
P. Carruthers, The Opacity of Mind, Mind 122 (September 2013), 263-266
P. Parikh, Equilibrium and Language, The Philosophical Review 121 (April 2012), 294-298
C. Peacocke, Truly Understood, Mind 120 (October 2011), 1276-1280
R. Jeshion, New Essays in Singular Thought, Philosophical Quarterly 61 (September, 2011), 865-869,
R. Kirk, Zombies and Consciousness, Philosophical Quarterly, April 2007, 306-308
D. Papineau, Thinking about Consciousness, Philosophical Quarterly, April 2004, 333-335
J. Campbell, Reference and Consciousness, Philosophical Quarterly, January 2004, 191-194
A. Clarke, Sentience, Mind 111 (July 2002), 653-657
P. Carruthers, Phenomenal Consciousness, Philosophical Quarterly 52 (April 2002), 265-268
J. Fodor, The Mind Doesn’t Work That Way, Philosophical Quarterly 51 (October 2001), 549-552
C. Peacocke, Being Known, Philosophical Psychology 14 (June 2001), 250-256
Updated January 12, 2016

Gottlob Frege, *Idéographie* (French translation of *Begriffsschrift*), *Dialectica* 55 (January 2001), 67-72
E. J. Lowe, *Subjects of Experience*, *Philosophical Quarterly* (May 1999), 272-275
P. Carruthers and P. K. Smith (Eds.), *Theories of Theory of Mind*, *Philosophical Quarterly* 45 (January 1999), 115-119

**Electronic publications (refereed)**

Review (2013) of G. Preyer (Ed.), *Donald Davidson on Truth, Meaning, and the Mental* in *Notre Dame Philosophical Reviews*


Review (2009) of D. Murphy, M. Bishop (Eds.), *Stich and his Critics* in *Notre Dame Philosophical Reviews*


‘The cognitive neuroscience of primitive self-consciousness: Reply to Gallese on Bermúdez’, *Psycoloquy* 11


See also the electronic symposium on *The Paradox of Self-Consciousness* ([http://www.uniroma3.it/kant/field/bermudezsymp.htm](http://www.uniroma3.it/kant/field/bermudezsymp.htm)). The symposium contains replies to commentaries by Andrew Brook, José Luis Díaz, Vittorio Gallese, Gianfranco Soldati


**Foreign Language Publications**

Arabic, Farsi, and Korean translations in preparation of *Cognitive Science*

‘Dos argumentos a favor de la dependencia del pensamiento conceptual respect del lenguaje’ in *Conceptos, Lenguaje, y Cognición*, edited by M. Aguilera, L. Danon, and C. Scotto (Córdoba, Argentina, University of Córdoba Press)


‘La Conciencia’ in *Gran Enciclopedia Larousse* 4th Edition (Aleph, Barcelona)

Portuguese translation of *The Paradox of Self-Consciousness*, February 2001


‘Tres niveles de racionalidad animal’, *Revista Mexicana de Psicología* 16 (December 1999), 189-194.

‘Autoconciencia no conceptual’, *Ciencia* 50 (September 1999), 16-28

‘Autoinganno, intenzioni e credenze contraddittorie. Un commento a Mele’, *Sistemi Intelligenti* 3, 521-531

**Other**
Regular CD and DVD reviews for the classical music website Classical.net, with a particular focus on the music of Wagner, Bruckner, and Mahler

INVITED PAPERS AND CONFERENCES

Invited conference papers
Content and Computation (London, October 1997); Animal Minds (Oxford, May 1998); European Society for Philosophy and Psychology (Lisbon, September 1998); Cognitive Science and Consciousness (Brussels, May 1999); Self-Awareness and Consciousness (Bonn, June 1999); European Society for Philosophy and Psychology (Warwick, July 1999); Object Perception (Paris, June 2000); Phenomenological and Experimental Approaches to Cognition (Paris, June 2000); Self-Consciousness (Fribourg, November 2000); Belief Ascription (San Marino, December 2000); Abstraction (Gif-sur-Yvette, September 2001) Mind and Persons (Royal Institute of Philosophy Lecture Series, London October 2001), Association for the Scientific Study of Consciousness (Barcelona, June 2002), German Congress of Philosophy (Bonn, October 2002), Being Rational (Parma, March 2003), Self-Representation (Bremen, April 2003), Pacific Division of the American Philosophical Association (Pasadena, March 2004), Central Division of the American Philosophical Association (Chicago, April 2004), 27th International Wittgenstein Symposium (Kirchberg Austria, August 2004), Pacific Division of the American Philosophical Association (April, 2005), Conference on Thought and Language (Bogotá, Colombia, August 2005), Graduate Conference on Perception (Glasgow, October 2005), Pacific Division of the American Philosophical Society (Portland OR, March, 2006), International conference on Subjectivity, Intersubjectivity, Objectivity (Copenhagen, September 2006), Pacific Division of American Philosophical Association (San Francisco, April 2007), Danish Society for Philosophy and Psychology (Copenhagen, May 2007), Conference on Realistic Decision Theory (Columbia, MO, April 2008), Conference on Perception (Saint Louis University, May 2008), Biannual Symposium of the Science of Behavior (Guadalajara, Mexico, February 2010), Southern Society for Philosophy and Psychology (Atlanta, April 2010), Naturalism and Mind (Zurich, November 2014)

Invited workshop papers
CREA-Tucson Joint Workshop (Villard-de-Lans, June 1998); Paris-London Workshop on Perception (Paris, April 1999); McDonnell Workshop in Philosophy and the Neurosciences (British Columbia, June 2000); UBC Spring Colloquium (Vancouver, March 2002), Syracuse Philosophy Workshop on Consciousness (July, 2005); Workshop on Concepts and Language (Zurich, March 2007), US-China Interdisciplinary workshop on Memory and Language: Interdisciplinary Perspectives (Beijing, July 2007), Workshop on Neurophilosophy (Munich, February 2008), Workshop on Defining Thoughts (Bochum, Germany, June 2008), Workshop on Memory and Self-Understanding (June 2009), Workshop on Self-Consciousness (Berlin, 2010), Workshop on Philosophy and Cognitive Science (Buenos Aires, Argentina, November 2010), Workshop on JL Bermúdez (Cordoba, Argentina, March 2012), Workshop on Law and Decision Theory (Alabama, April 2012), Syracuse Philosophy Annual Workshop and Network – Consciousness: 10th Anniversary Workshop (Syracuse, July 2015), Workshop on the Body and the Self Revisited (Copenhagen, December 2015)

Invited seminars and colloquia
Philosophy, SUNY Buffalo (March 1996); Cognitive Science, Ontario Institute for Studies in Education (March 1996); Psychology, Leeds (February 1997); Philosophy, Birmingham (February 1997); Philosophy, Glasgow (May 1997); Cognitive Science, Hong Kong (May 1997); Philosophy, Hong Kong (May 1997); Philosophy, Australian National University (April 1997); Philosophy, Hertfordshire (November 1997); Philosophy, Aberdeen (November 1997); Cognitive Science, Sussex (January 1998), Philosophy, Sussex (January 1998); CREA, Paris (June 1998); Institut des Sciences Cognitives, Lyon (November 1998); Neurobiology, Queretaro, Mexico (December 1998); Philosophy, Aix-en-Provence (January 1999); Geneva (March 1999); Sheffield (December 1999), Institut des Sciences Cognitives, Lyon (March 2000); Cognitive Science, Barcelona (April 2000); Philosophy (Bologna (May 2000); Neurophysiology, Parma (May 2000); Philosophy, UCSD (November 2000); Durham (November 2000);
Philosophy, Vercelli (April 2001); Glasgow (June 2001); Philosophy, Simon Fraser University (March 2002); Philosophy, Washington University, St Louis (November 2002 and January 2003), Philosophy, Bielefeld (February 2003), Philosophy, Cincinnati (May 2004); Philosophy, University of Missouri, Columbia (January, 2006); Cognitive Science, University of Chile (August 2007); Philosophy, University of California at Santa Barbara (October 2007); Max Plank Institute for Evolutionary Anthropology, Leipzig (June 2008); Ruhr University, Bochum (November 2008); Distinguished Lecture, Berlin School of Mind and Brain (March 2010): Department of Philosophy, University of Zurich (November 2014): Danish Society for Philosophy and Psychology, Copenhagen (December 2015), Institute of Philosophy, University of Warsaw, Poland (December 2015), Department of Cognitive Science, University of Kraków, Poland (December 2015)

TEACHING

Undergraduate Courses taught at Texas A&M
Seventeenth Century Philosophy (PHIL 412) Fall 2016
Introduction to Logic (PHIL 240) Fall 2016
Puzzles and Paradoxes (Freshman Critical Thinking Seminar) Fall 2011 and Fall 2013

Undergraduate & Graduate Courses taught at Washington University
Mathematical Logic 2 (Phil 402), Spring 2008, Spring 2010
Mathematical Logic 1 (Phil 401), Fall 2007, Fall 2009
Introduction to Cognitive Science (PNP 200). Spring 2009, Fall 2009
From Descartes to Hume (PHIL 349), Spring 2007
Philosophy of Psychology (PHIL 419), Fall 2003, Spring 2006
Philosophy of Mind Seminar: Self-Knowledge (PHIL 515), Spring 2004, Spring 2005
Advanced Metaphysics (PHIL 4142), Spring 2004
Proseminar (PHIL 502), Fall 2004
Philosophy of Mind (PHIL 315), Fall 2004, Fall 2005, Fall 2006, Fall 2007
Current Controversies in Cognitive Science (PHIL 418), Fall 2005
Advanced Topics in Philosophy of Language (PHIL 4601), Fall 2006
Cognition and Computation (PNP 4332), Spring 2007

Regular courses taught at Stirling
• Minds, Bodies and Behaviour (3rd semester core course: unit coordinator)
• Rationalism and Empiricism (5th semester core course)
• Honours Seminar (6th and 8th semester core course: unit co-ordinator)
• Seventeenth Century Rationalism (5th and 7th semester advanced option: unit coordinator)
• Metaphysics (6th and 8th semester advanced option; unit coordinator)
• Aesthetics (5th and 7th semester advanced option)

Graduate teaching on Stirling-St Andrews Joint Programme
• Perception (taught option: unit coordinator)
• MLitt dissertation supervision
• PhD supervision

Graduate student supervision
Luca Malatesti (Philosophy Stirling, committee member – graduated 2006)
Brandon Towl (PNP, dissertation advisor – graduated 2009)
Arnon Cahen (PNP dissertation advisor – graduated 2010)
Santiago Amaya (PNP WUSTL, committee member – graduated 2010)
Sarah Robins (PNP WUSTL, committee member – graduated 2011)
Eddie Westbrook (Computer Science WUSTL, committee member – graduated, 2009)
Jeff Karpicke (Psychology WUSTL, committee member – graduated 2007)
T. J. Kasperbauer (Philosophy TAMU, committee member – graduated 2014)
Michael Istvan (Philosophy TAMU, committee member – graduated 2015)
Dong An (Philosophy, TAMU, committee member)

Visiting examining
• MPhil in Philosophy of Cognitive Science, University of Sussex (1998-2001)
• Member of PhD review committee, University of St Andrews
• DPhil external examiner, University of Oxford (January 2000)
• Phd external examiner, University of Durham (April 2001)

Invited Teaching Abroad
• Invited Conferencier, Institut Jean Nicod, Ecole Normale Supérieure, Paris (3 lectures, April 2016)
• Invited Professor, European Summer School on Social Cognition. Alghero, Sardinia (September 2009)
• Invited Professor (4 classes), First European Graduate School on Mind, Science, and Language, Bochum, Germany (November 2008)
• 20-hour course in the Center for Cognitive Studies, University of Chile
• Visiting professor, Simon Fraser University, Canada (Spring semester 2002): Philosophy of Psychology and Thinking without Words
• Invited course at University of Bogotá (August 2000): El Lenguaje sin pesamiento
• Invited course at University of Barcelona (April 2000): El Lenguaje sin pesamiento
• 10 hour postgraduate course for DEA en Sciences Cognitives (jointly organised by École Polytechnique, École des Hautes Etudes en Sciences Sociales and Paris VI), taught and examined in French (January - February 1999)

LEADERSHIP POSITIONS AND ADMINISTRATIVE EXPERIENCE

Texas A&M University
• Associate Provost for Strategic Planning (2014 – 2015)
• Dean, College of Liberal Arts (2010 – 2014)
• Chair, Leadership Steering Committee, PwC Comprehensive Administrative Review of Texas A&M University
• Chair, Program Review of Texas A&M University Press (2011)
• Chair, Search Committee for Dean, College of Education (2013 – 2014)
• Chair, Liberal Arts Council, Texas A&M (2010 – 2014)
• Chair, Executive Council, College of Liberal Arts, Texas A&M (2010 – 2014)
• Lead Dean, Cross-college Initiative on Strengthening Democracy (2012 – 2014)
• Lead Dean, Council of Participating Deans, TAMU Digital Humanities Initiative (2010 – 2014)
• Member, Texas A&M at Qatar Joint Advisory Board (2013 –)
• Member, Council of Deans (2010 – 2014)
• Member, Strategic Budgeting Council (2012 – 2013)
• Member, Task Force reviewing Compliance across Texas A&M
• Member, Task Force reviewing processes for Capital and Construction Projects
• Member, Capital Campaign Priorities working group (2012 – 2013)
• Member, Council for the Built Environment (2011 – 2014)
• Member, Search committee for Dean of Faculties (2012)
• Member, Search committee for Vice President for Research (2012 – 2013)
• Member, Faculty Workstation Committee (2011 – 2014)
• Member, Council of Participating Deans, TAMU Institute for Neuroscience (2010 – 2014)
• Activity Leader, Rotating Administrator Program, ADVANCE grant (2011 –)
• Member, Vision 2020 Working Group; Imperative 4 (2011)
Washington University in St Louis

- Director, Center for Programs (2007 – 2010, reappointed 2009)
- Director, Philosophy-Neuroscience-Psychology Program (2003 – 2010, reappointed 2008)
- McDonnell International Scholar’s Academy Ambassador to the University of Chile (2008-2010)
- University Task Force on Responsible Conduct of Research (2007 – 2010)
- Faculty Advisory Committee for McNair Grant (2007 – 2010)
- University Travel Policy Advisory Committee (2007 – 2008)
- Arts and Sciences Communication Committee (2006 – 2010)
- Committee to review Environmental Studies curriculum (Chair) (2007 – 2009)
- Ad hoc committee to consider promotion case of Chair of Philosophy department (Chair) (2005 – 2006)
- Guidelines on relations between Departments and Interdisciplinary programs (2005)
- Steering Committee for Center for Programs (2006 – 2010)
- Steering committee for Luce Professorship (2008 – 2009)
- Search Committee for PNP Open Rank Search (search successful)
- Search Committee for PNP Postdoctoral Research Fellows, 2006-2007 (search successful)
- Search Committee for Metaphysics and Epistemology, 2003 – 2004 (search successful)
- Search Committee for PNP, 2003 – 2004 (search successful – 2 appointments made)
- Search Committee for Early Modern Philosophy (search successful)
- Search Committee for Kant 2004 – 2005 (search successful – 2 appointments made)
- Search Committee for Linguistics 2004 – 2005 (search successful – 2 appointments made)

Faculty and University Committees (Stirling)

- Chair, Search Committee for Dean of Arts and Sciences (search successful)
- Academic Council
- University Research and Postgraduate Education Committee
- University Ethics Committee
- University Environmental Responsibility Committee
- Arts Faculty Board
- Arts Faculty Equipment Committee
- Arts Faculty Research Committee (Chair for Autumn Semester, 2002)

Department of Philosophy (Stirling)

- Chair of Department (from August 2002)
- Deputy Director, St Andrews-Stirling Graduate Programme in Philosophy
- Coordinator, Stirling Philosophy Department RAE submission
- Postgraduate Tutor
- Admissions Tutor
- Member, Department Research Committee
- Member, Department Recruitment Working Group
- Co-author of successful departmental proposal to Strategic Change Fund for funding for postdoctoral research fellows
- Departmental Library Representative
- Convener of visiting speaker programme
- Adviser of Studies

Research project administration (Stirling)

- Director, Consciousness in the Natural World Project (1997 – 2002)
- Organizer, Conference on Epistemology and Naturalism (Stirling, April 1997)
- Organizer, Conference on Rationality and Naturalism (May 1998)
- Organizer, Workshop on Colour Perception and Psychophysics (November 1999)
- Organizer, Workshop on Self-Deception (February 2000)
PROFESSIONAL SERVICE

• Invited participant, NSF Higher Education R & D workshop (June 2012)
• Organizer, US-China Joint Workshop on Memory and Language: Interdisciplinary Perspectives [NSF Funded] (Beijing, China: July 2007)
• Member of Program Committee, Cognitive Science Society Conference, 2005
• Member of Steering Committee, Research Project on Abstraction (CNRS, France, 2000-2001)
• Member of Program Committee, Third International and Interdisciplinary Conference on Modeling and Using Context, Dundee, 2001, 2003, 2005
• Member of Program Committee, International Conference on Cognitive Science, Consciousness and Art, Brussels, May 1999
• Reviewing for the following journals:
  Behavioral and Brain Sciences
  Consciousness and Cognition
  British Journal of Aesthetics
  Philosophy and Phenomenological Research,
  Mind and Language
  Canadian Journal of Philosophy
  Philosophical Quarterly
  Journal of Consciousness Studies
  British Journal of Psychology
  Australasian Journal of Philosophy
  Mind
  Erkenntnis
  Journal of Philosophy
  European Journal of Philosophy
  Philosophical Studies
  Pacific Philosophical Quarterly
• Manuscript reviewing for Erlbaum, Macmillan, Blackwells, Routledge, MIT, CUP and OUP
• Evaluation of research proposals for
  National Institute for Neurological Disorders and Strokes
  European Science Foundation
  Austrian Science Fund
  Canadian Social Science Research Council
  Deutsche Forschungsgemeinschaft
  European Research Foundation
  Swiss National Science Foundation
• Tenure/promotion/salary scale evaluations for UC Santa Barbara, University of Pennsylvania, Northwestern University, University of Houston, University of Illinois at Champaign-Urbana, University of Barcelona, University of Sussex, University of Nottingham, St John’s College (Cambridge), George Washington University, UC Berkeley, University of Cambridge, Ohio University
Employment

Lecturer, Philosophy, Texas A&M University, 2016 –

Lecturer, Philosophy, Ohio State University, 2015 – 2016

Graduate Teaching Associate, Philosophy, Ohio State University, 2009 – 2015

Education

PhD (Philosophy), Ohio State University, 2015
   Dissertation: The Metaphysics of Dispositions: A Case for Counterfactualism
   Committee: Ben Caplan (adviser), Declan Smithies, William Taschek

MA (Philosophy), Northern Illinois University, 2008

MDiv (Biblical and Theological Studies), Southern Baptist Theological Seminary, 2006

BA Honors (Philosophy; Mathematics minor), University of Colorado at Denver, 2002

Areas of Specialization

Metaphysics, Philosophy of Religion

Areas of Competence

Ethics (normative and applied), Logic (up to intermediate), Philosophy of Science,
Epistemology

Dissertation Abstract

I argue that counterfactualism, according to which dispositions are de re counterfactual properties (e.g., being an x such that x would break if x were struck), is superior to standard accounts of what dispositions are. Advocates of the standard views appeal to causal bases (e.g., in the case of a fragile object, the causal basis is the property of the object that would help causally bring about the object's breaking, were it struck). According to the identity view, a disposition just is its causal basis; and, according to causal functionalism, a disposition is roughly the property having a causal basis. Many have it that properties like dispositions should be reduced to categorical properties. Examples of simple categorical properties include being square and having three parts. It is tempting to think that causal bases have something to do with reducing dispositions. This might lead one to think that the standard views have a reductive advantage over counterfactualism. However, I argue that the standard views have no reductive advantage over
counterfactualism and no other advantages either. Instead, it is counterfactualism that enjoys several advantages over the standard views, including the ability to account for baseless dispositions and better preserve the distinction between hypothetical and categorical properties.

Presentations

Talks

“Dispositions, Bases and Reduction”
Junior Metaphysics Workshop, Fort Worth, March 2016

“A Closer Look at Causal Bases and Its Implications for Reducing Dispositions”
(Graduate Student Travel Award Recipient)
Central APA, St. Louis, MO, 2015

“Justification, Truth and Bergmann’s Theory of Justification”
The University of Iowa Graduate Philosophical Society Conference, 2008

Comments

On Sam Cowling’s “How to Benacerraf a Goodman-Lewis”
Eastern APA, Baltimore, MD, 2017

On Stephen Crowley, Chad Gonnerman and Michael O’Rourke’s “Cross-Disciplinary Research as a Platform for Philosophical Analysis”
Central States Philosophical Association, 2014

Teaching Experience

At Texas A&M
Instructor
Introduction to Philosophy (five times)
Metaphysics
Philosophy of Religion
Theory of Knowledge

At Ohio State
Instructor
Engineering Ethics (four times)
Introduction to Ethics
Introduction to Logic (twice)
Introduction to Logic and Legal Reasoning (twice)
Introduction to Philosophy (five times)
Philosophy of Religion (twice)
Probability, Data and Decision Making
Teaching Assistant
Introduction to Philosophy
Introduction to Symbolic Logic
Probability, Data and Decision Making (twice)
Religion and Science

Graduate Coursework (at Ohio State unless otherwise indicated; ‘*’ denotes audit)

Metaphysics
David Lewis* (Kevin Scharp)
Grounding* (Ben Caplan)
Metaphysics (Thomas Kapitan, Northern Illinois)
Metaphysics of Consciousness* (Declan Smithies)
Modality (Thomas Kapitan, Northern Illinois)
Modality* (David Sanson)
Paradoxes: Grue, Quus, Gavagai (Kevin Scharp)
Philosophy of Color (Wayne Wu)
Philosophy of Mind (Carl Gillett, Northern Illinois)
Propositions* (Ben Caplan)
Ontology of Fiction* (Ben Caplan)
Richard Rorty (Robert Kraut)
Tense (David Sanson)
Sider, Writing the Book of the World* (Kevin Scharp)

Philosophy of Science
Delusions and Mental Disorders (Richard Samuels)
Explanation (Stewart Shapiro)
Measurement Theory* (Kevin Scharp)
Metaphysical and Scientific Explanation* (Chris Pincock)
Philosophy of Science (Neil Tennant)
Scientific Explanation* (Richard Samuels)

Logic and Language
Advanced Symbolic Logic (Stewart Shapiro)
Contextualism and Relativism (Stewart Shapiro)
Intermediate Logic (David Buller, Northern Illinois)
Sense and Reference (Ben Caplan & David Sanson)
Truth (Kevin Scharp)

Epistemology
A Priori Knowledge (William Taschek)
Consciousness and Epistemology (Declan Smithies)
Contextualism (Mylan Engel, Northern Illinois)
Internalism vs. Externalism, Testimony and Value of Knowledge (Jennifer Lackey, Northern Illinois)

History and Value Theory
20th Century Analytic Philosophy (David Buller, Northern Illinois)
Diagrams in Mathematics (Lisa Shabel)
Leibniz (Sukjae Lee)
Plato (Michael Gelvin, Northern Illinois)
Moral Explanation (Nicholas Zangwill)

Professional Affiliations
American Philosophical Association
Society of Christian Philosophers

References
Ben Caplan, Professor
Department of Philosophy, Ohio State, caplan.16@osu.edu

Theodore George, Associate Professor and Department Chair
Department of Philosophy, Texas A&M University, t-george@tamu.edu

David Manley, Associate Professor
Department of Philosophy, University of Michigan, dmanley8@gmail.com

Declan Smithies, Associate Professor
Department of Philosophy, Ohio State, smithies.2@osu.edu

William Taschek, Associate Professor
Department of Philosophy, Ohio State, taschek.1@osu.edu

Piers Turner (Teaching Reference), Associate Professor
Department of Philosophy, Ohio State, turner.894@osu.edu
Curriculum Vitae
Robert W. Burch

1. Personal and Professional Experience

Personal
Date of Birth: March 31, 1943
Marital Status: Married

Educational Background
William Marsh Rice University, B.A. in Mathematics 1961–1965
William March Rice University, Ph.D. in Philosophy 1965–1968

Honors and Awards
Phi Beta Kappa 1965
James A. and Alice G. Baker Scholar 1963–1964
Thomas R. and Julia H. Franklin Scholar 1964–1965
Texas A&M University Association of Former Students Distinguished Teaching Award ($4000.00) 1983
Texas A&M University College of Liberal Arts Fifth Annual Humanities Lecturer 1989

Professional Work Experience (academic/scholarly)
Assistant Professor, Rice University Fall 1968–Spring 1970
Council for Philosophical Studies,
Summer Institute in Philosophy of Law,
University of California, Irvine, California Summer 1969
Visiting Lecturer, University of Southampton,
Southampton, England Fall 1970–Spring 1971
Assistant Professor, Rice University Fall 1971–Spring 1974
Council for Philosophical Studies,
Summer Institute in Epistemology,
Amherst College, Amherst, Massachusetts Summer 1972
Associate Professor, Texas A&M University Fall 1974–Spring 1980
National Endowment for the Humanities,
Seminar in Philosophy of Religion,
Calvin College, Grand Rapids, Michigan Summer 1978
Lecturer in Logic, Department of Philosophy and Continuing Adult Education Program,
Queens College CUNY, Flushing, New York Summer 1979
National Endowment for the Humanities,
Research Grant in Philosophy of Religion Fall 1979–Summer 1980
Professor, Texas A&M University Fall 1980–Present
Visiting Professor, Rice University Fall 1992
Visiting Researcher, Institute for Studies in Pragmaticism,
Texas Tech University, Lubbock, Texas Summer 1996
Adjunct Professor, College of Nursing,
Texas Tech University, Lubbock, Texas Fall 1996–Spring 2002
Visiting Researcher, VINITI (All-Russian Institute for Scientific and Technical Information),
Moscow, Russian Federation Fall 1997
Visiting Professor, RGGU (Russian State University for the Humanities),
Moscow, Russian Federation    Fall 1997
Funded Researcher in Non-Deductive Logic and Theoretical Computer Science    Fall 1998–Summer 2005

Professional Work Experience (administrative)
Member, Student Admissions Committee, Rice University    Fall 1968–Spring 1974
Member, Presidential Search Committee, Texas A&M University    Fall 1976–Spring 1977
Chair, Liberal Arts Council, Texas A&M University, College of Liberal Arts    Fall 1976–Spring 1978
Chair, Libraries Section, Texas A&M University 10-year Accreditation Committee    Fall 1978–Spring 1980
Member, Liberal Arts Council, Texas A&M University, College of Liberal Arts    Fall 1986–Spring 1990
Chair, University Academic Freedom, Tenure, and Responsibility Committee, Texas A&M University    Fall 1986–Spring 1988
Member, Dean's Advisory Committee, Texas A&M University, College of Liberal Arts    Fall 1986–Spring 1988
Member, Faculty Development Leave Committee, Texas A&M University    Fall 2007–Fall 2009
Member, President's Program to Enhance Scholarly and Creative Activities    Spring 2009

Professional Work Experience (miscellaneous)
Member, Program Committee, American Philosophical Association, Central Division    Fall 1988–Spring 1989
Referee: *Historia Mathematica*
*History and Philosophy of Logic*
*Transactions of the Charles S. Peirce Society*
Contributing Editor: *Writings of Charles S. Peirce: A Chronological Edition*
Consultant: Lockheed-Martin Aerospace, Marietta, Georgia
Army Research Laboratory, White Sands, New Mexico
Sandia National Laboratory, Santa Fe, New Mexico
VINITI (All-Russian Institute for Scientific and Technical Information, Moscow, Russian Federation)
The Fusion Group (a joint government/industry research group, which conducts research into data fusion)
Anti-Terrorism Task Force, City of Cleveland and Cuyahoga County
2. Research Grants

(Owing to terms of grant contracts and/or to terms of non-disclosure agreements, neither sources of the grant funds nor exact topics of the funded research may be listed.)

<table>
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<th>Texas A&amp;M Research Foundation Project</th>
<th>Time Period of Research</th>
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<td>Grant Title: The JSM Hypothesis Generator (75% for PI Robert Burch; 25% for Co-PI Christopher Menzel)</td>
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<td>TOTAL AWARD AMOUNT OF NUMBERED GRANTS</td>
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3. Professional Societies

American Philosophical Association
Charles Sanders Peirce Society
Society for the Advancement of American Philosophy

4. Publications

BOOKS


2006.


EDITED VOLUMES


ARTICLES IN JOURNALS AND EDITED VOLUMES (excluding reviews and review essays)

“Cohen, Austin, und Bedeutung,” Ratio (German Edition), Band. 15, Heft 1, June 1973, pp. 112–119.


pp. 55–63.
“If Universes Were As Plenty As Blackberries: Peirce on Induction and Verisimilitude,” Transactions of the Charles S. Peirce Society, Volume 46, No. 3 (Summer 2010), pp.
SELECTED BOOK REVIEWS AND REVIEW ESSAYS


ENCYCLOPEDIA AND DICTIONARY ENTRIES


INDUSTRIAL AND GOVERNMENTAL WHITE PAPERS AND TECHNICAL REPORTS

Numerous white papers and technical reports, totaling over 1000 pages. Grant non-disclosure agreements prohibit these from being described in detail.

TRANSLATIONS FROM RUSSIAN

Over 30 scientific and logical papers translated from Russian. Grant contracts prohibit these from being described in detail.

TRANSLATIONS FROM GERMAN

Several of these are prohibited from being described in detail. The following is an academic article that is in the public domain: Karl-Otto Apel, “Pragmatic Philosophy of Language Based on Transcendental Semiotic,” in Robert W. Burch and Herman J. Saatkamp, eds., *Frontiers in American Philosophy, Vol. II* (College Station, Texas: Texas A&M University Press, 1996), pp. 3–26.
COMPUTER PROGRAMS

Over 200,000 lines of computer code (in PERL and C) are not in the public domain.
An automatic hypothesis generation program is in the public domain and may be accessed,
after receiving a password, at the web site: http://finnlab.tamu.edu.

SELECTED PRESENTATIONS

“Game Theoretical Semantics for Peirce’s Existential Graphs,” Annual Meeting of the
“The Shame of Psychotherapy,” Conference on Medical Ethics, Lamar University, Beaumont,
“The Impact of Technology on Ethical Questions in Medicine,” Conference on Medical Ethics,
Lamar University, Beaumont, Texas, March 5, 1993.
“Psychology and Social Control,” RGGU (Russian State University for the Humanities),
Moscow, Russian Federation, November 14, 1996.
“Peircean Graphical Logic,” Lecture Series, Institute for Studies in Pragmaticism, Texas Tech
University, Lubbock, Texas, June 1996.
Peirce’s Existential Graphs, Lectures at VINITI (The All-Russian Institute for Scientific and
Technical Information: A division of the Russian Academy of Sciences), Moscow,
Russian Federation, Fall 1996.
“Semiotic Data Fusion,” Third International Conference on Information Fusion, Cité des
“Inquiry as Reduction of Indeterminacy,” Intelligent Systems Laboratory, VINITI (The All-
“Information, Entropy, and the Reduction of Indeterminacy in Investigation,” Colloquium,
Texas A&M University, April 18, 2002.
“If Universes Were as Plenty as Blackberries,” Colloquium, Texas A&M University,
November 15, 2007.
“Royce, Boolean Rings, and the T-Relation,” American Philosophical Association, Eastern

5. Current Research Interests

Peirce’s Inductive Logic and Abductive Logic, and Their Relation to the Notion of Risk
Royce’s System \( \Sigma \)
Royce’s Extensions to the Algebra of Logic
Infinitesimals and the Continuum in Peirce’s Thinking
“Projection” and the Transition from the Early to the Late Wittgenstein
Types of Illocutionary Acts Falling under Austin’s Notion of “Expositives”

6. Work in Progress

The System \( \Sigma \) of Josiah Royce: Its Sense and Significance
“Royce’s Canonical Example of System \( \Sigma \)"
“Berkeley on Infinitesimals and Fluxions”
“Peirce and LaPlace’s Law of Succession”
“Wittgenstein’s Progress: from Projection to Use”
“How To Talk in Austin's Só”
Curriculum Vitae

Daniel Conway
Professor of Philosophy and Humanities

Texas A&M University
301 YMCA Building
College Station, TX 77843-4237 USA
Phone: (979) 845-5660      FAX: (979) 845-0458

conway@tamu.edu

1 January 2017

Areas of Specialization
19th Century European Philosophy, Social and Political Philosophy, Ethics, Philosophy of Religion

Areas of Competence
20th Century European Philosophy, Aesthetics, Philosophy and Film, Philosophy and Literature, American Philosophy, Philosophy for Children

Education
B.A. Tulane University, magna cum laude, 1979. Majors: Philosophy, Economics.

Faculty Appointments
2006— Texas A&M University, Professor of Philosophy and Humanities
2007-2011 Texas A&M University, Head of Department of Philosophy and Humanities
1998-2006 The Pennsylvania State University, Professor of Philosophy
1994-1998 The Pennsylvania State University, Associate Professor of Philosophy
1989-1994 The Pennsylvania State University, Assistant Professor of Philosophy
1988-1989 Harvard University, Andrew W. Mellon Faculty Fellow in Philosophy
1987-1988 Stanford University, Acting Assistant Professor of Philosophy and Lecturer in Western Culture Program
1985-1987 Stanford University, Lecturer in Philosophy and Western Culture Program

Affiliate Faculty Appointments

Texas A&M
Religious Studies Program
Film Studies Program

Penn State
Graduate Program in Social Thought
Jewish Studies Program
Schreyer Honors College
STS (Science, Technology, and Society) Program
Honors, Grants, and Awards (External)

Conference Support Grant, Consulate General of the Federal Republic of Germany (Houston), 2015
Conference Support Grant, Consulate General of Israel to the Southwest, 2015
Honorary Life Member, Friedrich Nietzsche Society, awarded in 2014
Visiting Scholar, Amherst College, 2011-12
Guest Participant, Copeland Colloquium in the Humanities, Amherst College, 2011-12
Visiting Scholar, University of Massachusetts, Amherst, 2011-12
Visiting Faculty Member, Northwestern University Center for Global Culture and Communication, Summer Institute in Rhetoric and Political Theory: Nietzsche, Rhetoric, and After, 2009
Co-Sponsorship Grant, Society for the Advancement of American Philosophy, 2007
Residential Fellowship, National Humanities Center, 2006-07
Who’s Who Among America’s Teachers, nominated in 1999 and 2000
Visiting Distinguished Scholar, Department of Philosophy, University of Maine, 1999
Visiting Fellowship, Centre for Research in Philosophy and Literature, University of Warwick (UK), Spring Term, 1996
Twelve-Month Research Fellowship, The Alexander von Humboldt-Stiftung, Humboldt-Universität zu Berlin, 1995-96 (declined)
Deutscher Akademischer Austausch Dienst (DAAD) Language Instruction Stipendium, 1994
Summer Research Fellowship, Oregon Humanities Center, 1990
Andrew W. Mellon Faculty Fellowship in the Humanities at Harvard University, 1988-89
National Endowment for the Humanities (NEH) Summer Grant and Stipend, 1988
Who’s Who Among Students in American Universities and Colleges, 1981
Phi Beta Kappa (Alpha Chapter of Louisiana), elected in 1979

Honors, Grants, and Awards (Internal)

Arts and Humanities Fellowship, Division of Research, Office of the Vice-President for Research, TAMU, 2016-19
Critical Thinking Seminar Program Research Bursary, College of Liberal Arts, TAMU, 2016; 2015; 2014 (2); 2013; 2012
Humanities Working Group Grant (for Social, Cultural, and Political Theory Working Group), Glasscock Center for Humanities Research, TAMU, 2016; 2015; 2014; 2013
Conference Support Grant, European Union Center, TAMU, 2016; 2014
Faculty Research Fellowship, Glasscock Center for Humanities Research, TAMU, 2015-16
International Travel Grant, College of Liberal Arts, TAMU, 2016; 2015; 2014 (2); 2013; 2012; 2011; 2009; 2008; 2007
Undergraduate Summer Scholars Seminar Grant, Glasscock Center for Humanities Research, TAMU, 2014
Symposium and Conference Grant, Glasscock Center for Humanities Research, TAMU, 2014; 2010; 2009; 2008; 2007
Co-Sponsorship Grant, Glasscock Center for Humanities Research, TAMU, 2013
Faculty Fellowship in the Humanities, Glasscock Center for Humanities Research, TAMU, 2012-13
Three-Year Seminar Grant, Continental Philosophy Initiative, Glasscock Center for Humanities Research, TAMU, 2012
Program to Enhance Scholarly and Creative Activities (PESCA) Award, Division of Research, Office of the Vice-President for Research, TAMU, 2012
Collaborative Research Grant (with D. Dox et al.), Initiative for Digital Humanities, Media, and Culture, TAMU, 2012
Computer Access/Instructional Technology Fee Grant, TAMU, 2011

Pathways to the Doctorate Research Assistantship Award, Division of Research and Graduate Studies, TAMU, 2009

Instructional Technology Grant, College of Liberal Arts, TAMU, 2010; 2009; 2008
Notable Lecture Grant, Glasscock Center for Humanities Research, TAMU, 2010; 2008
Conference Support Grant, College of Liberal Arts, TAMU, 2009; 2007
Publication Support Grant, Glasscock Center for Humanities Research, TAMU, 2008
Study Abroad Initiative Grant (with B. Hesse), College of the Liberal Arts, Penn State, 2005
Sabbatical Leave (competitive), Penn State, 2003; 1996
Interdisciplinary Group Award, “Beyond Boundaries, Creating Connections: American Indian Housing Initiative” (with D. Riley, et al.). The Institute for the Arts and Humanities, Penn State, 2002
STS (Science, Technology, and Society) Grant for Innovative Course Design and Development, College of Engineering, Penn State, 1996
Faculty Technology Initiative Award for Instructional Software Development, Phase I, Penn State, 1993-94
Fellowship Institution Grant, College of the Liberal Arts, Penn State, 1992
William J. and Charlotte K. Duddy University Endowed Fellowship in the Humanities, College of the Liberal Arts, Penn State, 1991-92
Research Initiation Grant, College of the Liberal Arts, Penn State, 1990-91
Humanities Graduate Research Grant, University of California, San Diego, 1985
Oney M. Nicely Dissertation Fellowship, University of California, San Diego, 1984
Dissertation and Thesis Research Grant, University of California, San Diego, 1983
Chancellor’s Associate Grant, University of California, San Diego, 1982
Humanities Research Fellowship, University of California, San Diego, 1982
Regents Fellowship, University of California, San Diego, 1979-80
Honors in Philosophy, Tulane University, 1979
Tulane Scholar, 1975-79

Membership in Learned Societies and Professional Organizations

American Academy of Religion
American Society for Aesthetics
Association for Political Theory
Association for the Study of Law, Culture, and the Humanities
Australasian Society for Continental Philosophy
European Society for Philosophy of Religion
Friedrich Nietzsche Society
Hannah Arendt Circle
International Kierkegaard Network
North American Levinas Society
North American Nietzsche Society
Phi Beta Kappa
Society for the Advancement of Scandinavian Study
South Texas Jewish Studies Faculty Consortium
Southwest Seminar in Continental Philosophy
Western Political Science Association
Doctoral Committees

As Director

Matt Wester, Philosophy, Texas A&M University, in progress
Wendy Bustamante, Philosophy, Texas A&M University, in progress
Amy E. Wendling, Philosophy, Penn State, 2006
  Current Position: Associate Professor of Philosophy, Creighton University
William C. Roberts, Philosophy, Penn State, 2005
  Current Position: Assistant Professor of Political Science, McGill University
Hasana E. Sharp, Philosophy, Penn State, 2005
  Current Position: Associate Professor of Philosophy, McGill University
Rebecca E. Wayland, Philosophy, Penn State, 2003
  Current Position: Managing Director, Competitive Paradigms, LLC
Michael E. Bray, Jr., Philosophy, Penn State, 2002
  Current Position: Associate Professor of Philosophy, Southwestern University
Peter S. Groff, Philosophy, Penn State, 2000
  Current Position: Associate Professor of Philosophy, Bucknell University

As Co-Director

Michael Schleeter, Philosophy, Penn State University, 2011
  Current Position: Assistant Professor of Philosophy, Pacific Lutheran University
Mariana Alessandri, Philosophy, Penn State University, 2009
  Current Position: Assistant Professor of Philosophy, University of Texas, Rio Grande Valley
Ömer Aygün, Philosophy, Penn State, 2006
  Current Position: Assistant Professor of Philosophy, Galatasaray University
C. Heike Schotten, Political Science, University of Notre Dame, 2005
  Current Position: Associate Professor of Political Science, Univ. of Massachusetts, Boston

As Committee Member

Karen Davis, Philosophy, Texas A&M University, in progress
Alex Haitos, Philosophy, Texas A&M University, in progress
Jonathan Bibeau, Philosophy, Texas A&M University, in progress
Kristin Drake, Philosophy, Texas A&M University, in progress
Andrew Soto, Philosophy, Texas A&M University, in progress
Harris Bechtol, Philosophy, Texas A&M University, 2015
Jennifer Gaffney, Philosophy, Texas A&M University, 2015
Peter Baker, Hispanic Studies, Texas A&M University, 2015
Brian Sharpless, Psychology, Penn State, 2006
Elizabeth Mazzolini, English, Penn State, 2006
Ryan Drake, Philosophy, Penn State, 2005
David O’Hara, Philosophy, Penn State, 2005
George V. Davis, Political Science, Penn State, 2005
Asma Abbas, Political Science, Penn State, 2005
Sara A. Brill, Philosophy, Penn State, 2004
Megan C. Brown, English, Penn State, 2004
James A. Linker, Art Education, Penn State, 2003
Amy S. Bush, Philosophy, Penn State, 2003
Eric Sanday, Philosophy, Penn State, 2002
W. Bruce Gilbert, Philosophy, Penn State, 2002
Russell B. Ford, Philosophy, Penn State, 2001
Marc E. Fellenz, Philosophy, Penn State, 2001
Michael Ventimiglia, Philosophy, Penn State, 2001
William S. Lewis, Philosophy, Penn State, 2001
Thomas C. Hilde, Philosophy, Penn State, 2001
Gregory W. Recco, Philosophy, Penn State, 2001
Jamie B. Warner, Political Science, Penn State, 2001
Ashley E. Pryor, Philosophy, Penn State, 2000
Laura Anders Canis, Philosophy, Penn State, 2000
Derrick Calandrella, Philosophy, Penn State, 2000
Evgenia Cherkesova, Philosophy, Penn State, 1999
Robert D. Metcalf, Philosophy, Penn State, 1999
David Mills, Philosophy, Penn State, 1999
Alun R. Hardman, Exercise and Sport Science, Penn State, 1999
Benjamin Pryor, Philosophy, Penn State, 1998
Anthony G. Fleury, Speech Communication, Penn State, 1998
Hahn Suhl, Political Science, Penn State, 1998
Alessandra Fussi, Philosophy, Penn State, 1997
George Matthews, Philosophy, Penn State, 1996
Panos D. Alexakos, Philosophy, Penn State, 1995
Kenneth Y. Turnbull, Philosophy, Penn State, 1995
Eric Weislogel, Philosophy, Penn State, 1995
Shannon M. Winnubst, Philosophy, Penn State, 1994
Joy Ross, Philosophy, Penn State, 1993
Michael E. Davidovits, Philosophy, Penn State, 1993
Anne-Marie Frosolono, Philosophy, Penn State, 1992
Brian G. Domino, Philosophy, Penn State, 1992
Paul Gallagher, Philosophy, Penn State, 1991

As External Examiner
Marina Olive Cominos, Politics and International Relations, Monash University, 2016
Vinod Acharya, Philosophy, Rice University, 2011
William Harwood, Philosophy, Penn State University, 2011
Michael McNeal, Graduate School of International Studies, University of Denver, 2009
Joanne Faulkner, Communication, Arts & Critical Enquiry, La Trobe University, 2006
Peter D. Murray, Philosophy, University of Sydney, 1997

Organization of Professional Conferences
Local Arrangements Committee, South Texas Jewish Studies Faculty Consortium, College Station, TX, December 2016.
Conference Organizer and Local Arrangements Chair, Southwest Seminar in Continental Philosophy, TAMU, College Station, TX, May 2016.
Conference Organizer and Local Arrangements Chair, Hannah Arendt Circle, TAMU, College Station, TX, April 2015.
Conference Organizer and Local Arrangements Chair, Southwest Seminar in Continental Philosophy, TAMU, College Station, TX, May 2013.
Local Arrangements Committee, North American Sartre Society. TAMU, College Station, TX, December 2012.
Local Arrangements Committee, North American Levinas Society. TAMU, College Station, TX, May 2011.
Conference Organizer and Local Arrangements Chair, Society for Social and Political Philosophy. TAMU, College Station, TX, February 2011.
Local Arrangements Committee, Levinas Research Seminar. TAMU, College Station, TX, February 2011.
Local Arrangements Committee, First International Conference on Pragmatism and the Hispanic/Latino World. TAMU, College Station, TX, February 2010.
Conference Organizer and Local Arrangements Chair, *The Nectar Is In the Journey: A Celebration of the Life and Career of John J. McDermott*. College Station, TX, March 2009.

Local Arrangements Chair, *Society for the Advancement of American Philosophy*. College Station, TX, March 2009.

Conference Co-organizer, *Empire*. TAMU, College Station, TX, February 2009.


Local Arrangements Committee, *Society for Phenomenology and Existential Philosophy*, University Park, PA, October 2000.


**Service Record**

**Current Service**

*To the Profession*

Executive Committee, *Friedrich Nietzsche Society*, 1998 —

*To the University*

College of Liberal Arts Representative, Faculty Senate, 2016 —

College of Liberal Arts Representative, Research Committee, Faculty Senate, 2016 —

Referee, Graduate and Professional Student Council Travel Award Competition, 2016 —

Invited Reviewer, Diversity Fellowship Competition, Office of Graduate and Professional Studies, TAMU, 2016 —

Faculty Mentor, Academy for Future Faculty, 2016 —

President, Phi Beta Kappa (Kappa of Texas), 2016 —

Executive Committee, Phi Beta Kappa (Kappa of Texas), 2016 —

Associate Director, Philosophy for Children Texas, 2015 —

Team Leader, Pathways to the Doctorate Program, 2014 —

Director, Interdisciplinary Seminar in Continental Philosophy, sponsored by the Glasscock Center for Humanities Research, 2013 —

Convener, Social, Cultural, and Political Theory Working Group, sponsored by the Glasscock Center for Humanities Research, 2013 —

Council of Principal Investigators, 2007 —

Member in Residence, Phi Beta Kappa (Kappa of Texas), 2007 —
To the College
Judge, Kurrus Award and Kurrus Family Scholarship in Film Studies, 2016 —
Affiliate Faculty Member, Film Studies Program, 2015 —
Freshman Critical Thinking Seminar Program, 2012 —
Affiliate Faculty Member, Religious Studies Program, 2010 —

To the Department
Representative to the Advisory Committee of the Glasscock Center for Humanities Research, 2016 —
Chair, Promotion and Tenure Evaluation Subcommittee, 2016
Chair, Faculty Annual Evaluation Advisory Committee, 2016-17
Faculty Annual Evaluation Advisory Committee, 2014 —
Graduate Teaching Mentor, 2013 —

Past Service

To the Profession
Program Committee, Hannah Arendt Circle, 2014-15
American Philosophical Association Committee on Academic Career Opportunities and Placement, 2005-08
Program Committee, The Nietzsche Society, 1992-94

To the University
Vice-President, Phi Beta Kappa (Kappa of Texas), 2016
Advisory Committee, Community of Faculty Retirees, 2013-16
Steering Committee, ex officio, Community of Faculty Retirees, 2013-16
Facilitator, Philosophy for Children Workshop, 2015
Faculty Mentor, Undergraduate Research Scholars Program, 2014-15
Director, Undergraduate Summer Scholars Program, sponsored by the Glasscock Center for Humanities Research, 2014-15
PESCA Proposal Review Board, 2012; 2010
Guest Coach, TAMU Women’s Basketball Team, 2011
Vision 2020 Faculty Imperative Study Group (Imperative 1), 2010-11
Department Heads Steering Committee, 2010-11
Council of Department Heads, 2007-11
Tenure and Promotion Review, Department of General Academics, TAMU Galveston, 2010
Executive Committee, Phi Beta Kappa (Kappa of Texas), 2008-10
College of Liberal Arts Dean Search Advisory Committee, 2009-10
Chair, Committee on Members in Course, Phi Beta Kappa (Kappa of Texas), 2008-09
President, Phi Beta Kappa (Lambda Chapter of Pennsylvania), 2005-06
Vice-President, Phi Beta Kappa (Lambda Chapter of Pennsylvania), 2003-05
Faculty Advisory Board, Phi Beta Kappa (Lambda Chapter of Pennsylvania), 1997-2006
Member in Residence, Phi Beta Kappa (Lambda Chapter of Pennsylvania), 1989-2006
Faculty Member, Social Thought Program, 1994-2006
Associate Faculty Member, Program in Science, Technology, and Society, 1994-2006
University Fellowships Office Advisory Council, 2004-06
Faculty Advisor, Green Destiny Council, 2000-05
Environmental Consortium, Global Change Committee, 2000-02
Fulbright Fellowship Review Committee, 2002-2004; 2000
Affiliated Faculty Member, Schreyer Honors College, 1997-2006
Affiliated Faculty Member, University Scholars Program, 1990-97
Faculty Advisor, Quantum Ju-Jitsu Club, 1999-2005
Director, the Center for Ethics and Value Inquiry, 1991-98
Western Culture Program Steering Committee, 1986-88

To the College

Program Review Committee, Religious Studies Minor and Interdisciplinary Program, 2009-15
Discussion Leader, “The Limits of Forgiveness: An Interactive Symposium and Afternoon of Talmudic Learning,” TAMU, 2014
PVAMU/TAMU Bridging Program for Teaching and Learning, 2010-11
International Programs Advisory Committee, 2009-11
Safety Committee, 2008-11
Advisory Committee to the Mary Jane and Carrol O. Buttrill ’38 Endowed Fund for Ethics, Melbern G. Glasscock Center for Humanities Research, 2008-11
Executive Council, 2007-11
Liberal Arts Strategic Review Advisory Committee, 2010
Strategic Planning Committee (Research/External Funding Section), 2010
Assessment Liaisons Committee, 2009-10
Hispanic Studies Department Head Search Committee, 2009-10
Ad hoc Committee on Faculty Evaluation Forms, 2009
Search Committee, Lead Web Applications Developer, 2009
Administrative Assistant Search Committee in Hispanic Studies, 2008
Internal Selection Committee, NEH Summer Stipend Competition, 2008
Faculty Search Committee, German Intellectual History and Modernist Studies, 2007-08
Chair, Social Thought Program Steering Committee, 2003
Immediate Tenure Review Committee, 1998
Graduate Student Funding Review Committee, 1997-99
Committee of Graduate Officers, 1997-2001
Faculty Marshal, 2003; 1995
Planning Advisory Committee, 1994-96
Representative to the College of Arts and Architecture, 1998-2001; 1991-93

To the Department

Graduate Program Advisory Committee, 2014-16
Chair, Personnel Committee, 2015
Ad Hoc Committee Concerning Scott Austin, 2015
Diversity Committee, 2013-14
Honors and Awards Committee, 2011-14
Ad hoc 3rd-year Evaluation Subcommittee (Service), 2014
Promotion and Tenure Evaluation Subcommittee (McMyler: Service), 2013
Promotion and Tenure Evaluation Subcommittee (Sweet: Service), 2013
Ad hoc Comprehensive Exam Requirement Committee, 2013
Director of Graduate Placement, 2012-13; 2007-11
Chair, Honors and Awards Committee, 2012-13
Promotion and Tenure Evaluation Subcommittee (Curry: Research), 2012
3rd-Year Review Evaluation Subcommittee (Curry: Research), 2011-12
Head of Department, 2007-11
Chair, Steering Committee, 2007-11
Graduate Placement Director, 2007-11
Graduate Program Advisory Committee, 2005-06
Co-Chair, Public Events Committee, 2004-06
Immediate Tenure Review Committee, 2004
Strategic Plan Review Committee, 2003-04; 2001
Chair, International Affiliations Committee, 1999-2003
Director of Graduate Studies, 1997-2001
Undergraduate Program Review Committee, 1996-97
Graduate Program Review Committee, 1996-97
Chair, Promotion and Tenure Committee, 2000; 1996
Faculty Search Committee, 2003-04 (Ancient Philosophy); 2003-04 (Environmental Philosophy); 2001-02
(African-American Philosophy); 1997-98 (Feminist Philosophy); 1994-95 (19th-Century Philosophy); 1993-94 (Department Head); 1992-93 (Sparks Professorship)
Graduate Placement Officer, 2003-04; 1994-97
Executive Committee, 1993-94
Coordinator, Writing Across the Curriculum, 1991-93
Director of Undergraduate Studies, 1990-93
Philosophy Honors Advisor, 1990-93

Editorial Service

General Co-Editor (with Keith Ansell-Pearson), The Edinburgh Critical Guides to Nietzsche, Edinburgh University Press, 2016—
Editorial Board, Arendt Studies, 2016—
Editorial Board, Basilidias, 2016—
Advisory Board, Symposium: Theoretical and Applied Inquiries in Philosophy and Social Sciences, 2016—
Editorial Advisory Board, Nietzsche Online, 2011—
Editorial Board, Journal of Nietzsche Studies, 2009—
Advisory Board, American and European Philosophy Series, Penn State Press, 1998-2004
Editorial Board, Journal of Speculative Philosophy, 1997-2004
Editorial Board, Philosophy and Rhetoric, 1990-2003
Executive Editorial Committee, Penn State Press, 1999-2002
Executive Editor, Journal of Nietzsche Studies, 1998-2002

Manuscript Review

Journals

Contemporary Political Theory
Critical Studies in Mass Communication
Eidos
Epoché
International Studies in Philosophy
Journal of the History of Ideas
Journal of the History of Philosophy
Journal of Jewish Thought and Philosophy
Journal of Nietzsche Studies
Journal of Speculative Philosophy
Man and World
Philosophy East and West
Philosophy and Phenomenological Research
Philosophy and Rhetoric
Political Theory
St. John’s Review
Western Political Quarterly

Presses

Academic Press
Acumen
Ashgate
Athlone
Blackwell
Bloomsbury Academic Publishing
Camden House
Cambridge University Press
Columbia University Press
Continuum Books
Cornell University Press
Edinburgh University Press
Fordham University Press
Harvard University Press
Indiana University Press
<table>
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<tr>
<th>Publisher</th>
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<tr>
<td>Lexington Books</td>
<td>Providence College, Department of Philosophy, 2016</td>
</tr>
<tr>
<td>Macmillan</td>
<td>University of New South Wales (Australia), School of Humanities and Languages, 2016</td>
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<tr>
<td>Manchester University Press</td>
<td>Tilburg University (Netherlands), Department of Philosophy, 2016</td>
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<tr>
<td>McGill – Queen’s University Press</td>
<td>University of Toledo, Department of Philosophy and Religious Studies, 2016</td>
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<td>McGraw-Hill</td>
<td>Quinnipiac University, Department of Philosophy and Political Science, 2015</td>
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<tr>
<td>Open Court</td>
<td>Providence College, Department of Philosophy, 2014</td>
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<tr>
<td>Oxford University Press</td>
<td>University of Florida, Department of Political Science, 2012</td>
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<td>Palgrave</td>
<td>University of Texas, El Paso, Department of Philosophy, 2012</td>
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<td>Pennsylvania State University Press</td>
<td>University of Colorado, Denver, Department of Philosophy, 2012</td>
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<td>Polity</td>
<td>Hunter College (CUNY), Department of Philosophy, 2011</td>
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<td>Prometheus Press</td>
<td>TAMU Galveston, Department of General Academics, 2010</td>
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<td>Routledge</td>
<td>Binghamton University, Department of Philosophy, 2008</td>
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<td>Rowman &amp; Littlefield International</td>
<td>Baylor University, Interdisciplinary Core and Honors College, 2007</td>
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<td>University of Maine at Farmington, Department of Humanities, 2007</td>
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<td>University of Hertfordshire (UK), Department of Philosophy, 2007</td>
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<td>Loyola University, Chicago, Department of Philosophy, 2006</td>
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<td>The Florida State University, Department of Religion, 2006</td>
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<td>Hebrew University of Jerusalem (Israel), Department of Philosophy, 2006</td>
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<td>Loyola College (MD), Department of Philosophy, 2005</td>
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<td>University of Texas, El Paso, Department of Philosophy, 2005</td>
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<td>Hunter College (CUNY), Department of Philosophy, 2004</td>
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<td>Sussex University (UK), Department of French, 2004</td>
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<td>University of New Mexico, Department of Philosophy, 2004</td>
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<td>University of Southampton (UK), Department of Philosophy, 2003</td>
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<td>Kent State University, Department of Philosophy, 2003</td>
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<td>Emory University, Department of Philosophy, 2003</td>
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<td>University of Massachusetts, Amherst, Department of Political Science, 2003</td>
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<td>University of Cardiff (UK), Department of Philosophy, 2002</td>
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<td>University of California, Irvine, Department of Philosophy, 2002</td>
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<td></td>
<td>George Mason University, School of Law, 2002</td>
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<td></td>
<td>University of Southampton (UK), Department of Politics, 2001</td>
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<td>Creighton University, Department of Philosophy, 2001</td>
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<td>Pomona College, Department of Politics, 2001</td>
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<td>University of Toledo, Department of Philosophy, 1999</td>
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Northwestern University, Department of Philosophy, 1999  
Siena College, Department of Philosophy, 1998  
University of Texas, Department of Philosophy, 1998  
University of Southampton (UK), Department of Politics, 1997  
Regis College, Department of Philosophy, 1994  
University of Warwick (UK), Department of Philosophy, 1994  
University of Warwick (UK), Department of Philosophy, 1992

**External Program Review**
Department of Philosophy and Classics, University of Texas, San Antonio, 2011

**Invited Referee, External Grant and Fellowship Applications**
Freiburg Institute for Advanced Studies, 2016
Fundação para a Ciência e a Tecnologia (Portuguese Foundation for Science and Technology), 2016; 2012
Social Sciences and Humanities Research Council of Canada, 2010
National Research Foundation of South Africa, 2003

**Development Training Experience**
*Insight Into Philanthropy*, Advancement Resources LLC, College Station, TX, October 2010.
*Development for Deans* (Fall Session), CASE Conference, San Francisco, CA, October 18-20, 2009.
*The Art and Science of Donor Development*, Advancement Resources LLC, College Station, TX, February 2009.

**Publication Record**

*Books*

**Authored Books**


**Edited and Co-edited Books**


Guest-Edited Journal Issues

Journal Articles


272
http://etext.lib.virginia.edu/journals/tr/volume2/number1/conway.html
43. “Going No Further: Toward an Interpretation of Problema III.” Kierkegaard Studies Yearbook 19/1, 2014, pp. 29-52.

**Essays and Book Chapters**


Encyclopedia and Dictionary Entries


**Book Reviews**


**Lectures and Presentations**


5. “Nietzsche’s Zarathustra as Political Irony.” International Association for Philosophy and Literature, Lawrence, KS, May 1987.
61. “Nietzsche’s Satyricon: Enacting the Drama of Late Modernity.” International Association for Philosophy and Literature, Fairfax, VA, May 1996.


“Not-So-Great Politics: Treading the Margins of Modernity” (presented by proxy). International Association for Philosophy and Literature, Mobile, AL, May 1997.


“Teleological Suspensions of the Ethical in Kierkegaard and Nietzsche.” The Søren Kierkegaard Research Centre, Copenhagen, Denmark, September 1997.

“Anarchy and Resistance: Foucault’s Critique of Practical Reason.” Michel Foucault and the Possibility of Transformative Criticism, University Park, PA, October 1997.


“Nietzsche’s Emergent Realism in 1888.” Baylor University Philosophy Lecture Series, Waco, TX, April 1998.


100. “The Evolution of Henry Bugbee’s Concept of Wilderness.” International Association for Environmental Philosophy, University Park, PA, October 2000.


120. “Abraham’s Final Word?” Philosophy Department, University of Warwick, Coventry, UK, February 2005.


125. “The Poet, the Hero, and the Feckless Old Scribbler: The Mackeynations of Johannes de Silentio.” Wit, Scholar, Mentor: Celebrating the Life and Work of Louis Mackey. Philosophy Department, University of Texas, Austin, TX, September 2005.

127. “Silencing Abraham: Kierkegaard, Rembrandt, and Levinas on the *Aqedah.*” Philosophy Department, University of Richmond, Richmond, VA, November 2005.
129. “Keeping the Secret of Life: The Limits of Nietzsche’s *Lebensphilosophie.*” Philosophy Department, Texas A&M University, College Station, TX, February 2006.
141. “Death and the Culture of Life.” *Nietzsche and the Philosophical Life,* Texas Christian University. Forth Worth, TX, April 2008.


152. “Representation and Response: The Case of Rembrandt’s Abraham.” Art, Beauty, and Beyond. University of Texas, Austin, TX, February 2010.


156. “’The most terrible, most questionable, and perhaps also the most hopeful of all spectacles’: Reflections on Nietzsche’s Stagecraft.” Plenary address, Nietzsche’s Post-Moralism. Southampton University, Southampton, U.K., July 2010.


158. Invited Discussant, Panel on “Knowledge and Political Interpretation.” Western Political Science Association Conference, San Antonio, TX, April 2011.


164. “Revisiting the Death of God.” Department of Political Science, University of Massachusetts, Amherst. Amherst, MA, November 2011.


168. “Nothing Doing/Doing Nothing: Irony and Reflection in the Present Age.” The Art and Politics of Irony, Institute for the Public Life of Arts and Ideas, McGill University, Montréal, Québec, Canada, April 2012.


175. “Dark Knight, Silent Knight: Johannes de silentio vs. The Preacher.” Department of Philosophy and Religion, University of Tulsa. Tulsa, OK, October 2012.

176. “Diagnosis and Critique in Kierkegaard’s Fear and Trembling.” Faculty of Arts, University of Alberta. Edmonton, AB, Canada, January 2013.

177. “Frightened by Faith: Kierkegaard’s Modernity.” Faculty Colloquium Series, Melbern G. Glasscock Center for Humanities Research, Texas A&M University. College Station, TX, March 2013.


187. “‘All Naturalism in Morality’: Reflections on Nietzsche’s Immoralism.” Nietzsche and the Ethics of Naturalism. German Studies, Rice University, Houston, TX, January 2014.


190. “The Emergence of Nietzsche’s ‘Immoralism’ in His Writings from 1888.” Department of Philosophy, University of Kentucky, Lexington, KY, April 2014.


198. “Nietzsche’s Immoralism and the Advent of ‘Great Politics’.” Invited “virtual” presentation, Department of Philosophy, Staffordshire University, United Kingdom, November 2014.

199. “Violence and Moral Awareness.” Academy of Future International Leaders, Texas A&M University, College Station, TX, March 2015.


201. “Moriah Revisited: Rembrandt on Abraham.” Community of Faculty Retirees, Texas A&M University, College Station, TX, May 2015.


205. “Mourning the Pseudonyms.” Reconsidering Kierkegaard’s Existential Approach. Søren Kierkegaard Research Centre, University of Copenhagen, Denmark, August 2015.


Scheduled presentations:


References

Robert B. Pippin, Evelyn Stefansson Nef Distinguished Service Professor in the Committee on Social Thought, the Department of Philosophy, and the College
The University of Chicago
Committee on Social Thought
Chicago, Illinois 60637
Office: (773) 702-5453
FAX: (773) 834-1968
Email: r-pippin@uchicago.edu

Robert Gooding-Williams, Professor of Philosophy, M. Moran Weston/Black Alumni Council Professor of African American Studies, and founding Director, Columbia Center for Philosophy, Race, and Social Justice
Columbia University
Department of Philosophy
New York, NY 10027
Office: (212) 854-3196
FAX: (212) 854-4986
E-mail: rg2944@columbia.edu

John J. McDermott, University Distinguished Professor of Philosophy and Humanities in Medicine and Regents Professor
Texas A&M University
Department of Philosophy and Humanities
College Station, TX 77843-4237
Office: (979) 845-1856
FAX: (979) 845-0458
E-mail: mcdermott@tamu.edu

John E. Seery, George Erving Thompson Memorial Professor of Government and Professor of Politics
Pomona College
Department of Politics
Claremont, CA 91711
Office: (909) 607-2458
FAX: (909) 621-8501
E-mail: JSeery@pomona.edu
Emily R. Grosholz, Edwin Erle Sparks Professor of Philosophy, English, and African American Studies
The Pennsylvania State University
Department of Philosophy
University Park, PA 16802
Office: (814) 865-6397
FAX: (814) 865-0119
E-Mail: erg2@psu.edu

Keith Ansell Pearson, Professor of Philosophy
University of Warwick
Department of Philosophy
Coventry CV4 7AL
United Kingdom
Office: +44 (0) 2476 523421
FAX: +44 (0) 2476 523019
E-mail: k.j.ansell-pearson@warwick.ac.uk

Michael E. Zimmerman, Professor of Philosophy, Emeritus
Department of Philosophy
University of Colorado
Boulder, CO 80309-0280
Phone: (303) 492-1423
FAX: (303) 735-2624
E-mail: michaelz@colorado.edu
I. EDUCATION

PhD: Philosophy (Aug 2009)
Southern Illinois University Carbondale, Carbondale, Illinois.

M.A: Philosophy (Mar 2005)
with Distinction (Honors)
DePaul University Lincoln Park, Chicago, Illinois.

B.A: Philosophy (May 2004)
B.A: Political Science (May 2004)
  Minor: Black American Studies
Southern Illinois University Carbondale, Carbondale, Illinois.
University Honors and Departmental Honors (cum laude)

University of Missouri Kansas City (1999)
Kansas City, Missouri

II. AREAS OF SPECIALIZATION

A. Black Manhood and Boyhood Studies.
B. Social/Political Philosophy, especially Ethical Theories of Oppression and Social Justice.
C. Anti-Colonial Theory and Sexuality under Colonialism.
E. Africana Philosophy with an emphasis on the Intellectual History of African American Political Philosophy.
F. Contemporary Continental/Post-Colonialism.
G. American Philosophy, specifically 19th early 20th century ethology.

III. AREAS OF COMPETENCE

A. Bioethics and Belmont as a Civil Rights Doctrine
B. Modern Social Political Theory (World Systems/Caribbean School)
C. Philosophical Anthropology of Modernity (Kant, Rousseau, Hegel, Hume, Hobbes)

IV. ACADEMIC APPOINTMENTS

Associate Professor of Philosophy (2013-present) Texas A&M University. College Station, Texas.

Assistant Professor of Philosophy (2009-2012) Texas A&M University, College Station, Texas.
V. EXTERNAL GRANTS AND FUNDING FOR RESEARCH

A. PESCA Grant: For writing of a manuscript entitled In the Light of Shadows: The Philosophy of Derrick Bell. $10,000.00. Texas A&M University (May 2012-May 2013).

B. Ray A. Rothrock Fellowship: $15,000 over three years (September 2013-September 2016).

C. Private Donor: Bioethical research (committed/unfunded): $25,000. (September 2012)

VI. PUBLICATIONS

A. SINGLE AuthORED MONOGRAPhS


2. Tommy J. Curry, Another white Man’s Burden’s: Josiah Royce’s Quest for a Philosophy of Racial Empire (Under Review).

B. EDITED BOOKS


C. EDITED JOURNALS


D. PEER REVIEWED JOURNAL ARTICLES


E. PEER-REVIEWED BOOK CHAPTERS


15. Curry, Tommy J. “Capital Noir: white Supremacy, the Political Economies of the War on Drugs, and the Road to Perdition,” in *The Wire and Philosophy: This America, Man*, eds. Seth Vannatta, David Bzdak, Joanna Crosby, (Chicago: Open Court Press, 2013), 165-177.


F. NEWSLETTERS, OP-EDS AND RADIO INTERVIEWS


12. Curry, Tommy J. “On Jordan Davis and the Fate of Black Men,” ReddingNewsReview.com (February 13, 2014). Available online at: [https://www.youtube.com/watch?v=qz1weVkJWCiO]


21. Curry, Tommy J. “Beyonce is not a Role Model,” ReddingNewsReview.com (December 19, 2013). Available online at: [http://www.youtube.com/watch?v=nkHDiP8wwlQ&feature=c4-overview&list=UUhUJAmBaHle8yUb7jd74Aqp].


34. Curry, Tommy J. “On Being Black Male and Silent,” ReddingNewsReview.com (September 26, 2013). Available online at: [http://www.youtube.com/watch?v=cE-OydZPAyo&feature=c4-overview&list=UUhUJAmBaHle8yUb7jd74Aqq]


37. Curry, Tommy J. “On Academic Criticism,” ReddingNewsReview.com (September 12, 2013) Available online at: [http://www.youtube.com/watch?v=-1MzA08u1JI&feature=c4-overview&list=UUhUJAmBaHle8yUb7jd74Aqq]


41. Curry, Tommy J. “Fear of white Backlash should not Prevent Blacks from Telling the Truth about Racism,” ReddingNewsReview.com (August 8, 2013). Available online at: [http://www.youtube.com/watch?v=CxyjdF-TVA&feature=c4-overview&list=UUhUJAmBaHle8yUb7jd74Aqq]

42. Curry, Tommy J. “Talking about white Privilege is not Profound, It’s for Profit,” ReddingNewsReview.com (August 1, 2013). Available online at: [http://www.youtube.com/watch?v=F5UIX0SzaOM&feature=c4-overview&list=UUhUJAmBaHle8yUb7jd74Aqq]


50. Curry, Tommy J. “Derrick Bell was Right: Black Americans Lost the Civil Rights Movement,” Talking Tough with Tommy—ReddingNewsReview.com (June 27, 2013). Available online at: [http://www.youtube.com/watch?v=Nw899BDYQ9Y&feature=c4- overview&list=UUhUJAmBaHle8yUb7jd74Aqg]


83. Curry, Tommy J. “How Black scholars have abandoned Black people and how Black people let them,” Radio Interview on ReddingNewsReview.com (November 22, 2012). Available online at: [http://www.youtube.com/watch?v=9SGJEcVhAPg&feature=g-u]
[http://www.youtube.com/watch?v=gJWtY3TfnZE&feature=g-u]

[http://www.youtube.com/watch?v=9qV4V1_iKpQ&feature=g-u]

86. Curry, Tommy J. “The De-politicization of Racism during Disaster,” Radio Interview on ReddingNewsReview.com (November 1, 2012). Available online at:
[http://www.youtube.com/watch?feature=player_embedded&v=mTap4nI2cS4]


[http://www.youtube.com/watch?v=RLqgZuOLVAw&feature=plcp]

89. Curry, Tommy J. “Racial Inequality and Misunderstanding Racism,” Radio Interview on ReddingNewsReview.com (October 11, 2012). Available online at:
[http://www.youtube.com/watch?v=L0TfTIYRGQq&feature=g-u-u]

[http://www.youtube.com/watch?v=JV02R17BWuA&feature=g-u-u]

[http://www.youtube.com/watch?v=ofGBdSuX_AQ&feature=player_embedded]

[http://www.youtube.com/watch?v=DJOC95clhh8&feature=plcp]

[http://www.youtube.com/watch?v=1GNZGZzR_gQ&feature=plcp]

94. Curry, Tommy J. “He’s a Rapist Even When He Ain’t: Black Feminism and the Perpetuation of Black Male Rapist Ideology,” RacismReview.com (August 8, 2012). Available online at:

95. Curry, Tommy J. “Derrick Bell was not a racist, was non-violent: A Response to Breitbart.” Radio Interview on ReddingNewsReview.com. (March 9, 2012) Available online at:
[http://www.youtube.com/watch?v=8XhxznRcYCy&feature=plcp].

96. Curry, Tommy J. “Interview: Stem Cells and the Lawsuit that May Shape our Medical Future,” Forbes.com (February 10, 2012). Available online at:
[http://www.forbes.com/sites/gerganakoleva/2012/02/10/stem-cells-and-the-lawsuit-that-may-shape-our-medical-future/2/]


G. BOOK REVIEWS


H. ENCYCLOPEDIA ENTRIES


VII. PRESENTATIONS

A. REFEREED INTERNATIONAL & NATIONAL PRESENTATIONS


B. INVITED TALKS/HONORARIUMS


86. Invited (Job) Talk: “Will the Real CRT Please Stand Up: The Dangers of Philosophical Contributions to CRT,” Texas A&M University, College Station, Tx. January 20, 2009.


C. LOCAL/ UNIVERSITY SPONSORED PRESENTATIONS


90. Panelist: Dear white People, Texas A&M University WBAC, February 16, 2015.


VIII. ACADEMIC & PROFESSIONAL SERVICE

President: Philosophy Born of Struggle: Responsible for creating budget, securing funding of William R. Jones award and co-founded the Frederick Douglass Award; coordinate national and international venues for annual conference, establishing global links for Africana philosophy.

Professional Committees: Member of APA Committee for Black Concerns in Philosophy (2010-2013); Editor of PhilPapers, (2013-); Organizing Committee 2012 Philosophy Born of Struggle Organization; Organizing Committee 2011 Radical Philosophy Association, ICMS IRB (2012).


Committees at Texas A&M University: Chair of Dean’s Task Force for Equity (2016-2017); Chair of Search Committee for Black Existentialism/Africana Literatures, (Philosophy) (2015-2016); Search committee for Bovay Chair, (Philosophy) (2013-2014); Member of Third Year Review Committee, Africana Studies (2014); Member of College Diversity Committee, (2009-2011); Member of Departmental Diversity Committee, (2012-); Member of Deportmental Colloquia Committee, (2012-); Department of Philosophy’s Graduate Program Advisory Committee, (2012-2013); Department of Philosophy Undergraduate Program Committee, (2011-2012); Department of Philosophy’s Graduate Student Colloquium Committee, (2011-2012); Member of Interdisciplinary Program in Social, Cultural and Political Theory, (2010-present); Member of Diversity Learning Community, (2010-2011).

Academic Service at Texas A&M University: University Evaluator for Merit and Diversity Fellowships, (2013-14); Developed and Administering 1st Class for Africana Studies Graduate Certificate, (2011); Africana Studies Curriculum Development Committee, (2009-2010); Member of University’s Liberal Art's Diversity Committee, (2009-2011); Member of Dept. of Philosophy M.A. Comprehensive Examination Committee, (2010-2011); Affiliate Professor of Africana Studies Department, (2009-present).

Committees at Southern Illinois University Carbondale: Member of Black American Studies Program Search Committee. Southern Illinois University Black American Studies Department, (2005-6); Member of the Distinguished University Visiting Professor (Critical Theorist) Search Committee for Southern Illinois University School of Law and the College of Liberal Arts, (2006-7).

IX. SERVICE AS JOURNAL/ MANUSCRIPT REVIEWER

NYU Press (Critical Race Theory): Area of Review: Derrick Bell

Critical Philosophy of Race (Africana Philosophy): Area of Review: Hip Hop and Black Aesthetics

Palgrave MacMillan Manuscript Reviewer (Philosophy): Area of Review: Hip Hop


Social Problems (Discipline: Sociology) Area of Review: Critical Race Theory


Florida Philosophical Review (Discipline: Philosophy) Area of Review: Post-Colonialism and Violence

The Pluralist (Discipline: Philosophy): Area of Review: Africana Thought and Hip Hop


X. SERVICE ON COMMITTEES OF THESSES AND DISSERTATIONS

Committees at Texas A&M University: Bryan Tarpley (English): Dissertation (Committee Member); Danny Malone (Sociology): Dissertation (Committee Member); Todd Couch (Sociology): Dissertation (Committee Member); Rolande Dathis (Sociology): Dissertation (Committee Member); Kim Diaz (Philosophy): Dissertation (Committee Member); Judith Bohr (Philosophy): Thesis (Director); Danny Malone Jr. (Sociology): Thesis (Committee Member); Omar Kamran (Sociology): Thesis (Committee Member); Todd Couch (Sociology): Thesis (Committee Member); Jana Drererova (English): MA Final Exam (Committee Member)

XI. SERVICE TO THE PUBLIC AND ACADEMIC COMMUNITY

“Talking Tough with Tommy:” A weekly radio segment on Redding News Review. A weekly six minute segment on The Power—SiriusXM.

Member of Texas A&M University's African American Professional Organization (2009-present)


XII. AWARDS AND HONORS

Freshman Critical Thinking Seminar Grant for developing a class on Racism, Mass Incarceration and Punishment. Texas A&M University. Spring 2012.

Glasscock Publication Award. Texas A&M University. Spring 2010.


University Teaching Fellowship. DePaul University. Chicago, Illinois. 2002-2004


XIII. PROFESSIONAL ORGANIZATIONS
Philosophy Born of Struggle, 2005-present.

Association for the Study of African American Life and History, 2009-present.

American Philosophical Association, 2008-present

Radical Philosophy Association, 2006-present


National Women’s Studies Association, 2009-2011


Alain Locke Society, 2002-2003

DR. STEPHEN H. DANIEL
Department of Philosophy
Texas A&M University
Email: sdaniel@tamu.edu
College Station, Texas 77843-4237
Phone: 979-845-5619/5660 (Office)
Cell: 979-324-4199

CURRENT POSITION

Texas A&M University Presidential Professor for Teaching Excellence (2007; permanent)
Professor of Philosophy (1993- )

RECORD OF EMPLOYMENT

1983-present: Professor of Philosophy (1993- ), Murray and Celeste Fasken Chair in Distinguished
Teaching (2007-2011); Associate Professor (1986-93); Associate Department Head (1986-90),
Assistant Professor (1983-86), Texas A&M University, College Station, Texas.
1978-1983: Assistant Professor of Philosophy; Department Chair (1982-83), Spring Hill College,
Mobile, Alabama.
(1979-1980) Visiting Scholar & NEH Fellow, University of Virginia, Department of English;
Assistant Professor of Philosophy, Spring Hill College (on academic leave).
1977-1978: Assistant Professor of Philosophy, Mount St. Mary’s College, Los Angeles, California.
1973-1977: Graduate Instructor in Philosophy, St. Louis University, St. Louis, Missouri.

EDUCATION

Ph.D., Philosophy, Saint Louis University, 1977; Dissertation: “The Philosophic Methodology of
John Toland.”
M.A., Philosophy, Saint Louis University, 1974; Thesis: “Individuation in Giordano Bruno.”
B.A., magna cum laude, Philosophy (major), History (minor), St. Joseph Seminary College, St.
Benedict, Louisiana, 1972

PUBLICATIONS (Philosophy)

Books (Authored):

survey with readings in critical theory, hermeneutics, structuralism, deconstruction,
psychoanalytic feminism, poststructuralism, postcolonialism, and postmodernism.

Peirce, Foucault, and Kristeva) and his ideas on creation, God, sin, freedom, virtue, and beauty.

of the historiographic significance and use of mythic or fabular thinking in Bacon, Descartes,
Mandeville, Vico, Herder, and others.

John Toland: His Methods, Manners, and Mind. Montreal: McGill-Queen’s University Press,

Books (Edited):

epistemology, metaphysics, moral philosophy, philosophy of religion, and portrayal in poetry.
PUBLICATIONS (continued)


**Articles and Book Chapters:**


“Teaching Large Introduction to Philosophy Courses.” American Philosophical Association Newsletter on Teaching Philosophy 96, #2 (1997), 112-115.


PUBLICATIONS (continued)


“Preparations for a Research Paper in Philosophy.” *Teaching Philosophy* 3 (1979), 185-188.


PUBLICATIONS (continued)

“Fringes and Transitive States in William James’s Concept of the Stream of Thought.” *Auslegung* 3 (1976), 64-78.

Translations:


Book Reviews and Notes:


PUBLICATIONS (continued)


In Preparation or Under Editorial Review:


*George Berkeley and Early Modern Philosophy*. A study of how Berkeley’s philosophy draws on and engages views developed by his predecessors and contemporaries. In preparation.

PUBLICATIONS and FILMS (Whitewater Kayaking)


ACADEMIC AWARDS AND PROFESSIONAL RECOGNITION

Awarded $1000 Texas A&M University Special Project Merit Award for organizing conference for prospective Ph.D. applicants in early modern philosophy, March 2014.

Selected as the Texas A&M University Graduate Teaching Academy’s Best Speaker for 2011-2012 (awarded April 2012) and for 2010-2011 (awarded April 2011).

Holder of the Murray and Celeste Fasken Chair in Distinguished Teaching, College of Liberal Arts, Texas A&M University, 2007-2012.

Received Texas A&M Student Recognition Award for Teaching Excellence, July 2011.

Received Texas A&M Student-Led Award for Teaching Excellence, July 2010.

Selected for Texas A&M University College of Liberal Arts Research Award (only one or two given annually), September 2009.


Faculty Teaching Academy professor, Center for Teaching Excellence, Texas A&M University, 2006-2007.

Selected as one of five faculty members to receive a $3,000 grant to participate in the Texas A&M University Liberal Arts Institute for Instructional Technology Innovation, Summer 2006.


Named Texas A&M University Distinguished Teacher, Texas A&M University Association of Former Students, Spring 2005.

Named College of Liberal Arts Distinguished Teacher, Texas A&M University Association of Former Students, Fall 2004.

Awarded grants totaling more than $17,780 from several Texas A&M University departments and programs, the Franklin J. Matchette Foundation, and the International Berkeley Society, to organize an international conference on the 250th anniversary of George Berkeley’s death, Spring 2003.

Named Texas A&M University College of Liberal Arts 2000-2002 Faculty Fellow.


Awarded grants totaling more than $11,300 by the Texas A&M University Office of Graduate Studies, Glasscock Center for Humanities Studies, and several departments and programs for an international conference on current continental interpretations of 17th- and 18th-century philosophy, Spring 2000.

Selected to attend the Wakonse South Conference on College Teaching, Marble Falls, TX, April 1998.

Awarded Texas A&M University Creative and Scholarly Activities Research Grant to study the philosophy of George Berkeley at Trinity College, Dublin, Ireland, Summer 1994.

Awarded Texas A&M University Honors Program Curriculum Grant to develop a readings course for Liberal Arts honors freshmen, 1994.
ACADEMIC AWARDS AND PROFESSIONAL RECOGNITION (continued)

Selected to give the 1993-94 Texas A&M University Liberal Arts College Humanities Lecture.

Awarded Texas A&M University Honors Program Curriculum Grant to develop an interdisciplinary course for Liberal Arts honors students, 1992-93.


Awarded NEH Travel to Collections Grant to conduct research on the manuscripts of Jonathan Edwards at Yale University, Summer 1991.

Named Texas A&M University 1990 Honors Program Teacher/Scholar of the Year.

Selected for NEH Summer Institute on “The Philosophical Uses of Historical Traditions,” Clemson University, Summer 1990.

Awarded Texas A&M University Honors Program Curriculum Grant to develop honors course in current continental philosophy and literary theory, Summer 1988.

Named College of Liberal Arts Distinguished Teacher, Texas A&M University Association of Former Students, Fall 1987.

Awarded Texas A&M University Liberal Arts Summer Research Grant to complete work on “Myth and Modern Philosophy,” Summer 1986.

Awarded Texas A&M University Teaching Excellence Incentive Grant for recordings and slides of 16th-18th Century music and art for courses in Modern Philosophy, Summer 1985.

Selected for NEH/Council for Philosophical Studies Institute on Continental and Analytic Perspectives on Intentionality in Contemporary Philosophy, Columbus, Ohio, April 1982.

Awarded Title III Faculty and Curriculum Development Grant to improve philosophy instruction through computer use and internships, Spring Hill College, Fall 1981.

Awarded NEH Summer Stipend for Independent Research on Myth and Discovery in 17th and 18th Century Philosophy, Summer 1981.

Awarded Faculty Research Grant for independent study and acquisition of research materials on Myth in 17th and 18th Century Philosophy, Spring Hill College, Summer 1981.

Awarded Council for Philosophical Studies/NEH grant to fund Visiting Philosophers Program in applied reasoning skills at Spring Hill College, Spring 1981. Visitor: Michael Scriven.

Awarded NEH Residential Fellowship for College Teachers, University of Virginia, 1979-1980: research on continuity, change, and myth in 17th and 18th century philosophy.

Awarded Andrew W. Mellon Postdoctoral Short-Term Research Fellowship, William Andrews Clark Library (UCLA), Summer 1979: research on fables in 17th/18th century philosophy.

Awarded Faculty Research Grant for independent study and acquisition of microfilms on fable use in the 17th and 18th centuries, Spring Hill College, Spring 1979.

Admitted as Graduate Member, *Phi Beta Kappa* National Honors Fraternity, March 1977.

Awarded St. Louis University Graduate Fellowship, 1972-1973.
ACADEMIC AWARDS AND PROFESSIONAL RECOGNITION (continued)


EDITORIAL POSITIONS


CONFERENCES ORGANIZED


EXTERNAL EXAMINER (Ph.D. Dissertation)

University of Toronto, 2013
Johns Hopkins University, 2010
Claremont Graduate University, 2006
University of Western Australia, 2002
PROMOTION/TENURE CONSULTANT

University of Alabama, 2016  
Texas Tech University (two separate cases), 2011  
University of Waterloo, 2011  
University of Massachusetts, Dartmouth, 2011  
University of Western Ontario, 2010  
Iowa State University, 2010  
Southern Illinois University, Carbondale, 2008  
Wheaton College (Massachusetts), 2008  
San Francisco State University, 2006  
University of Texas, El Paso, 2006  
Saint Louis University, 2006

PAPERS AND ADDRESSES


“Berkeley and Locke on Substance and Personal Identity.” International Berkeley Conference, Jagiellonian University, Kraków, Poland, August 2013.


“Locke and Descartes on Persons, Mental Substances, and Modes.” Locke and Cartesianism Conference, University of Lille, Villeneuve d’Ascq, France, September 2012.

“Berkeley and Descartes on the Relation of Mind to Its Ideas.” Margaret Wilson Conference, Dartmouth College, Hanover, NH, June 2012.


“Berkeley and Arnauld on Ideas.” International Berkeley Conference, University of Zurich, Zurich, Switzerland, June 2011.


PAPERS AND ADDRESSES (continued)


“The Linguistic Character of Mind in Berkeley.” South Central Seminar in Early Modern Philosophy, Texas A&M University, College Station, October 2008.

“Techniques for Teaching Large Classes and Their Implications for Teaching Smaller Classes.” American Association of Philosophy Teachers Workshop-Conference, University of Guelph, Ontario, Canada, August 2008.


“Ramist Dialectic in Leibniz’s Early Thought.” International Young Leibniz Conference, Rice University, Houston, April 2003.

PAPERS AND ADDRESSES (continued)

“Berkeley’s Stoic Notion of Mind.” International George Berkeley Conference, Texas A&M University, College Station, April 2003.


“What is Historicity? The View from the End.” International Association for Philosophy and Literature, May 1991.

“The Lure of the Other: Hegel to Kristeva.” Society for Phenomenology and Existential Philosophy, October 1990.
PAPERS AND ADDRESSES (continued)


“Postmodern Historiography of Philosophy.” International Association for Philosophy and Literature, May 1986.


“Is Scientific Progress Rational?” Scientific Research Society of America (Sigma Xi), South Alabama Chapter, February 1983.

“Myth and Discovery in 17th and 18th Century Philosophy.” Southern Society for Philosophy and Psychology, April 1981.

“Inventive Genius and Discovery.” Spring Hill College Sesquicentennial Lecture series, April 1981.
PAPERS AND ADDRESSES (continued)


PROFESSIONAL AFFILIATIONS

International Berkeley Society, President (2006-2016); Vice-President (2004-2006) (lifetime)
American Philosophical Association (lifetime)
British Society for the History of Philosophy
Leibniz Society of North America (2018)
Hume Society (2022)

PROFESSIONAL, UNIVERSITY, AND COLLEGE SERVICE

Professional Societies and Organizations

American Philosophical Association, 2013 Central Division Program Committee 2012-2013
International Berkeley Society, President (2006-2016) 2004-
South Central Seminar in Early Modern Philosophy, founder and conference organizer 1999-
Wilson Center (Washington, D.C.) fellowship-application evaluator 1990-1998
American Society for Eighteenth-Century Studies: Clifford prize panel 1989

Texas A&M University

Texas 4-H Ambassador Academy, Texas A&M AgriLife Extension, annual speaker 2012-2016
Graduate Teaching Academy Professor, Center for Teaching Excellence 2010-14, 2007-2008
Association of Former Students University Level Awards Committee 2010, 2006, 1999
Phi Beta Kappa, chapter president (2010-11), Committee on Graduate Admissions, chair 2009-2013
Faculty Advisory Board, Center for Teaching Excellence 2007-2010
Faculty Teaching Academy Professor, Center for Teaching Excellence 2006-2007
General Studies Degree Subcommittee, Undergraduate Task Force 2005
Creative and Scholarly Activities Grant Committee, Office of the VP for Research 2003
Salary Dispute Resolution Committee, Office of the Dean of Faculties 2003
Rhodes, Marshall, and Mitchell Scholarships Interview Panel, University Honors Program 2003
University Faculty Mentor, Leadership in Medicine Program 1992-2000
University Faculty Mentor, New Women Faculty Program 1991-1992
University Honors Program Committee 1990-1994
University Faculty Senate, Liberal Arts Faculty Senator (Caucus Leader, 1988-89) 1987-1990
University Faculty Senate Academic Affairs Committee (Chair, 1989-90) 1987-1990
University President’s Committee for Summer School Schedule Revision 1989
University Brown-Rudder Award Committee 1988-1989

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Texas A&M University

University Ad Hoc Phi Beta Kappa Committee 1988-1989
University Coordinating Committee, Engines of History Conference 1987-1988

Liberal Arts College, Fasken Chair Graduate Teaching Awards Committee 2013-2016
Liberal Arts College, Murray and Celeste Fasken Chair in Distinguished Teaching 2007-2012
Liberal Arts College, Religious Studies Program Director Search Committee, chair 2009
Liberal Arts College, Teaching/Course Evaluation Review Committee 2007-2008
Liberal Arts College, Center for Teaching Excellence “Colleague Circle” Faculty Mentor 2007
Liberal Arts College Presidential Teaching Award Nomination Committee 2004
College of Liberal Arts Dean’s Advisory Committee 2000-2002
Center for Humanities Research Book Prize Committee 2001
Association of Former Students College Level Teaching Awards Committee 1999
Religious Studies Program Review Committee 1997-2009
Theater Arts Professor Promotion Committee, Chair 1996
Liberal Arts College 25th Anniversary Steering Committee 1995

Center for Humanities Research (formerly: Interdisciplinary Group for Humanities Studies/Interdisciplinary Group for Historical and Literary Studies) Steering Committee 1994-2000
Liberal Arts College Academic Standards Committee (Chair, 1993-94) 1992-1995
Liberal Arts College, at-large member (elected by College faculty) 1987-1990
Liberal Arts Council, Parliamentarian 1988-1990
General and Comparative Literature Program Committee 1989-1994
Liberal Arts Honors Advisory Council 1989-1994
Dean’s Committee for Developing Liberal Arts Honors Program 1988
Dean’s Committee for the Study of General and Comparative Literature 1987-1988
Liberal Arts Eighteenth-Century Study Group 1986-1989
Liberal Arts NEH Summer Stipends Review Committee 1986
Liberal Arts College Graduate Committee 1986-1987
Liberal Arts College Teaching Excellence Committee 1985-1986
Liberal Arts College Undergraduate Advisors Committee 1985-1990
Liberal Arts College Summer Faculty Grants Review Committee 1985

Philosophy Department Faculty Annual Evaluation Advisory Committee 2012-2016
Philosophy Department Honors and Awards Committee (Chair) 2014-2015, 2005-2006
Philosophy Department Graduate Program Advisory Committee 2011-2014, 1997-2003
Philosophy Department Ph.D. Revision Committee, Chair 2011-2012
Philosophy Department Strategic Planning Committee, Early Modern Philosophy, Chair 2011-2012
Philosophy Department Visiting Assistant Hiring Committee 2011
Philosophy Department Promotion & Tenure Committee (Chair, 2003-04, 06, 08) 2010-13, 2003-2008
Philosophy Department Ph.D. Comps Exam Committee (History of Philosophy, Chair) 2010, 2005-08
Philosophy Department Undergraduate Program Advisory Committee 2009-2011
Philosophy Department Student Relations Committee 2009-2011
Philosophy Department Faculty Mentor (Tommy Curry) 2009-2010
Philosophy Department Faculty Search Committee, Chair 2008-2009, 2000, 1998
Philosophy Department Steering Committee 2004-2007
PROFESSIONAL, UNIVERSITY, AND COLLEGE SERVICE (continued)

Texas A&M University

Philosophy Department Colloquium Committee (Chair)  2000-01, 03-04, 06-07
Philosophy Department Nominating Committee (Chair)  2005-2006
Philosophy Department Ph.D. Program Committee  1994-1995
Philosophy Department Faculty Search Committee  1994
Philosophy Department Head Search Committee  1993-1994
Philosophy Department Undergraduate Advising Committee  1991-1993
Philosophy Department Curriculum Reform Committee  1990-1992
Philosophy Department Curriculum Committee  1986-1990
Coordinator, Philosophy and Humanities Course Scheduling  1986-1990
Faculty Advisor, Philosophy Club  1985-1990
Philosophy Department Graduate Program Committee  1984-1990

Spring Hill College

Department Chairs Committee, Humanities Division  1982-1983
Computer Use Advisory Committee, Humanities Division representative  1981-1983
Faculty Moderator, Philosophy Club  1981-1983

REFERENCES

Prof. Gary Varner, Dept. of Philosophy, Texas A&M University, College Station, Texas 77843-4237; 979-845-8499; g-varner@tamu.edu
Prof. Ted George, Dept. of Philosophy, Texas A&M University, College Station, Texas 77843-4237; 979-845-5605; t-george@tamu.edu
Prof. Kenneth Winkler, Dept. of Philosophy, Yale University, P.O. Box 208306, New Haven, CT 06520-8306; kenneth.winkler@yale.edu
Prof. Thomas M. Lennon, Dept. of Philosophy, University of Western Ontario, London, Ontario, Canada N6A 3K7; tleennon@uwo.ca
Prof. Laurent Jaffro, Dept. de Philosophie, Université Paris I Panthéon-Sorbonne, Paris, France; jaffro@univ-paris1.fr
Prof. Martha Bolton, Dept. of Philosophy, Rutgers University, New Brunswick, NJ 08901-1411; mbolton@rci.rutgers.edu
Prof. Bertil Belfrage, Eksjovagen 38, S 57162 Bodafors, Sweden; belfrage.research@telia.com
Prof. Mark Kulstad, Dept of Philosophy, Rice University, 6100 S. Main Street, Houston, TX 77005-1892; kulstad@rice.edu
Prof. Don Rutherford, Dept. of Philosophy, Philosophy Department 0119, University of California, San Diego, 9500 Gilman Drive, La Jolla, CA 92093-0119; drutherford@ucsd.edu
Prof. Don Garrett, Dept. of Philosophy, New York University, 5 Washington Place, New York, NY 10003; don.garrett@nyu.edu
Prof. Alan Nelson, Dept. of Philosophy, University of North Carolina, CB #3125, Caldwell Hall, Chapel Hill, NC 27599-3125; 919-962-3030; alanelson@unc.edu
Prof. Daniel Conway, Dept of Philosophy, Texas A&M University, College Station, Texas 77843-4237; 979-845-5696; conway@philosophy.tamu.edu
Prof. John J. McDermott, Dept of Philosophy, Texas A&M University, College Station, Texas 77843-4237; 979-845-5687; mcdermott@tamu.edu
Prof. Margaret Atherton, Dept. of Philosophy, University of Wisconsin/Milwaukee, P.O. Box 413, Milwaukee, WI 53201; atherton@uwm.edu
Kenny Easwaran  
updated 1/19/2017

Areas of Specialization: Formal Epistemology (esp. philosophy of probability and decision theory), Mathematical Logic (esp. set theory), Philosophy of Mathematics (esp. epistemology)  
Areas of Competence: Philosophy of Language, Philosophy of Science, Philosophy of Logic

Employment

Associate Professor Texas A&M University, Department of Philosophy, Aug. 2014 to present. (Associate Head of Department 2016 to present)

Assistant Professor University of Southern California, Department of Philosophy, Jan. 2009 to May 2014. (tenured Mar. 2014)

Post-Doctoral Research Fellow Australian National University, Research School of Social Sciences, Department of Philosophy, June-Dec. 2008, July-Dec. 2009.

Education

Ph.D. UC Berkeley, Group in Logic and the Methodology of Science, May 2008

Department of Philosophy, RSSS, Australian National University

B.A. Philosophy, Music, Stanford University, June 2002

B.S. Mathematics, Stanford University, June 2002  
(B.A. and B.S. “with distinction”)

Study Abroad Budapest Semesters in Mathematics, Fall 2000

Research Papers


"Expected Accuracy Supports Conditionalization — and Conglomerability and Reflection". *Philosophy of Science, 80*:1, (2013), 119-142.


**Book Reviews, Encyclopedia Entries, Surveys, etc.**


Honors and Awards

• Fellow of the Kavli *Frontiers of Science* program (2016)

• *The Philosopher’s Annual* — one of the ten “best papers in philosophy”, for “Dr. Truthlove or: How I Learned to Stop Worrying and Love Bayesian Probabilities” (2015)

• *The Philosopher’s Annual* — one of the ten “best papers in philosophy”, for “Decision Theory without Representation Theorems” (2014)

• Mellon/ACLS Dissertation-Completion Fellowship (2007-8)

• UC Chancellor’s Dissertation Year Fellowship (declined, in order to take Mellon/ACLS) (2007-8)

• Outstanding Graduate Student Instructor award, UC Berkeley (2006)

• Achievement Rewards for College Scientists fellowship (2002-4)

• Fifth Place Team, William Lowell Putnam math competition (2001)

• Honorable Mention, William Lowell Putnam math competition (1998)

Presentations

*Invited/Refereed Presentations*

• “Measuring Confidence” - Logic and Philosophy of Science Department Colloquium, UC Irvine (Jan. 2017)

• “The City as a Group Agent” - 4th Philosophy of the City Conference, University of San Francisco (Nov. 2016)

• “The Social Role of Mathematical Proofs” - Science, Technology, and Society Program Colloquium, Tufts University (Sept. 2016), Kavli *Frontiers of Science* (Nov. 2016)

• “Evidence, Truth, and Action” - *Res Philosophica* conference (April 2016); Workshop in Epistemic Utility Theory, University of Bristol (June 2016); Philosophy Department Colloquium, Australian National University (July 2016)

• “A New Framework for Aggregating Utility with Infinitely Many Agents” - Carnegie Mellon University (Feb. 2016), Columbia University (March 2016), Society for Exact Philosophy (May 2016); Decisions, Games, and Logic, University of Michigan (July 2016)

• “Realism and Hyperreals in Infinite Decision Making” - Princeton Workshop on Infinite Value (Nov. 2015)

• “Towards a Classification of Newcomb Problems” - University of Houston Philosophy Colloquium (Oct. 2015), Texas A&M University Workshop in Decision Theory and Epistemology (Dec. 2015)

• “Aggregating Utility for Infinitely Many Agents” - Formal Ethics Workshop at Universität Bayreuth (Jul. 2015), Munich Center for Mathematical Philosophy (Jul. 2015)

• “Towards a Classification of Newcomb Problems” - Conference on Self-Prediction in Artificial Intelligence and Decision Theory at Cambridge University (May 2015)

• (with Branden Fitelson and Justin Dallmann) “Stability and Belief” - NYU Workshop on Epistemology (Feb. 2015)

• “Bayesianism, Realism, and Hyperreal Probabilities” - Duke Statistics Colloquium (November 2014)

• “Full Belief, Partial Belief, and Their Connections” - Stanford 5th CSLI Workshop (June 2014), UT Austin epistemology reading group (August 2014)
• “Dr. Truthlove, or, How I Learned to Stop Worrying and Love Bayesian Probability” - University of Alberta (Dec. 2013); University of Calgary (Dec. 2013); University of Illinois, Urbana-Champaign (Jan. 2014); University of Massachusetts, Amherst (Feb. 2014); Texas A&M University (Apr. 2014)

• “Decision Theory without Representation Theorems” - Workshop in Epistemic Utility Theory, University of Bristol, (Aug. 2013)

• “Conditionalization, Conglomerability, and Reflection” - Summer School in Epistemic Utility Theory, University of Bristol, (Aug. 2013)

• “Weak Expectations and Limits of Truncations” - Formal Epistemology Festival, (June 2013)

• “Testimony, and the Knowledge of the Mathematical Community” - Society for Realist/Anti-Realist Discussion, APA Pacific Division, San Francisco, (Mar. 2013)

• “Accuracy, Coherence, and Evidence” (with Branden Fitelson) - APA Pacific Division, San Francisco, (Mar. 2013)

• “Testimony and Autonomy in Mathematics” - UC Riverside (Dec. 2012)

• “Dr. Truthlove, or, How I Learned to Stop Worrying and Love Bayesian Probability” - University of Toronto Metaphysics and Epistemology Colloquium (Mar. 2012); UC Santa Barbara Philosophy Colloquium (Apr. 2012); Formal Epistemology Festival, Konstanz (Jun. 2012); Carolina Metaphysics Workshop (Jun. 2012); Stanford University (Jan. 2013)

• “Defeasible Reasoning in Mathematics” - Conference in Memory of John Pollock, University of Arizona (Mar. 2012)

• “Accuracy, Coherence, and Evidence” (with Branden Fitelson) - Seminar on Revising Logic, NYU and CUNY (Dec. 2011)

• “Testimony and Autonomy in Mathematics” - Cal State LA Philosophy Colloquium (Nov. 2011); UCLA Philosophy Colloquium (Dec. 2011); Seminar in Formal Epistemology, Rutgers University (Dec. 2011)

• “Problems of Probabilistic Evidence” - USC Physics Colloquium (Oct. 2011)

• “Full Belief, Partial Belief, and the Accuracy Paradigm” - UC Irvine Behavioral Dynamics Seminar (Feb. 2011)

• “The Tarski-Gödel Thesis” - UCLA Logic Colloquium (Jan. 2011)

• “Regularity and Infinitesimal Credences” - UC Irvine Department of Logic and Philosophy of Science Colloquium (Apr. 2010); MIT Philosophy Department Colloquium (Oct. 2010)

• “Partial Belief, Full Belief, and Accuracy-Dominance”, with Branden Fitelson - University of Stirling, Workshop on Full and Partial Beliefs (May 2010)

• “Conglomerability Minimizes Expected Epistemic Inaccuracy” - University of Konstanz (Mar. 2010), USC Math Department Probability Seminar (Apr. 2010)

• “Dominance-Based Decision Theory” - second annual Formal Epistemology Festival, University of Michigan (May 2009)

• Symposium on Foundations of Conditional Probability - APA Pacific Division (April 2009)

• “Infinitesimal Probabilities” - ANU Probability Conference, (July 2008); Philosophy Department Colloquium, University of Sydney (Oct. 2008); Society for Exact Philosophy, University of Alberta (May 2009)
• “Probabilistic Proofs and Transferability” - Philosophy Department Colloquium, University of Nevada, Las Vegas (Oct. 2007); job talks at University of Leeds (Jan. 2008); UT Austin (Jan. 2008); UW Madison (Jan. 2008); University of Southern California (Jan. 2008); NYU (Feb. 2008); University of St. Andrew’s (Feb. 2008); University of Pittsburgh (Apr. 2008); at “Epistemology Meets Logic, Informally” at Stanford University (May. 2008)

• “Probabilistic Proofs” - Midwest Philosophy of Mathematics Workshop, Notre Dame (Nov. 2006)

• “Dominance and Decisions” - Texas Decision Theory Workshop, UT Austin (Oct. 2006)


• “The Uniformity of Knowledge Attributions” - UT Austin Graduate Conference (April 2006)

• “Blogging as a Tool for Philosophical Discourse” - APA Pacific Division, panel discussion with Jonathan Kvanvig, Gillian Russell, and Brian Weatherson (March 2006)

• “The Role of Axioms in Mathematics” - USC/UCLA Graduate Conference (Feb. 2006)

• “What Conditional Probability Must (Almost) Be” - Formal Epistemology Workshop, UT Austin (May 2005)

Other Presentations

• “An Opinionated Introduction to the Foundations of Bayesianism” - Australian National University (July 2016)

• “What is Belief?” - Texas Epistemology eXtravaganza (April 2016)

• “Aggregating Utility for Infinitely Many Agents” - University of Toronto Graduate Seminar (Nov. 2015)

• “Primitive Conditional Probabilities” - Rutgers University (Nov. 2015)

• “Rebutting and Undercutting in Mathematics” - Texas Epistemology eXtravaganza (April 2015)

• “The Economics of Transformative Experience” - APA Eastern Division (Dec. 2014)

• Panel on Diversity in Philosophy - Western Washington University (Nov. 2013)

• “Why Countable Additivity?” - Society for Exact Philosophy (May 2013)

• “The Tarski-Gödel Thesis” - Australasian Association of Philosophy (July 2009); Philosophy department seminar, RSSS, Australian National University (Sep. 2009)

• “Chance and Conditional Probability” - Australasian Association of Philosophy (July 2008)

• “Gödel’s Theorems” - Many Cheerful Facts (Berkeley Math Graduate Student Association) (Sept. 2007)

• “The Relativity of Subjective Conditional Probability” - ANU-Sydney-Kyoto Probability Workshop (June 2007); Berkeley-Stanford logic meeting (May 2007)

• “Probabilistic Proofs” - Berkeley Student Logic Colloquium (Oct. 2006)

• “Dominance and Decisions” - Australasian Association of Philosophy (July 2006); Philsoc, Australian National University (June 2006); Berkeley-Stanford logic meeting (May 2006)

• “Falsifying Choice” - Many Cheerful Facts (Berkeley Math Graduate Student Association) (April 2006)

• “How Many Reals Are There?” - Many Cheerful Facts (Berkeley Math Graduate Student Association) (Nov. 2005)
• “The Role of Axioms in Mathematics” - Melbourne University Logic Colloquium (Aug. 2005)
• “What Conditional Probability Must (Almost) Be” - University of Queensland (July 2005); Australasian Association of Philosophy (July 2005)
• “Determinacy and Choice” - Many Cheerful Facts (Berkeley Math Graduate Student Association) (Nov. 2004)
• “What is Conditional Probability Anyway?” - Berkeley Student Logic Colloquium (Sept. 2004)

Comments on others
• Adam Elga and Agustín Rayo, “Fragmented Decision Theory” - APA Eastern Division (Jan. 2017)
• Olav Vassend, “Goals and the Informativeness of Prior Probabilities” - Formal Epistemology Workshop at Rijksuniversitet Groningen (June 2016)
• Kevin Dorst, “An Epistemic Utility Argument for the Threshold View of Outright Belief” - APA Central Division (Feb. 2015)
• Sophie Horowitz, “Immoderately Rational” - Bellingham Summer Philosophy Conference (Aug. 2013)
• Matthew Lee, “Credence and Correctness” - APA Central Division (Feb. 2013)
• Lara Buchak, “Risk and Representation” - Carolina Metaphysics Workshop (June 2011)
• Lionel Shapiro, “Revenge and Expression” - APA Pacific Division (March 2008)
• John Mumma, “Proofs, Pictures, and Euclid” - Formal Epistemology Workshop (May 2007)
• Katie Steele, “What Can We Rationally Value?” - Formal Epistemology Workshop (May 2006)
• Christoph Kelp, “Antirealism, the Intuitionistic Solution to Fitch’s Paradox, and Epistemic Externalism” - Berkeley-Stanford-Davis Graduate Conference (April 2006)

Other Service

Member, APA Committee on LGBT People in the Profession
Journal Editorships

Associate Editor for *Episteme*, 2013-present.

Area Editor for *Ergo*, 2013-present.

Epistemology Area Editor for *Philosophy Compass*, 2015-present.

Editorial board for *Philosophy of Science*, 2015-present.

Conference Organization

Program Committee, Philosophy of Science Association, November 3-6, 2016.

Co-Organizer, Second Texas Epistemology eXtravaganza, April 15-17, 2016.

Program Committee, American Philosophical Association Central Division meeting, March 2-5, 2016.


Primary Organizer, 11th annual Formal Epistemology Workshop, June 20-22, 2014.

Program Committee, 5th annual Formal Epistemology Festival, June 2013.

Program Committee, Association for Symbolic Logic Winter Meeting, January 2013.

Program Committee, 4th annual Formal Epistemology Festival, June 2012.

Local Organizer, 8th annual Formal Epistemology Workshop, May 19-21, 2011.

Graduate Supervision

Committee member for dissertation (Nick di Bella, Stanford), June 2016.

Committee member for MA thesis (Katie Petrik), March, 2016.

Dissertation supervisor (Justin Dallmann), May 11, 2015.

Committee member for dissertation (Justin Sharber, Rutgers), August 28, 2014.

Chair for qualifying exam (Justin Dallmann), April 19, 2013.

Committee member for dissertation (Julia Staffel), March 6, 2013.

Outside member for dissertation for Janet Anderson (linguistics), May 8, 2012

Committee member for dissertation (Johannes Schmitt), April 25, 2012

Committee member for 3rd year area exam (Justin Dallmann, Epistemology), April 20, 2012

Committee member for qualifying exam (Julia Staffel), May 2, 2011.

Committee member for 3rd year area exam (Indrek Reiland, Philosophy of language), April 15, 2011

Committee member for 3rd year area exam (Brian Blackwell, Philosophy of language), April 15, 2011

Committee member for qualifying exam (Johannes Schmidt), May 28, 2010.

Committee member for 3rd year area exam (Julia Staffel, Epistemology), March 11, 2010.

Committee member for 3rd year area exam (Johannes Schmidt, Philosophical logic), May 12, 2009.

Outside member on qualifying exam committee for Janet Anderson (linguistics), April 29, 2009.
Teaching

Associate Professor, Texas A&M University
Spring 2017, Phil 240, Introduction to Logic
Spring 2017, Phil 641, Mathematical Logic
Spring 2017, Phil 485, Directed studies (Topic: decision theory)
Fall 2016, Phil 240, Introduction to Logic
Fall 2016, Phil 485, Directed studies (Topic: mathematical logic)
Spring 2016, Phil 240, Introduction to Logic
Spring 2016, Phil 251, Introduction to Philosophy
Spring 2016, Phil 485, Directed studies (Topic: philosophy of language)
Fall 2015, Phil 424, Philosophy of Language
Fall 2015, Phil 663, Seminar in Epistemology: Probability and Decision Theory
Spring 2015, Phil 641, Mathematical Logic
Fall 2014, Phil 424, Philosophy of Language

Assistant Professor, University of Southern California
Spring 2014, Seminar: Measurement and Quantities
Spring 2014, Arts and Letters 101g, “Living with Uncertainty”
Fall 2013, Phil 450, Intermediate Logic
Fall 2012, Phil 450, Intermediate Logic
Fall 2012, Seminar: Belief and Degree of Belief
Spring 2012, Phil 352, Logic and Language (with Gabriel Uzquiano Cruz)
Fall 2011, Phil 450, Intermediate Logic
Fall 2011, Seminar: Decision Theory and Rationality
Spring 2011, Phil 385, Science and Rationality
Spring 2011, Phil 351, Logic and Reasoning
Fall 2010, Phil 585, Seminar in Philosophy of Science: Bayesianism in the Philosophy of Science
Summer 2010, Micro-Seminar, “Gambling and Rationality”
Spring 2010, Phil 570, Seminar in Epistemology: Epistemology of Mathematics
Spring 2010, Phil 285, Knowledge, Explanation, and the Cosmos
Spring 2009, Phil 570, Seminar in Epistemology: Probability and Epistemology (with James Van Cleve)

Canada/USA Mathcamp
2010 - Academic Coordinator
1999 - Junior Counselor
THOMAS H. ELLIS III
301 YMCA Bldg., Texas A&M University, College Station, TX 77843-4237 | 979-862-2797 | tellis@tamu.edu

EDUCATION
Texas A&M University
M.A. in Philosophy 2009
Thesis: “Contemporary Terrorist Organizations and the Threat to Michael Walzer’s Defense of a Supreme Emergency Exemption from Jus in Bello”

Texas A&M University
B.A. in Philosophy 1994
Area of Concentration: Philosophy
Minor: English

TEACHING EXPERIENCE
Texas A&M University
Assistant Lecturer January 2001 – Present
Responsible for teaching the following courses: Military Ethics (PHIL 315), Contemporary Moral Issues (PHIL 111), and Introduction to Logic (PHIL 240)

Blinn College
Lecturer August 2009 – May 2010
Responsible for teaching the following courses: Introduction to Philosophy (PHIL 1301)

RELATED EXPERIENCE
Texas A&M University
Senior Systems Administrator March 2008 – Present
Responsible for department networks and servers; serves on department computing committee to set and enforce local policies in order to ensure compliance with state and system requirements; represent the department on college and university committees in which technology issues are a relevant concern; responsible for annual security surveys of and reports on department networks and systems; provides hardware and software support on all department owned technology; plans, purchases, and deploys new computing and instructional hardware and software.

Texas A&M University
Microcomputer Specialist January 2002 – March 2008
Responsible for software and hardware maintenance on department desktop and laptop machines, and machines in the department logic lab; assists in the maintenance of the department’s file, e-mail, and web servers, and assisted in the creation of usage policies consistent with state and system guidelines.

Texas A&M University
Provided hardware and software support for department computers and instructional equipment.

LANGUAGES
English – native language
Spanish – speak, read, and write with basic competence

MEMBERSHIPS
American Philosophical Association
International Society for Military Ethics
European Chapter of the International Society for Military Ethics
Society of Christian Philosophers
ROBERT K. GARCIA

Curriculum Vitae

Department of Philosophy
Texas A&M University
College Station, TX 77843

robertgarcia@tamu.edu
www.robertkgarcia.com
(979) 845-1888

I. EDUCATION

Ph.D., Philosophy, University of Notre Dame, 2009
M.A., summa cum laude, Philosophy, Biola University, 2000
B.A., cum laude, Communication, Texas Lutheran University, 1993

II. EMPLOYMENT HISTORY

Texas A&M University: Assistant Professor of Philosophy (2009-present)

III. FIELDS OF TEACHING COMPETENCE AND SPECIAL INTEREST

Metaphysics (special interests: objects and properties; parts and wholes; uniqueness and personhood)
Philosophy of Religion (special interests: the problem of evil; divine providence; divine ideas; afterlife)
Contemporary Moral Issues (special interests: food ethics; environmental ethics)

IV. PEER-REVIEWED PUBLICATIONS

JOURNAL ARTICLES

Forthcoming

Tropes as Character-Grounders, Australasian Journal of Philosophy. [9,166 words]

Forthcoming

Is it Possible to Care for Ecosystems? Policy Paralysis and Ecosystem Management
(lead author, with Jonathan Newman), Ethics, Policy & Environment [6,401 words]

2015

Two Ways to Particularize a Property, Journal of the American Philosophical Association
1(4), 635-652. [7,600 words]

2015

Can a Case for Naturalism be Naturalized?, Aporia: Revista Internacional de
Investigaciones Filosóficas. Number 10, 4-11. [3,000 words]

2015

Tropes as Divine Acts: The Nature of Creaturally Properties in a World Sustained by
God, European Journal for Philosophy of Religion 7(3), 105-30. [10,025 words]

2015

Philosophical Idling and Philosophical Relativity, Ratio, 28(1), 51-64. [4,988 words]

2014

Tropes and Dependency Profiles: Problems for the Nuclear Theory of Substance,
American Philosophical Quarterly, 51(2), 167-76. [5,775 words]

2014

Closing in on Causal Closure, Journal of Consciousness Studies, 21(1-2), 96-109. [5,321 words]

2014

Descartes’s Independence Conception of Substance and His Separability Argument
for Substance Dualism, Journal of Philosophical Research, 39, 165-190. [13,689 words]

2014

Bundle Theory’s Black Box: Gap Challenges for the Bundle Theory of Substance,
Philosophia, 42(1), 115-26. [6,250 words]

2014  Bare Particulars and Constituent Ontology, *Acta Analytica*, 29(2), 149-159. [5,551 words]

2014  Towards a Just Solar Radiation Management Compensation System: A Defense of the Polluter Pays Principle, *Ethics, Policy & Environment* 17(2), 178-182. This article was subjected to competitive, non-blind editorial-team peer review [2,603 words]


BOOK CHAPTERS

Forthcoming  “Resting on Your Laurels: Deserting Desert in Paradise?” (with equal c-author B. Boeninger) in *Paradise Understood: New Philosophical Essays about Heaven*, Oxford University Press, edited by R. Byerly and E. Silverman,. This chapter was one of the winners of a double-blind peer-review contest for inclusion in this volume. More info: https://sites.google.com/a/cnu.edu/the-paradise-project/to-dos [13,000 words].

2016  Toward Intellectually Virtuous Discourse: Two Vicious Fallacies and the Virtues that Inhibit Them, (with equal co-author N. King) in *Intellectual Virtues and Education: Essays in Applied Virtue Epistemology*, edited by J. Baehr. Routledge, 2016. This chapter was subjected to competitive, single-blind external (non-editor) peer review. [9,576 words]

2015  Is Trope Theory a Divided House? in *The Problem of Universals in Contemporary Philosophy*, edited by G. Galluzzo and M. Loux. Cambridge University Press, 133-155. This chapter was subjected to single-blind external (non-editor) peer review. [10,287 words]

V. OTHER PUBLICATIONS

EDITED BOOK


•  Includes an “Introduction” coauthored by the editors, pgs. 1-21 [8,377 words]

•  Other contributions include Louise Antony, William Lane Craig, John Hare, Donald Hubin, Paul Kurtz, Stephen Layman, Mark Murphy, Walter Sinnott-Armstrong, and Richard Swinburne.

BOOK CHAPTERS

Forthcoming  Sobre la expresión ‘propiedades particularizadas?’: tropos modificadores y tropos módulo [On ‘particularized properties’: modifier tropes and module tropes], (translated by E. Zerbudis) in *Poderes Causales, Tropos, y Otras Criaturas Extrañas: Estudios de Metafísica Analítica* [Causal Powers, Tropes, and Other Extraordinary Creatures: Essays in Analytic Metaphysics], edited by E. Zerbudis. Buenos Aires: Titulo. This chapter was commissioned and has not appeared in English. [6,800 words]


**DICTIONARY ENTRIES**


**POPULAR WRITING**

Forthcoming  “Friends, Heretics, and Assailment-by-Entailment”, “Questions for King”, and “Steering Clear of Assailment-by-Entailment”, three popular articles in a discussion series entitled “Friends or Heretics?: Exploring Intellectual Vices in Theological Debate.” to be published online in *The Table Journal*. Biola University Center for Christian Thought. The above titles are tentative. [3,000 words total]

**VI. WORK UNDER REVIEW**

1.  *Abstract nouns and realism: do realists need paraphrases just as badly as nominalists?*, coauthored with equal co-author Paul Audi. This is under peer-review at *Southern Journal of Philosophy*. [2,812 words]

**VII. WORK IN PROGRESS**

1.  *Irreplaceable Creatures: Creation, Love, and Individuation*. This is a manuscript I intend to submit to a peer-reviewed philosophy of religion journal in the Spring of 2016. I have given several presentations on this material over the last two years.

2.  *The Significance and Merits of Indiscernible Universals*. This is a manuscript I intend to submit to the *Australasian Journal of Philosophy* in the Spring of 2016. I have delivered invited talks on this material at the Universida de Federal de Santa Catarina, Florianópolis, in Brazil (May 2015) and at the University of Nebraska at Omaha (Feb. 2015).

3.  “*Sizing Up the Argument from Scale*”. 6,000 words (anticipated). 25% complete. This is a manuscript I intend to submit to *Faith and Philosophy*. Anticipated submission date: Fall 2016.

4.  “*A New Dilemma for Bundle Theory*”. 7,000 words (anticipated). 50% complete. Target: *Substance: New Essays* (the volume I am editing and putting together). Anticipated submission date Fall 2016.

5.  *Problems for Trope Value Reductionism*. This is a manuscript I intend to submit to *Philosophy and Phenomenological Research* before the end of 2016.

VIII. Grants, Fellowships, & Awards

Internal Grants and Fellowships

2014 International Travel Support Grant, $1,500, awarded by the College of Liberal Arts, Texas A&M Univ. for travel to Cuarto Coloquio de Metafísica Analítica (4th Symposium of Analytical Metaphysics), in Santiago, Chile.

2014 International Travel Support Grant, $1,500, awarded by the College of Liberal Arts, Texas A&M University, for travel to the Divine Action in the World Conference in Innsbruck, Austria.

2013 IDHMC Collaboration Grant, $500, awarded by the Initiative for Digital Humanities, Media, and Culture, Texas A&M University.

2011 International Travel Support Grant, $1,500, awarded by the College of Liberal Arts, Texas A&M University, for travel to the 3rd Coloquio Internacional, Sociedad Chilena Filosofía Analítica, in Santiago, Chile.

2011 Melbern G. Glasscock Internal Faculty Fellowship, awarded by the Melbern G. Glasscock Center for Humanities, 2010c-2011a. This award funded ½ of a teaching release for 2011a and provided a $1,000 research bursary.

2010 PESCA Research Grant, $10,000 summer salary for research, awarded by the Program to Enhance Scholarly and Creative Activities, Texas A&M University.

Competitive External Research Support


Other Fellowships and Awards

2009 Edward Sorin Postdoctoral Fellowship, [declined] 2-year postdoc awarded by the College of Arts & Letters at the University of Notre Dame

2008 Kaneb Teaching Fellowship, 2008-09, awarded by the Kaneb Center for Teaching and Learning, Univ. of Notre Dame, for academic year 2008-09.

2006 Outstanding Graduate Student Teacher Award, awarded by the Kaneb Center for Teaching and Learning, University of Notre Dame.

IX. Invited Talks

Plenary Talks at International Conferences


**INTERNATIONAL COLLOQUIA**

2015 “The (De)Merits of Indiscernible Universals”, Invited colloquium talk at the Universidade Federal de Santa Catarina, May 2015, Florianópolis, Brazil.


2012 “Modifier Tropes versus Module Tropes”, Invited colloquium talk, Instituto de Filosofia, Pontificia Universidad Católica de Chile, Dec. 2012, Santiago, Chile.

2012 “A Dilemma for Bundle Theory”, Invited colloquium talk, Instituto de Filosofia, Pontificia Universidad Católica de Chile, Dec. 2012, Santiago, Chile.

**PLENARY TALKS AT DOMESTIC CONFERENCES**


**DOMESTIC COLLOQUIA AND LECTURES**


2015 “The Nature of Creaturely Properties in a World Sustained by God”. Invited Colloquium, University of Nebraska at Omaha, Feb. 2015.

2015 “The Significance and Merits of Indiscernible Universals”. Invited Colloquium, University of Nebraska at Omaha, Feb. 2015.


2013 “Tropes and Divine Sustenance”, Invited colloquium, Talbot School of Theology, Biola University, La Mirada, California. Nov. 2013.

2012 “Divine Decrees as Character-Grounders: Transcendent Tropes”, Invited colloquium talk, Department of Philosophy, Houston Baptist University, Nov. 2012.


**X. PAPERS SELECTED FOR PRESENTATION AT CONFERENCES**

**PLENARY TALKS AT INTERNATIONAL CONFERENCES**


“Descartes’s Separability Argument for Substance Dualism, Tropes, and the Conceptual Distinction Between Substance and Attribute”, selected for plenary presentation at the 3rd Coloquio Internacional, Sociedad Chilena Filosofía Analítica, Biblioteca Nacional, May 2011, Santiago, Chile.


**DISCUSSION TABLE AT INTERNATIONAL CONFERENCE**

“A Dilemma for Bundle Theory”, presented as part of a selected Discussion Table (Mesa) on my recent work on tropes. The table was entitled: Tropes and Bundle Theory: A Discussion of Robert Garcia’s “Module Tropes and Modifier Tropes”. Other discussants included John Heil (Monash University and Washington University at St. Louis), and José Tomás Alvarado Marambio (Pontificia Universidad Católica de Chile). The Table was held at the Segundo Congreso Latinoamericano de Filosofía Analítica (Second Latin American Congress of Analytic Philosophy), Aug. 2012, Buenos Aires, Argentina.

**PRESENTATIONS AT DOMESTIC CONFERENCES**

“Can the Case for Naturalism be Naturalized?” selected for presentation at the Meeting of the New Mexico - Texas Philosophical Society, Houston, Texas, Mar. 2015.

“Two Ways to Particularize a Property.” selected for presentation at the Meeting of the North Carolina Philosophical Society, University of North Carolina Chapel Hill, Feb. 2014.


“Getting Our Minds Out of the Gutter: Fallacies that Foul Classroom Discourse and Virtues that Clean it Up.” (with N. King), selected for presentation at the Educating for Intellectual Virtues Conference, Loyola Marymount University, June 2013.

“Is the Benevolence of God Impartial?”, selected for presentation at the 74th Annual Meeting of the Southwestern Philosophical Society, Nov. 2012, New Orleans, LA.

“A Dilemma for Bundle Theory”, selected for presentation at the 2nd Annual HBU Philosophy Conference, Houston Baptist University, Mar. 2012.


XI. Other Presentations


2010 “Rolling Out a New Bundle Theory”. Inaugural Lecture, Texas A&M University, Mar. 2010.


XII. Teaching

Courses Taught

2015c   PHIL 111 Contemporary Moral Issues (25 Students)
        PHIL 361 Metaphysics (22 Students)
        PHIL 685 Directed Studies (1 Student)

2015b   ENGR 482 Engineering Ethics, Study Abroad Course (18 Students)

2015a   PHIL 111 Contemporary Moral Issues (24 Students)
PHIL 663 Seminar in Metaphysics or Epistemology (8 Students)
PHIL 685 Directed Studies (1 Student)

2014c
PHIL 111.501 Contemporary Moral Issues (23 Students)
PHIL 111.504 Contemporary Moral Issues (25 Students)
PHIL 361 Metaphysics (25 Students)

2014a
PHIL 361 Metaphysics (25 Students)
PHIL 685 Directed Studies (1 Student)

2013a
PHIL 111 Contemporary Moral Issues (43 Students)
PHIL 361 Metaphysics (27 Students)

2012a
PHIL 111 Contemporary Moral Issues (39 Students)
PHIL 361 Metaphysics (33 Students)
RELS 485 Directed Studies (1 Student)
PHIL 685 Directed Studies (1 Student)

2011c
PHIL 251 Introduction to Philosophy (24 Students)
PHIL 485 Directed Studies (1 Student)
PHIL 663 Seminar in Metaphysics or Epistemology (7 Students)

2010c
PHIL 251 Introduction to Philosophy (53 Students)
PHIL 361 Metaphysics (33 Students)

2010a
PHIL 663 Seminar in Metaphysics or Epistemology (7 Students)

2009c
PHIL 251 Introduction to Philosophy (26 Students)

SUPERVISING AND ADVISING STUDENTS

2015c - present MA Thesis Principal Advisor: Christopher Ostertag (ongoing)
2015a - present Ph.D. Dissertation Principal Advisor: John Forcey (ongoing)
2015c - present Ph.D. Dissertation Committee Member: Jennifer Ward (ongoing)
2015 MA Thesis Committee Member: Joshua Barthuly (graduated, May 2015)
2013 MA Thesis Committee Member: Nathan Cartagena (graduated, May 2013)
2011c – 2012a Undergraduate Honors Thesis Supervisor: Tobias Flattery
2011 MA Thesis Committee Member: Kyle Driggers (graduated, May 2011)

XIII. PROFESSIONAL AND SERVICE ACTIVITY

SERVICE TO THE DEPARTMENT AND COLLEGE

2015c - present Liaison for The Idea: The Undergraduate Journal of Philosophy at Texas A&M
2015c Invited speaker, Latino Educators: Mentors that Make a Lasting Impact, hosted by Texas A&M’s MSC Committee for the Awareness of Mexican-American Culture, Sept. 22, 2015.
2014c Philosophy Club Invited Speaker “Hot Topics in (Analytic) Philosophy of Religion”

SERVICE TO THE PROFESSION

2016a – present  Member of the APA Committee on Hispanics
2015a – present  Invited Category Editor for Objects and Properties at PhilPapers.org
Ongoing  Manuscript reviewer for Oxford University Press and Routledge Press

PARTICIPATION IN SCHOLARLY SOCIETIES

2015 - present  Included in the Directory of Philosophers from Underrepresented Groups in Philosophy
2014 - present  Member of the European Forum for the Study of Religion and the Environment
2013 - present  Official Partner of Dynamis — The Finnish Network for Metaphysics
2012 - present  Member of the Society of Christian Philosophers

CONSULTING ACTIVITY

2013  Invited consultant, Board of Advisors Meeting of the John Templeton Foundation, Rio de Janeiro.

PUBLIC SERVICE

2013  Career Day speaker, Jones Elementary School, Bryan, TX, March 2, 2013. I gave an informal 20 minute talk (“What’s a Philosopher?”) four times, to different groups of 3rd, 4th and 5th graders. I talked about how I became interested in philosophy and about my teaching and research.
Theodore George
Department Head
Associate Professor of Philosophy
Texas A&M University

Department of Philosophy
4237 TAMU
College Station, TX 77843-4237

(979) 845-5660
t-george@philosophy.tamu.edu
http://philosophy.tamu.edu

AREAS OF SPECIALIZATION
Hermeneutical philosophy, Hegel, German Idealism and Romanticism, ethical philosophy, philosophy of art and aesthetics

AREAS OF COMPETENCE
Nineteenth- and twentieth-century continental European philosophy, classical American philosophy

EDUCATION

2000  Ph.D.  Villanova University  Field:  Philosophy
1998–99  Fulbright Scholar  University of Tübingen  Field:  Philosophy
1997  M.A.  Villanova University  Field:  Philosophy
1993  B.A.  Cum Laude  Whitman College  Mjrs:  Philosophy, German (with honors and distinction)

FACULTY POSITIONS

2015–pres.  Department Head and Associate Professor of Philosophy (with tenure), Texas A&M University
2014  Interim Department Head and Associate Professor of Philosophy (with tenure), Texas A&M University
2007–pres.  Associate Professor of Philosophy (with tenure), Texas A&M University
2001–2007  Assistant Professor of Philosophy, Texas A&M University
1996–2000  Instructor in Philosophy; Core Humanities Program, Villanova University

HONORARY APPOINTMENTS

2016–pres.  Faculty Member, College of Fellows, Philosophy Research Institute, Western Sydney University, Sydney, Australia
PROFESSIONAL OFFICES

Member, Advisory Board, *Applied Hermeneutics*, 2015–present
Member, Board of Former Directors, *Collegium Phaenomenologicum*, 2011–present
Director, *Collegium Phaenomenologicum*, “Philosophy, Truth, and the Claims of Art,” Città di Castello, Italy, 2011

PUBLICATIONS

Books


Co-edited volumes


Book translations


Essays


PUBLICATIONS, CONT’D

Essays, cont’d


Publications, cont’d

Essays, cont’d


Essay translations


PUBLICATIONS, CONT’D

Book Reviews


Reference entries, letters, and notes


“Hermeneutics,” entry with summary, key works, and see-also references, *Philpapers*, May 2014

“Hans-Georg Gadamer,” entry with summary, key works, and see-also references, *Philpapers*, May 2014


In Progress

*The Responsibility to Understand: Hermeneutical Contours of Ethical Life*, a book project examining the ethical dimensions of hermeneutical experience.

GRANTS, AWARDS, AND HONORS

College of Liberal Arts, Texas A&M University, International Travel Support Grant, 2016 (Sydney, Australia); 2016 (Frieburg, Germany and Cittá di Castello, Italy); 2015 (Frieburg, Germany), 2014 (Cittá di Castello, Italy); 2013 (Frieburg, Germany); 2010; College of Liberal Arts, Texas A&M University, Support for International Research-Related Travel, 2008 (Bogotá, Colombia); 2005 (Cittá di Castelllo, Italy)

Glasscock Center for Humanities Research, Texas A&M University, Small Conference Grant, for 11th annual meeting of the North American Society for Philosophical Hermeneutics, 2015

Glasscock Center for Humanities Research, Texas A&M University, Publication Support Grant, *Philosophers and Their Poets*, 2014

Guest researcher, Freiburg Institute for Advanced Studies (FRIAS), University of Freiburg, June 2014

Scholarly and Creative Activities Award, Texas A&M University, 2009–10
Ray A. Rothrock ’77 Fellowship for Newly Promoted Associate Professors, Texas A&M University, 2007–10
Glasscock Center for Humanities Research, Texas A&M University, Travel to Archives for Fieldwork Grant for Freiburg, Germany, 2007
Glasscock Center for Humanities Research, Texas A&M University, Faculty Release Fellowship, 2003–04
Fulbright Research Grant, Eberhard Karls Universität Tübingen, Germany, 1998–99
John Tich Award for Scholarly Excellence, Villanova University, 1998
D.A.A.D. Intensive Language Grant, Universität Leipzig, Germany, 1997
Phi Beta Kappa, 1993
Scholar Athlete Award, National Association of Intercollegiate Athletics, 1993

PRESENTATIONS

“Halting Conversation,” College of Fellows, Philosophy Research Initiative, University of Western Sydney, Inaugural Meeting, Sydney, Australia, November 2016.

“Are We a Conversation? Hermeneutics, Exteriority, Transmitablity,” André Schuwer Lecture, sponsored by the Simon Silverman Phenomenology Center at Duquesne University, annual meeting of the Society for Phenomenology and Existential Philosophy, Salt Lake City, Utah, October 2016.

“In a World Fraught and Tender: on Dennis Schmidt’s Contribution to an Original Ethics,” Idioms of Ethical Life conference, Rock Ethics Institute, Penn State University, Pennsylvania, October 2016.

“Art as Testimony of Tradition and as Testimony of Order,” invited lecture, Hermeneutik Symposium, Freiburg Institute for Advanced Studies, Freiburg, Germany, July 2016.


“Animal Others,” invited lecture, St. Mary’s University, San Antonio, Texas, March 2016.


PRESENTATIONS, CONT’D


“Hermeneutical Displacement: On the Limits and Excesses of Understanding,” invited lecture, Freiburg Institute for Advanced Studies, University of Freiburg, June 2014

“Lost and Found in Translation,” invited lecture, Philosophy Speaker Series, Duquesne University, March 2014.

“Global Solidarity, Visibility, and World Literature,” invited lecture, Jerry Jackson Lecture in the Humanities, sponsored by the Honors College and the Department of Philosophy and Religion, Western Carolina University, November 2013.

“Remarks on James Risser’s The Life of Understanding,” invited commentator, author meets reader session, annual meeting of the Society for Phenomenology and Existential Philosophy,” Eugene, Oregon, October 2013.


“The Promise of World Literature,” invited presentation, Freiburg Internationales Hermeneutik Symposium, Freiburg, Germany, June 2013.

“The Impetus to Understand,” invited presentation, Thinking Plurality, Radboud University, Nijmegen, Netherlands, June 2013.

“The Responsibility to Understand,” keynote address, annual meeting of the Southwest Seminar in Continental Philosophy, College Station, Texas, May 2013.


“Understanding and the Ethical,” keynote address, North Texas Philosophical Association, Denton, Texas, April 2013.

PRESENTATIONS, CONT’D

“Fichte, Democracy, and Education: Responses and Questions,” invited respondent to Andrew Benjamin, Society for the Annual Meeting of the Society for Phenomenology and Existential Philosophy, Rochester, New York, November 2012.

“Gadamer, World Literature, and the Meaning of Translation,” invited presentation, Comparative Perspectives: Poetic Discourse on Trans-Creation and Re-Creation in the Baroque and Neo-Baroque, College Station, Texas, April 2012.


“On the Inscrutability of the Past and Future,” invited commentator, author meets reader session, Colleen Murphy, A Moral Theory of Political Reconciliation, Texas A&M University, College Station, Texas, November 2011.


“Realism or Facticity? A Gadamerian Rejoinder to Chelstrom,” invited commentator, Session on Gadamer and Phenomenology, annual meeting of the Central Division of the American Philosophical Association, Minneapolis, Minnesota, March 2011.


“Gadamer and the Unending Task of ‘World Literature,’” Annual Meeting of the Society for Phenomenology and Existential Philosophy, Montreal, Canada, November 2010.


PRESENTATIONS, CONT’D


“Form/Ugly,” invited panelist, Architecture Theory Series, College of Architecture, Texas A&M University, College Station, Texas, October 2009.


“From Theodicy to World History: Hegel on Forgiveness as Moral Responsiveness,” invited speaker, University Honors and Department of Philosophy and Humanities, Utah Valley University, Salt Lake City, Utah, February 2009.


“From Parmenides to Derrida on Tragedy,” invited commentator, author meets reader session for Scott Austin, Parmenides (Las Vegas: Parmenides Press, 2007), Texas A&M University, Department of Philosophy and Humanities, College Station, Texas, November 2008.


PRESENTATIONS, CONT’D


“Kant’s Peculiar Fate in German Idealism,” invited colloquium presentation, Department of Philosophy at the California State University Stanislaus, Turlock, California, December 2005.

“German Idealism and the Demands of Tragedy,” invited presentation, Linfield College, McMinnville, Oregon, November 2005.


“The Voluptuousness of Nature: Kant on Culture, Taste, and the Pleasure of the Foreign,” Annual Glasscock Center for Humanities International Conference, Texas A&M University, College Station, Texas, October 2004.

“Hegel and Gadamer on the Pastness of Art and the Crisis of Tradition,” Annual Hermeneutics Conference, Universität Freiburg, Germany, July 2003.


Presentations, cont’d


“Irigaray, Beauty, and the Drama of Passion: Re-reading Diotima’s Presence at Plato’s Symposium,” Meeting of the International Association of Philosophy and Literature, George Mason University, Fairfax, Virginia, May 1996.

Teaching

Teaching Awards

Association of Former Students Teaching Award, College of Liberal Arts, Texas A&M University, 2010

Graduate Courses

Phenomenology: Husserl, Heidegger, and Merleau-Ponty
Special Topics: current issues in the philosophy of language
Contemporary philosophy: philosophical hermeneutics
Philosophical authors: Heidegger, Being and Time
Philosophical authors: Hegel, Phenomenology of Spirit
Seminar in modern philosophy: Kant to Hegel
Social and Political Philosophy
Aesthetics

Directed studies offered on various topics in continental philosophy and history of philosophy

Graduate Advising

Ph.D. Dissertation Committee Director

Brittany Leckey, Philosophy, Irritatingly Incomplete: Ontological Considerations of the Filmic Image, Fall 2016.
TEACHING, cont’d

Ph.D. Dissertation Committee Director, cont’d

Jennifer Gaffney, Philosophy, From Citizenship to the Space of Appearance: Arendt, Haiti and the Problem of Political Exclusion, Fall 2015. Current placement as tenure-track Assistant Professor, Gettysburg College, Gettysburg, PA.
Harris Bechtol, Philosophy, Inflections of the Event: The Death of the Other as Event in Heidegger, Derrida, and Marion, Fall 2015. Current placement as Lecturer, Sam Houston State University, Huntsville, TX

Ph.D. Dissertation Committee Member

Alex Haitos, Philosophy, in progress
Karen Davis, Philosophy, in progress
Kristin Drake, Philosophy, in progress
Nicolas Cenegy, English, in progress
SoHa Chung, English, in progress
MyChelle Smith, Education, 2015
Bradley Goodine, Political Science, 2013
Charles Carlson, Philosophy, 2012
David Henderson, Philosophy, 2008
Muhammad Harris, Philosophy, 2008
Kent Dunnington, Philosophy, 2007
Soo Kim, English, 2007
Ashaman Sallah, English 2007
James Noland, Philosophy 2006

M.A. Thesis Committee Director

Crystal DelaFuente, Philosophy, 2012
Tyler Friedman, Philosophy, 2012
Alan Milam, Philosophy, 2010
Laura Lea Nalle, Philosophy, 2010
Anthony Pepitone, Philosophy, 2010
Ty Camp, Philosophy, 2008
Benjamin Craig, Philosophy, 2008
Ali Elamin, Philosophy, 2007
James Taylor, Philosophy, 2006
Katherine Willyard, Philosophy, 2003
Michael J. Tilley, Philosophy, 2002
M.A. Thesis Committee Member

Brittany Leckey, English 2015
Jackson Hoerth, Philosophy, 2014
Cody Moore, Philosophy, 2012
Naoyuki Nozaki, English, 2012
Rollin Mayes, English, 2010
Erik Berquist, Philosophy, 2008
Kyle Mask, Philosophy, 2008
Preston Stovall, Philosophy, 2008
Troy Deters, Philosophy, 2006
Brad Garrick Harden, Sociology, 2006
Shaun Miller, Philosophy, 2006
Leslie Herring, Philosophy, 2005
Jake Spiegelhauer, Philosophy, 2005
Charles DeBord, Philosophy, 2004
Christopher Hodgson, Philosophy, 2004
Larry Lawson, English, 2001

Further Graduate Mentoring


Convener, Study Group in Continental Philosophy, Texas A&M University, 2012–present

Teaching Mentor, Graduate Teaching Mentor Program, Department of Philosophy, Texas A&M University

Undergraduate Courses

Current Continental Philosophy
Nineteenth Century Philosophy
Philosophy of Art
Philosophy and Literature
Social and Political Philosophy
American Philosophy
Introduction to Philosophy
Contemporary Moral Issues
Core Humanities (ancient)
Core Humanities (modern)


**TEACHING, CONT’D**

*Further Undergraduate Teaching*

Directed studies offered on various topics in continental philosophy and history of philosophy

Invited guest lectures for graduate and undergraduate courses on various topics in continental philosophy and the history of philosophy

*Study Abroad*

Berlin Field Trip, a one-week study abroad program focused on art history offered in conjunction with Philosophy of Art course, 2013

*Guest Lectures and Seminars*

“Derrida on survival, birth and death,” invited discussion group leader, Study Group in Continental Philosophy, Texas A&M University, November 2016

“Jaspers, Heidegger and the Limit Experience of Death,” invited discussion group leader, Study Group in Continental Philosophy, Texas A&M University, October 2016

“Kierkegaard and Derrida on the ‘Gift of Death,’” invited discussion group leader, Study Group in Continental Philosophy, Texas A&M University, September 2016

“Ethics as Carrying,” invited guest lecturer, Philosophy Club, Texas A&M University, October 2016

“Human and animal,” invited guest lecturer, Philosophy Club, Texas A&M University, October 2015

“Self-understanding and death; in memory of Scott Austin” invited guest lecturer, Philosophy Club, Texas A&M University, February 2015

“On the impetus to philosophize (wonder, languor, anxiety),” invited guest lecturer, Cornerstone Lecture Series, Texas A&M University, October 2014

“Faith and reason,” invited guest lecture, Honors Dormitory Lecture Series, Texas A&M University, March 2014

“Levinas Talmudic Reading Symposium,” invited text seminar leader, Texas A&M University, February 2014
TEACHING, cont’d

Guest Lectures and Seminars, cont’d

“Martin Heidegger’s *Letter on Humanism,*” invited discussion leader, Study Group in Continental Philosophy, Texas A&M University, October 2013 (co-lead with Ph.D. student Zakary Fisher)

“Jacques Derrida’s ‘Structure, Sign, and Play in the Human Sciences,’” invited discussion leader, Study Group in Continental Philosophy, Texas A&M University, November 2012 (co-lead with Ph.D. student Brittany Leckey)

“Why I Am Against Ethics,” invited lecture, Cornerstone Course Lecture Series, Texas A&M University, October 2012.

“The Thing,” invited discussion leader, Study Group in Continental Philosophy, Texas A&M University, February 2012 (co-lead with John McDermott)

“Philosophy, Wonder, and Angst,” invited lecturer, Cornerstone Lecture Series, Texas A&M University, College Station, Texas, October 2010.

“Nightingales and their Song: Philosophical Perspectives on Natural Beauty,” with Kristi Sweet, invited lecturer, Brazos Valley Audubon Society, College Station, Texas, November 2009.

“Philosophy Begins in Wonder,” invited lecturer, Cornerstone Lecture Series, Texas A&M University, College Station, Texas, October 2009.

“Haiti, Hegel, and the Dialectic of Mastery and Servitude,” invited lecturer, Philosophy Club, Texas A&M University, February 2010


“From Knowledge to Meaning,” invited lecturer, Philosophy Club, Texas A&M University, April 2006.


“Marx, His Legacy, and the Conflict in Iraq,” invited lecturer, Philosophy Club, Texas A&M University, March 2003.
**Teaching, cont’d**

*Guest Lectures and Seminars, cont’d*


“Postmodernism and Atheism,” invited lecturer, Agnostic and Atheistic Student Group, Texas A&M University, March 2002.

**Service**

*To the Profession*

*Peer-review Activity*

External Program Review, Department of Philosophy, Texas State University, April 2016
NEH Panelist, Scholarly Editions and Translations, March 2016
Grant proposal evaluator, Freiburg Institute for Advanced Studies, University of Freiburg, May 2015
External Evaluator, Tenure Review Case, R1 university, Summer 2015
Book series proposal evaluator for Springer, 2013
Fulbright Commission, Visiting Scholar, 2012
Grant Proposal, Earhart Fellowship, 2012
NEH Panelist, Scholarly Editions and Translations, March 2011
Book selection committee, Society of Phenomenological and Existential Philosophy, 2008–09
Submission referee for annual meeting of the American Philosophical Association, Central Division, 2003

*Conference Organization*

Program co-organizer, North American Society for Philosophical Hermeneutics, College Station, Texas, September 2016
SERVICE, cont’d

Conference Organization, cont’d

North American Organizer, annual meeting of the Hermeneutics Symposium, Freiburg, Germany, June 2014
Program consultant, annual meeting of the Southwest Seminar in Continental Philosophy, 2013
Program committee member, Poetics v. Philosophy, conference co-sponsored by Hispanic Studies, Glasscock Center for Humanities Research, and Philosophy at Texas A&M University, 2013
Assistant Director, Collegium Phaenomenologicum, Perugia, Italy, 1996

Further Activity

Executive Committee, North American Society for Philosophical Hermeneutics, 2009–13
Associate Editor, Epoché: A Journal for the History of Philosophy, 2010–12
Secretary, North American Society for Philosophical Hermeneutics, 2005–08
Panel moderator, “Chasing Al-Qaeda,” with General Wesley Clark and Governor Tom Ridge, Wiley Lecture Series, Texas A&M University, College Station, Texas, April 2010
Session chair, Annual Meeting of the American Philosophical Association, Central Division, 2005
Villanova University Alumni Event Speaker, Radio City Hall, New York, New York, 2005
Summaries for Bibliographie de la Philosophie, 2001, 2003, 2005
Fulbright Scholar Resource Advisor, Bonn, Germany, 1999
Faculty Advisor, Habitat for Humanity Student Trip, Villanova University, 1997
Founder, Philosophy Graduate Student Union, Villanova University, 1995

To the College of Liberal Arts

Member, Museum Planning Committee, Texas A&M University, 2015–present
College of Liberal Arts Distinguished Service Award Ceremony, encomium for award winner John McDermott, April 2015
SERVICE, CONT’D

To the College of Liberal Arts, cont’d

Organizer and convener, Memorial Remembrance Event, Texas A&M University, Scott Austin, January 2015
College of Liberal Arts Strategic Planning Committee, Member, 2010–14
“Stranger Than Fiction? Truth and Art in the Shadow of Romanticism,” Texas A&M University
College of Liberal Arts Development Council Great Conversations Event, College Station, Texas, April 2009
Session coordinator and chair, “Reflections by Former Students,” Celebration of the Life and
Work of John McDermott, College Station, Texas, March 2009
“Lost in Translation? European Philosophy in Emerson’s New World,” Texas A&M University
College of Liberal Arts Development Council Great Conversations Event, March 2008
European Studies Doctoral Program. Planning Committee, Member 2004–05

To the Department

Leadership roles

Head, Department of Philosophy, Texas A&M University, 2015–present
Interim Head, Department of Philosophy, Texas A&M University, 2014
Associate Head, Department of Philosophy, Associate Head, Department of Philosophy and
Humanities, Texas A&M University, 2010–12
Interim Director of Graduate Studies, Department of Philosophy, Texas A&M University, 2005–06

Committee Service

Rules Committee, 2014
Faculty Annual Evaluation Advisory Committee Member, 2012–2014
Colloquium Committee Member, Fall 2012–present; 2002–03, 2005
Promotion and Tenure Review Subcommittee, Chair, 2012
Midterm Review Subcommittee, Chair, 2012
Honors and Awards Committee, Chair, 2007–09
Graduate Program Advisory Committee, Member, 2007–08
Graduate Program Advisory Committee, Chair, 2006–07
Steering Committee Member, 2006–12, 2001–04
Manual Davenport Prize, Selection Committee, Member, 2005
Colloquium Committee Chair, 2003–05
Comprehensive Examination Committee, History, Member, 2006–07
Hiring Committee Member, 2001
PROFESSIONAL MEMBERSHIPS

American Philosophical Association
Society for Phenomenology and Existential Philosophy
North American Society for Philosophical Hermeneutics
Hegel Society of America
Michael Hand

Philosophy Department, Texas A&M University
College Station TX 77843-4237
919-845-5660, hand@tamu.edu

EDUCATION
Ph.D. (Philosophy), Florida State University, 1985
M.A. (Philosophy), University of South Carolina, 1983
B.S. (Psychology), University of South Carolina, 1975

AOS  Phil of Language, Metaphysics, Phil of Mathematics
AOC  Phil of Art, Epistemology, Phil of Mind, Phil of Science

TEACHING POSITIONS
Professor, Texas A&M University (1997-present)
Associate Professor, Texas A&M University (1992-1997)
Assistant Professor, Texas A&M University (1989-1992)
Visiting Assistant Professor, University of North Carolina (1988-89)
Assistant Professor, University of Oklahoma (1987-89)
Visiting Assistant Professor, University of Oklahoma (1985-87)
Instructor, Florida State University (1985)
Instructor, Florida A&M University (1984-85)

COURSES TAUGHT
Graduate: Metaphysics, Phil of Language, Hist and Phil of Logic.
Upper-level undergraduate: Phil of Language, Recent British and American
Philosophy, Symbolic Logic I and II, Phil of Art, Professional Ethics.
Lower-level undergraduate: Intro to Logic, Intro to Phil, Contemporary Moral
Issues, Phil of Love and Sex, Logic and Scientific Method.

PUBLICATIONS

Philosophy of Logic and Philosophy of Mathematics

“Performance and Paradox,” in Joe Salerno (ed.), New Essays on the Knowability
“Objectual and Substitutional Interpretations of the Quantifiers,” in Dale
“Knowability and Epistemic Truth,” Australasian Journal of Philosophy
Co-author Jonathan L. Kvanvig.

Semantics and Philosophy of Language


**Textbook**


**Other**


**DISSERTATION**: “Negation in English: An Essay in Game-Theoretical Semantics” (Jaakko Hintikka, supervisor)

**MASTER’S THESIS**: “Essentialism and the Problem of Transworld Identity in Quantified Modal Logic” (Barry Loewer, supervisor)
EDUCATION
2014 Ph.D. Philosophy. SUNY Stony Brook, Stony Brook, NY
Dissertation: Questionable Form: an inquiry into the relationship between philosophy and literature
Committee: Mary C. Rawlinson, Edward S. Casey, Megan Craig, Robert Harvey

2008 M.A. Philosophy. Stony Brook University in Manhattan, New York, NY
Thesis: On Discourse: Style, Voice, and Reading

2004 B.A. Philosophy (major), French (minor). Swarthmore College, Swarthmore, PA

AREAS OF SPECIALIZATION & CONCENTRATION
AOS: Aesthetics (esp. Philosophy and Literature), Africana Philosophy
AOC: Ethics, Continental Philosophy, Feminist Philosophy

FELLOWSHIPS & AWARDS
2013 Center for Inclusive Education Researcher of Distinction
SUNY Stony Brook, Stony Brook, NY

2009 – 2014 W. Burghardt Turner Fellowship
SUNY Stony Brook, Stony Brook, NY

PUBLICATIONS
(submitted for initial review)

“Literature is Philosophy: On the Literary Methodological Considerations that Would Improve the Practice and Culture of Philosophy”
(submitted for initial review)


**WORKS IN PROGRESS**

*Questionable Form*. Book Manuscript.

*Du Boisian Fictions*. Book Manuscript

“Africana Literature: The Future of Africana Philosophy”

“Real Universals: Beauty and the Exemplary as Praxis in Toni Morrison’s *The Bluest Eye*”

“Don’t Talk to White People: On The Epistemological and Rhetorical Limitations of Interracial Dialogue on Race and Racism.”

“Nappy-Headed Niggas: On the Imbrication of Aesthetics and Politics as it Pertains to the Care and Presentation of Black Hair.”

**PAPERS & CONFERENCE PRESENTATIONS**


2013 “Questionable Form: an inquiry into the relationship between philosophy and literature”. Invited Talk: Center for Inclusive Education Research Café, Stony Brook University.


2012 “The Problem of Prejudice and the Capacity for Friendship.” Conference:
California Roundtable on Philosophy and Race, Hunter College (CUNY), New York, NY.


2010 “The Narrative Instance as a Trans-Cultural Space: On Reading The Bluest Eye.” Conference: International Association of Philosophy and Literature (IAPL), Cultures of Difference, University of Regina, Regina, Canada.

TEACHING

2016 – Texas A&M University
   Assistant Professor of Philosophy

2014 – 2016 St. Lawrence University, Canton, NY
   Visiting Assistant Professor of Philosophy

2011 – 2014 SUNY Stony Brook, Stony Brook NY
   Philosophy Instructor & Lecturer

2010 – 2014 EOP Summer Academy, Stony Brook, NY
   Philosophy Instructor & Lecturer

2013 William Paterson University, Paterson, NJ
   Adjunct Professor

2011 St. Joseph’s College, Patchogue, NY
   Adjunct Professor

2009 – 2010 SUNY Stony Brook, Stony Brook, NY
   Teaching Assistant

2004 – 2006 Wilmington Friends School, Wilmington, DE
   Associate Teacher, 4th grade

COURSES TAUGHT & DEVELOPED

Intro. to Philosophy: Philosophy & Literature
Intro. to Philosophy: Concepts of the Person
Intro. to Philosophy: Moral Reasoning and Ethical Well-Being
Logical and Critical Reasoning
Africana Philosophy
Ancient Philosophy: Hesiod to Aristotle
Aesthetics
Masculinities in Popular Culture
Topics in Continental Philosophy: Existential Phenomenology
Philosophy and/in/of/as Literature
Africana Philosophy of Literature

PROFESSIONAL AFFILIATIONS
American Philosophy Association (APA)
Society for the Study of Africana Philosophy (SSAP)
Caribbean Philosophy Association (CPA)
Philosophy Born of Struggle (PBoS)
Society for the Advancement of American Philosophy (SAAP)
Society of Young Black Philosophers (SYBP)
Purple Dragon International

LANGUAGES
French proficiency: reading, translation, spoken

PROFESSIONAL EXPERIENCE
2016/17 Member
Graduate Program Advisory Committee, Dept of Philosophy, Texas A&M Univ

2016/17 Member
Colloquium and Public Events Committee, Dept of Philosophy, Texas A&M Univ

2013 - Webmaster
Society for the Study of Africana Philosophy (SSAP)

2014 Conference Organizer
2014 Stony Brook University Philosophy and the Arts Conference.
Theme: Façades: The Architecture of (In)Authenticity

2012 Archivist
Stony Brook Philosophy Graduate Student Society (PGS)

2011 History Exam Advocate and Liaison
Stony Brook Philosophy Graduate Student Society (PGS)

2010 Technology Liaison
Stony Brook Philosophy Graduate Student Society (PGS)

2010 Conference Registration Staff
REFERENCES

Dr. Erin McCarthy, Professor and Chair, Dept. of Philosophy, St. Lawrence University
(emccarthy@stlawu.edu)

Dr. Mary C. Rawlinson, Professor, Dept. of Philosophy, Stony Brook University
(mary.rawlinson@stonybrook.edu)

Dr. Edward S. Casey, Distinguished Professor, Dept. of Philosophy, Stony Brook University
(escasey3@gmail.com)

Dr. Megan Craig, Associate Professor, Dept. of Philosophy, Stony Brook University
(megan.craig@stonybrook.edu)

Dr. Robert Harvey, Professor of French and Comparative Literature, Dept. of Cultural Analysis
and Theory, Stony Brook University
(robert.harvey@stonybrook.edu)

Updated: 01/2017
CLAIRE ELISE KATZ
Professor of Philosophy
Texas A&M University
College Station, TX 77843
ckatz@tamu.edu

EDUCATION:
1999 PhD, University of Memphis, Philosophy
1995 MA, University of Memphis, Philosophy
1987 MAT, Montclair State College, Teaching/Philosophy for Children
1986 BA, University of Maryland, Baltimore County, Philosophy

ACADEMIC APPOINTMENTS (Recent):
2016- Texas A&M, Professor of Philosophy
2013- Texas A&M, Professor of Philosophy and Women’s and Gender Studies
2010-2014 Texas A&M University, Director, Women’s and Gender Studies (declined reappointment)
2010- Texas A&M University, Affiliate member of Religious Studies
2006-2013 Texas A&M, Associate Professor of Philosophy and Women’s Studies (with tenure)
2005-2006 Penn State University, Associate Professor of Philosophy and Jewish Studies (with tenure)
2003-2006 Penn State University, Affiliate faculty of Women’s Studies
2000-05 Penn State University, Assistant Professor of Philosophy and Jewish Studies
1998 (Aug)-1999 (Dec): Washington College (Maryland), Assistant Professor of Philosophy and Religion

PUBLICATIONS

Books—monographs

Press description: Setting Emmanuel Levinas’s (1906-1995) essays on Jewish education within the context of his larger philosophical project, Claire Elise Katz examines his “crisis of humanism,” which motivates his description of a new ethical subject. Bringing together his multiple influences on social science and humanities disciplines and his various identities as a Jewish thinker, philosopher, and educator, Katz delves deeply into Levinas’s works to understand the grounding of this ethical subject. Katz provides a fresh look at Levinas’s work and provokes new thinking about the centrality of education in Levinas’s philosophy and how it might transform democracy and society.

Reviewed by Annabel Herzog in Notre Dame Philosophical Reviews:
Conversation/Review with Jeffrey Bernstein (College of the Holy Cross):

1

http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=9697142&fileId=S0364009414000865

Selected for Authors meets Readers, Society for Phenomenology and Existential Philosophy, October 2015. Respondents: Oona Eisenstadt (Pomona) and Dennis Beach (College of Saint Benedict/St. John’s University

Selected for Author meets Readers, NALS session of the American Academy of Religion, Atlanta, GA November 2015

   - Reviewed in: Bulletin de la Société Américaine de Philosophie de Langue Française; Canadian Studies in Religion; Continental Philosophy Review; Horizons; Modern Theology; Philosophy and Rhetoric; AJS Review; Hypatia; Studies in American-Jewish Literature
   - Selected for the Current Research Session of the October 2004 meeting of the Society for Phenomenology and Existential Philosophy.
   - A special session on Women and Jewish Philosophy at the Association for Jewish Studies, December 2004 meeting focused on my monograph, Levinas, Judaism, and the Feminine, and the anthology, Women and Gender in Jewish Philosophy, edited by Hava Tirosh-Samuelson (Indiana University Press, 2004).

   **Books—edited**
   - vol. 1 Levinas, Phenomenology, and his Critics
   - vol. 2 Levinas and the History of Philosophy
   - vol. 3 Levinas and the Question of Religion
   - vol. 4 Levinas, Politics, and Beyond

   **Journal Essays**
   Forthcoming

   2016

   2015
2014

2013

2011
“Jew-Greek redux: Knowing what we do not know—on Diane Perpich’s *The Ethics of Emmanuel Levinas*,” volume 1/number 1, January 2011 *philosophia: a Journal of Continental Feminism*, 103-111.

2010

2008
“Thus Spoke Zarathustra; Thus Listened the Rabbis: Philosophy, Education, and the Cycle of Enlightenment,” *New Nietzsche Studies* (volume 7, numbers 3 and 4, Fall 2007/Winter 2008), 75-90. (Guest editor Debra Bergoffen).

2007

2006

“Before the face of God one must not go with empty hands: Transcendence and Levinas’s Prophetic Consciousness,” *Philosophy Today*, Volume 50 number 1/5, Spring 2006, pp. 57-68.


2005


2004


**High Profile Link:** This essay was web linked to the front page of the electronic version of the *Chronicle of Higher Education* and sent out to all of its subscribers with a blurb about the essay, May 5, 2004.

2003


2002


**Before 2000**


**Book Chapters**

Forthcoming


2016

“Can one still be Jewish without Sartre?” *The Ethical Turn: Otherness and Subjectivity in Contemporary Psychoanalysis*, edited by David Goodman and Eric Severson (New York: Routledge). This essay was an invited lecture at the Psychology and the Other conference, Fall 2012. Parts of the essays are reprinted from my 2013 book, *Levinas and the Crisis of Humanism*. This essay is framed around a different argument that begins with Sartre’s *Anti-Semite and Jew*.

2014


2012


2010


2009


2008


Another version published in “Thus Spoke Zarathustra; Thus Listened the Rabbis: Philosophy, Education, and the Cycle of Enlightenment,” *New Nietzsche Studies* (volume 7, numbers 3 and 4, Fall 2007/Winter 2008).(Guest editor Debra Bergoffen).

2005


2004


2003


2000

**Translation**


**Encyclopedia Entries**


**Interviews/Blogposts**

6
Interview with PLATO (Philosophy, Learning, and Teaching Organization) August 2016
http://www.plato-philosophy.org/pre-college-philosophy-summer-camp-texas/

TEDx Talk
“Why the Humanities?” TEDx TAMU, April 11, 2015

In progress:
- *Unrepentant Women: Gender, Judaism, and the Limits of Forgiveness* (working title--book project)
- Two essays for the *APA Newsletter on Teaching*: Philosophy of Education and Modern Jewish Philosophy (November 2016)
- Essay on Sadness for a Routledge volume on the emotions, editor Anna Gotlib, delivery December 2016

*Essays on CD Rom*

**GRANTS, FELLOWSHIPS and AWARDS:**
- **PESCA**, Texas A&M Vice President for Research Awarded December 2015 for 2016-2017 ($9999.30).
- **CASA grant (Cluster Advancement and Success Award College of Liberal Arts)** to work with graduate students in Philosophy and Hispanic Studies and develop a Philosophy Summer Camp for Teens, Awarded Fall 2015 to be used in June 2016.
- **Glasscock Faculty Research Fellowship**, Glasscock Humanities Center, Awarded Summer 2014 for 2014-15
- **International Travel Award**, College of Liberal Arts, Texas A&M, 2014, 2015
- **Glasscock Center for Humanities Research**, Publication Support Grant ($1000 for cover art permission and license)
- **Copeland Colloquium Fellowship**, Amherst College (Amherst, MA), September 2011-May 2012 ($50,000)
- **Cornerstone Faculty Fellowship**, College of Liberal Arts, Texas A&M University, awarded March 2011: September 2011-August 2015 ($30,000 spread over four years).
- **Faculty Development Leave**, Texas A&M University, Spring 2010
- **Glasscock Internal Faculty Fellowship**, Texas A&M University, Spring 2009.
- **Glasscock Travel to Archives Grant** ($1000)
- **Enhancement for Scholarly and Creative Activities**, Office of the Vice President for Research, Texas A&M University, $10,000. Summer 2008; Summer 2010.
• Course development Grant (2008): Texas A&M Women’s and Gender Studies ($750).
• Course Development Grant (2007): Texas A&M Glasscock Center for Humanities Research ($1500)
• Research Leave, Texas A&M College of Liberal Arts, 2006-07.
• Global Fund Grant (Penn State) to participate in the Collegium Phaenomenologicum, July 13-20, 2003, Città di Castello, Umbria, Italy.
• Research and Graduate Studies Office (Penn State) award for aid to defray the costs of Emmanuel Levinas: Critical Assessments, a four volume edited collection for Routledge, $3500. November 2002
• Institute for the Arts and Humanities (Penn State) grant to complete work on my manuscript, Levinas, Judaism, and the Feminine: The Silent Footsteps of Rebecca, awarded April 2002. $700
• Global Fund Grant (Penn State), to present a paper at the International Society for the Study of European Ideas, Bergen, Norway, August 2000.
• Visiting Fellowship in the Ethics Institute at the Pennsylvania State University, Fall 1999 [declined].

Opinion Piece
“If Not Censorship, Then What?,” The Baltimore Sun, December 26, 1990.

PRESENTATIONS
Upcoming –2016-2017
Plenary presenter, Pre-college philosophy, Salisbury University, April 8, 2017
Keynote, TBA, Jewish Studies program, Gettysburg College, April 1, 2017

2016
#SorryNotSorry: Keynote, Southwest Seminar in Continental Philosophy, Texas A&M University, May 19, 2016.
Poster presentation, for Unrepentant Women, Women’s Research on Women, Texas A&M March 30, 2016 (invited)
“Not ready to make nice…” Dixie Chicks, American Values, and the Music we Love to Hate, SWIP Ireland, University College, Dublin, January 29, 2016 (invited)
Can be there Education after Auschwitz? Adorno, Levinas, Nussbaum, Trinity College, Dublin, January 27, 2016 (invited)
University College, Dublin, January 28, 2016 (invited)
“Until the rain fell down on the corpses”: Rizpah’s role in “Toward the Other,” Levinas, Law, and Literature, Antwerp, Belgium, January 20-22, 2016 (referreed)
2015
Author Meets Readers (Levinas and the Crisis of Humanism), American Academy of Religion, November 2015, Atlanta, GA.
Author Meets Readers (Levinas and the Crisis of Humanism), Society for Phenomenology and Existential Philosophy, October 2015, Atlanta, Georgia.
Scholar Session on the work of Pleshette DeArmitt, Kristeva Circle, September 10-11, 2015, Memphis, TN.
Presentations on Professional Life, University of Memphis, PhD Alumni conference, April 30-May 2, 2015
“Why the Humanities?” TEDx TAMU, April 11, 2015.
“Can there be education after Auschwitz? Levinas and Adorno on Resisting Fascist Thinking,” Western Political Science Association, Las Vegas, NV, April 2015.

2014
“…until water fell down on the corpses” Gender and Forgiveness in Levinas’s reading of 2 Samuel, European Association of Jewish Studies, Paris, France, July 20-24, 2014
Southwest Seminar in Continental Philosophy, Colorado College, June 2014
North American Levinas Society, Ocean City, MD, May 2014
Levinas Research Seminar, Pomona College, April 2014
“What were the women doing…? Judaism and Gender in creating a diverse campus” What Diversity Means at Texas A&M, Conference on Diversity at Texas A&M, March 6, 2014
Gender and Forgiveness in Levinas’s Talmudic Commentary—‘Toward the Other’,” Interactive symposium, Texas A&M University, February 21, 2014.
Author Meets Readers: Roundtable discussion on Humanities Education, Jewish Philosophy, and Gender, Texas A&M University, February 7, 2014.

2013
Invited scholar in residence: Critical Inquiry and Cultural Studies (Illuminations Series), Arizona State University (West Campus), October 24, 2013.
"Education after Auschwitz: Levinas's Crisis of Humanism,” Invited talk. Grossman Chair in
Jewish Studies Lecture Series, Arizona State University, Tempe, AZ, October 23, 2013.
“Eichmann in Jerusalem 50 years later,” Invited speaker, Jewish Studies Program, Lehigh University, October 7, 2013.

“Can One Still be a Jew without Sartre?” Featured speaker: Psychology of the Other, Lesley College, Boston, MA, October 4-6, 2013.


“Can One Still Be Jewish Without Sartre,” Southwest Seminar in Continental Philosophy, Texas A&M University, College Station, TX May 15-17, 2013.

2012
Keynote speaker: Psychology for the Other seminar, Department of Psychology, Seattle University, Seattle, WA, November 9-11.

“For nature has endowed woman with a power...” Levinas and Rousseau on Women and Education, invited talk, Women’s Studies Program, University of Texas, Dallas, September 13, 2012.


2011
"... an innate repugnance to see a fellow creature suffer": Self-Sufficiency and Ethical Subjectivity in Rousseau and Levinas, invited talk, Political Science, UMass Amherst, November 30.

Keynote speaker, Phi Sigma Tau Undergraduate/Graduate conference, University of North Texas, October 28-29.

"'Great soldiers and statesmen were also great scholars': Levinas, Jewish Education, and the Crisis of Humanism,” College of the Holy Cross, October, 6.

Keynote speaker “Memory, Forgiveness and the Stranger,” to inaugurate the Holocaust Memorial Social Action site, University of Denver, May 5-6, 2011.

2010

Keynote—“The Stirrings of a Stubborn and Difficult Freedom,” Southwest Seminar in Continental Philosophy, University of New Mexico, May 28-29, 2010


Keynote speaker, Honor Society in Religion, ‘Against the current’: Levinas, Judaism, and the Crisis of Humanism, Syracuse University, April 28, 2010.


2009
“Judaism and the Crisis of Humanism,” invited talk for the Schusterman Jewish Studies Program, University of Texas, Austin, November 18, 2009.

“Jew-Greek Redux,” invited response to Diane Perpich’s The Ethics of Emmanuel Levinas (Stanford 2008), Society for Phenomenology and Existential Philosophy, October 29, 2009, Alexandria, VA.
“Doing before Hearing,” invited presentation for the symposium “We will do and We will hear,” Penn State Jewish Studies Program, October 25, 2009.

Invited presentation on Women and Philosophy—mid-career choices, Committee for the Status of Women, American Philosophical, Vancouver, BC, Association, Pacific Division, April 2009.

Invited Respondent for “Pragmatism, Feminism, and Race” panel at the Society for the Advancement of American Philosophy, Texas A&M University, March 2009.

Keynote—”The essence of education is natality’: Philosophy, Practice, and the Politics of Education,” The Sun Conference on Teaching, University of Texas, El Paso, February 27, 2009.

2008

“Educating in the legacy of Camp William James,” invited talk for the Conference on Franz Rosenzweig and Eugen Rosenstock-Hussey, Dartmouth, July 11-13,
“‘Teach these things to your children…’”—Levinas, Education, and the Fecundity of Responsibility,” Keynote lecture, Levinas Research Seminar, Université de Montréal, May 16-18, 2008.
“‘Can we still be Jewish Without Kierkegaard’: The Binding of Isaac and the Aporia of Responsibility,” invited talk at Augustana College, Sioux Falls, SD, April 29, 2008.

2007

The Politics of the Dixie Chicks, invited talk at Baylor University, November 2, 2007.

2006


Invited speaker, Textual Reasoning research group, Indiana University, August 20-21, 2006


Plenary speaker, first annual meeting of the North American Levinas Society (May 14, 2006), Purdue University


Guest speaker on Levinas and Midrash, Purdue University, May 2, 2006


2005
Invited lecture on Levinas’s philosophy of education, presentation for Montclair State College, Department of Educational Foundations, December 2005.
Presentation on Levinas, Jewish Philosophy, and Feminism, Dartmouth Summer Institute: Gender in Judaism and Islam, directed by Susannah Heschel, August 7-11, 2005, Dartmouth College.
“Educating the Solitary Man,” invited talk at the University of New Mexico, January 10, 2005.

2004
“Sarah's Laughter and the Joys of Motherhood: Eros and Responsibility in the Work of Emmanuel Levinas,” invited paper, University of Oregon, hosted by Judaic Studies, Philosophy, the University of Oregon Humanities Center, and Romance Languages, April 29, 2004.

2003
“Do you want fries with that?: Philosophy, the Good Life, and Teaching Our Children Well,” invited inaugural lecture to the York College of PA department of Humanities and
English, October 22, 2003

2002
“Abraham, a Drag Queen?—Or, Levinas and the Question of Maternity,” Comparative Literature Lunch and Lecture Series, Penn State University, November 4, 2002.
“Levinas, Judaism, and the Feminine—What’s at Stake?,” Institute for Arts and Humanities, Penn State University, September 17, 2002
“Levinas on Art and Ethics,” panel discussion on art and ethics, Penn State University, September 13, 2002.

2001
“For Love is as Fierce as Death’: Taking Another Look at Levinas on Love,” Society for Phenomenology and Existential Philosophy, Baltimore, October 4-7, 2001

2000
Invited comments for Judy Whipp’s talk on Jane Addams, SAAP meeting, Indianapolis, IN, March 2000.
“The Work of the Feminine and the Continuity of Levinas’s Project,” invited talk, Emory University, March 3, 2000

1990-1999

“Loving the Torah More Than God: Reading Abraham through Kiekegaard and Levinas,” invited talk, Penn State University, October 21, 1999.

“Feminism, Philosophy, and Academia,” invited by St. Mary’s College, Fall 1999.


“The Significance of Childhood,” Merleau-Ponty Circle, July 29-August 1, 1999, Wales, UK.

Invited panel participant for the Salisbury State University Philosophy Department Spring Symposium on “The Ethics of Cloning,” April 17, 1999.


“Mapping Together Merleau-Ponty’s Two Accounts of Intersubjectivity,” International Society for the Study of European Ideas, Haifa University, Haifa, Israel, August 16-21, 1998.


“The Neglected Alternative in Kant’s Philosophy,” Southwest Philosophical Society, San Antonio, TX, November, 1994


Invited in-service on critical thinking presented to the faculty of Harrisburg Area Community College, Harrisburg, PA, October 11, 1993.

A modeling session on Philosophy for Children, invited presentation for the Central Division APA, April 23, 1993.

“Bridging the Gap: Creating a Community Between K-12 and the University,” American Association of Philosophy Teachers (AAPT) Conference on Teaching Philosophy, Burlington, VT, August 9, 1992.


“Censorship and the Public Good,” Salisbury State University, Salisbury, MD, October, 1990.

SCHOLAR IN RESIDENCE AND INSTITUTE PARTICIPATION (short-term):

- **Dartmouth Summer Institute**: Gender in Judaism and Islam, directed by Susannah Heschel, August 7-11, 2005, Dartmouth College.
- **Visiting Scholar, University of Oregon**, April 29—30, 2004 (hosted by Jewish Studies, Philosophy, and the Oregon Humanities Center).

**Book Reviews**


*A Covenant of Creatures: Levinas’s Philosophy of Judaism*, Michael Fagenblat (Stanford, 2010), in *Shofar*. (Fall 2012) 31:1.


*Discovering Levinas*, Michael Morgan, for *Notre Dame Philosophical Reviews*, on-line (3870 words).

*Vigilant Memory: Emmanuel Levinas, the Holocaust, and the Unjust Death*, by R. Clifton Spargo (Baltimore, MD: Johns Hopkins University Press, 2006) for *Shofar* Spring 2008 (Vol. 26, No. 3) 161-163.

*Rosenzweig and Heidegger: Between Judaism and German Philosophy*, by Peter
Gordon, for the *Journal of the History of Philosophy*, 43:1, 124-125.


**New Courses at Texas A&M**

PHIL 489  Philosophy Goes to School (Philosophy for Children) (Spring 2017)
PHIL 689  Modern Jewish Philosophy: Religion and the State (Graduate, Fall 2016)
PHIL 682: Philosophical Authors: Emmanuel Levinas (Spring 2011, 2015)
PHIL/RELS  Modern Jewish Philosophy (Spring 2014)

WGST/PHIL 409 Studies in Gender and Philosophy: Sartre and Beauvoir (Spring 2013)

Phil 418: Phenomenology and Existentialism (Fall 2007, 2008)
Phil 208: Philosophy of Education (Fall 2009, spring 2015)
Phil 375: Philosophy of Visual Media (Summer 2008)

WGST 200: Introduction to Women’s and Gender Studies (Fall 2008, 2012)

WGST 401: Feminist Theory (Spring 2008, Fall 2009, Fall 2013, 2014)

WGST 489: Women and Religion (Summer 2007, 2008)

WGST 680: Theories of Gender (multiple semesters)

WGST 689: Women and Religion (Summer 2008)

**Supervisor of Independent Work:**
Matthew Wester (undergraduate)
Anthony Pepitone (graduate student)

**GRADUATE COMMITTEES at TEXAS A&M:**

**Chair, completed**
- Ana Olives-Alvarado (Masters, Philosophy) Director

**Chair, In process**
- Jonathan Bibeau (PhD, Philosophy) Director
- Kristin Drake (PhD, Philosophy) Director

**Committee member, In process**

**Philosophy**
- Wendy Bustamante (PhD, Philosophy)
- Karen Davis (Masters, English), outside reader
- Jennifer Gafney (MA, History, outside reader)
- Jennifer Gafney (PhD, Philosophy)
- Matthew Wester, (PhD, Philosophy)

**Other**
- Ceylan Engin (PhD SOCI), outside reader
- Sara Kitsch (PhD, COMM), outside reader
- Carrie Murawski (PhD, Comm) Outside reader
• Ruth Tsuria (PhD, COMM) outside reader
• Jaeun Yi (Ph.D. English), outside reader
• Theresa Survillion (Ph.D, Education), outside reader

Committee member, Completed
• Ellie Lockhart (PhD, COMM), outside reader
• Elizabeth Talafuse (Ph.D, English)
• Issac Holyoak (Ph.D., Communication)
• Lauren Lemley (Ph.D, Communication)
• Kyle Mox (Ph.D., English)
• Rebecca South (Ph.D, English)
• Brittany Slatton (Ph.D, Sociology)
• Michelle Johnson (MA, Education)
• Anthony Pepitone (MA, Philosophy)
• Carla Schuster (MA, English)

Undergraduate mentoring—Undergraduate Research and Scholars Program
• Christopher Black (completed May 2014)
• Desirae Embree (completed May 2014)
• Michael Gonzales (completed May 2014)
• Jessi Green (completed May 2014)
• Thomas Sekula (completed May 2014)

PROFESSIONAL AND SERVICE ACTIVITY

AWARDS
• Departmental nomination for Association of Former Students Distinguished Research Award (2014)
• Who’s Who among America’s Teachers, awarded Fall 2003.
• Departmental Nomination for a University teaching award: Philosophy, Penn State, Fall 2003
• Richard M. Griffith Memorial Award: awarded by the Southern Society for Philosophy and Psychology for the best paper delivered by a Ph.D. candidate or recent Ph.D. Awarded for “Human Nature, Sociality, and Aristotle’s Final Account of Eudaimonia,” April 6, 1996.
• Kappa Delta Pi, National Education Honor Society
• Phi Sigma Tau, National Honor Society in Philosophy

SERVICE ON BOARDS:
• New Directions in Jewish Philosophy, Indiana Univeristy Press (series editor, Zachary Braiterman)
• Executive Board, North American Levinas Society, 2008-2014

EDITORIAL WORK
Special Journal Issues:
• Levinas and Rhetoric (Philosophy and Rhetoric), 38:2, Summer 2005.
• Jewish Philosophy Today (Philosophy Today), Winter 2005.

AWARD COMMITTEES
• Book Selection Committee, Society for Phenomenology and Existential Philosophy
• Jordan Schnitzer Book Award, Association for Jewish Studies, 2008.

Manuscript Reviewer
Annals of Tourism Research
Continental Philosophy Review
Journal of Textual Reasoning
Hypatia
Journal of Jewish Thought and Philosophy
Journal of Speculative Reason
Law, Culture, and Humanities
Political Theory
Religious Ethics
Studies in Philosophy of Education
Duquesne University Press
Fordham University Press
Indiana University Press
Routledge

Organization of Conferences
• Levinas Research Seminar (Penn State, 2000; 2003)
• The Future of Education (Penn State, 2001)
• Burnt Offerings: A day of Talmudic Learning (Penn State, 2004)
• “And God Created Woman”: Levinas, Talmud, and Sexual Difference (Texas A&M 2011)
• Levinas Research Seminar (Texas A&M, 2011)
• North American Levinas Society (Texas A&M, 2011)
• North American Sartre Society (Texas A&M, November 2012)

LEADERSHIP, PROFESSIONAL DEVELOPMENT, AND SERVICE:
Texas A&M University

Philosophy for Children program development (2015)—
Information workshop for teachers and administrators, July 8, 2015
In-service training workshop (teachers and administrators) October 16, 2015
Aggie School of Athens Philosophy for Teens Summer Camp: June 20-24, 2016
Director, Supervisor, and Staff

Director, Women’s and Gender Studies (2010-2014)

Philosophy Department
Planning and Resources representative to the college, 2016-
Diversity Committee (Climate and Inclusion), 2013-2014; 2014 (Aug)-2015 (Dec) (chair)
Colloquium Committee, 2009-2010; 2014 (Aug)-2015 (Dec)
Awards Committee, 2014-present
Curriculum Committee-2007-2011
Search Committee—Epistemology—2007-08
Women’s and Gender Studies Program
P&T Committee, Chair (2015)
Merit Review Committee, 2014-2015
Assessment—2014-2015
Program Review Committee (Chair—as Director of WGST)
Women’s Faculty Network Steering Committee (2010-14 ex officio, as Director of WGST)
Search Committee—Psychology and Women’s Studies (2007-08)

College
Planning and Resources Committee, 2016-
Post-Tenure Review Committee, Chair (Fall 2015)
Climate and Inclusion Committee (2014-2015)
Undergraduate Education in the Humanities Task Force (Fall 2013-)
Executive Committee (2010- present, as Director of WGST)
Glasscock Humanities Center Book Award Committee, Chair (summer 2010)
Joint Appointment Oversight Committee (Chair) (2007-2009; 2010-current)
Liberal Arts Council (2007-2008)
Diversity Committee (2007-2008)

University
PESCA application reviewer (grants funded by the Vice President for Research), Fall 2016
Academic Civil Rights Investigation Committee (ACRIC), 2016-
Secretary/Treasurer, Faculty Senate, 2016-
Executive Committee, Faculty Senate 2015-
Faculty Senate, 2015-
Climate and Inclusion Committee, Faculty Senate (2015-)
Search Committee, Dean of the College of Liberal Arts (2014-2015)
TAMU@50, Committee commemorating the formal admission of women and people of color to Texas A&M, Texas A&M University, 2013
Council of Principle Investigators, Humanities Representative, January 2013-August 2013

Other
Program Review External Examiner—Philosophy Department, Southern Illinois University, Carbondale (December 2012/January 2013).
Faculty Advisor to Student Chapter of the National Organization for Women (2008-2009)

Profession
• Professional Ethics Committee, American Association of University Professors (June 2013-).
• Program evaluator for the Philosophy Department, Southern Illinois University, Carbondale (December 2012).
• Conference organizer, North American Levinas Society (2011 annual meeting at Texas A&M University, May 1-3, 2011).
• Steering Committee, Theology and the Political, Consultation group of the American Academy of Religion (2007-)
• Ad Hoc Committee of the American Philosophical Association to respond to problems in the profession, chaired by William Mann, executive director of the APA (Spring 2006).
• Secretary, PSU chapter of AAUP, December 2005-
• Founding member, PSU chapter of AAUP, December 2005
• Steering Committee, Theology and Continental Philosophy, American Academy of
Religion, Fall 2004-2011

- Coordinator, fourth annual Levinas Research Seminar, Penn State University, February 16-17, 2003.
- Coordinator and Executive Director of the First Annual Levinas Circle, held at Penn State, April 28-29, 2000.

**Tenure and Promotion external evaluator**
- College of the Holy Cross (2016)
- University of Chicago (2015)
- George Mason University (2015)
- Haverford College (2014)
- University of Denver (2014)
- Haifa University (2014)
- University of Nevada, Reno (2014)
- Baylor University (2013)
- Binghamton University (SUNY) (2012)
- Fairfield University (2012)
- University of Portland (2010)
- Penn State University (Erie) (2009)
- Pomona College (2008)
- Baylor University (2007)

**Thesis examination—external**
- Edith Cowan University (Australia) December 2012
- Monash University (Australia), February/March 2013

**Other Service**
- Faculty Advisor to Hillel, Washington College, Fall 1999
- Faculty Advisor to the Washington College Philosophical Society (student organization), Fall 1999-2000
- Co-advisor to the Washington College Philosophical Society (student organization), Spring 1999
- Ph.D. representative, University of Memphis, 1997-98 academic year.
- Student member of hiring committee, University of Memphis, 1995-96 academic year.
- M.A. representative, University of Memphis, 1994-95 academic year.
- Faculty advisor to the student women’s organization, Salisbury State University, 1991--1993.
- Member of the “tugboat” committee to reform teacher education, Salisbury State University, Fall 1992.
- Writing Across the Curriculum participant, Salisbury State University, Spring 1991.

**Penn State Philosophy**
- Undergraduate Committee, July 2005-2006
- Honors Advisor, Philosophy, July 2005-2006
- Diversity Committee, April 2005-2006
- Advisory Committee, Chair, (Philosophy) 2005-2006
- Strategic Planning Committee, Chair (Philosophy) 2005
- Faculty Search Committee for Medieval Philosophy, Philosophy Department, 2002-03.
Jewish Studies
Strategic Planning Committee, Jewish Studies, 2003-2004
Scholarship Committee, Penn State Jewish Studies Program, Spring 2002; 2002-03.

College
Middle East Studies Committee, Penn State College of Liberal Arts, 2000-2006.

University
Facilitator for a book session for incoming first year students, Schreyer’s Honors College, September, 2000; August 2002.

INTERVIEWS:
Texas A&M Today, July 7, 2015 (Philosophy for Children)
http://today.tamu.edu/2015/07/07/philosophy-prof-encourages-teaching-philosophy-to-kids/

Bryan Eagle, July 19, 2015 (Philosophy for Children)

KBTX television interview, July 29, 2015 (Philosophy for Children)
http://www.kbtx.com/home/headlines/Focus-At-Four-AM-Professor-Says-We-Should-Be-Teaching-Philosophy-To-Kids-In-School-319628291.html

University of Oregon Today—cable network interview with the University of Oregon Humanities Center, Aired December 3, 2004.

PUBLIC ADRESSES:

“Philosophy for Children and the Public Schools,” Beth Israel Synagogue, Salisbury, MD, October 21, 1990 and November 11, 1990.

Courses Taught—1987-2015
First year/Sophomore
Introduction to Philosophy
Introduction to Philosophy of Education
Introduction to Women’s and Gender Studies (Women’s and Gender Studies)
Introduction to Ethics
Introduction to Philosophy and Feminism
Introduction to Judaism (First Year Seminar--Jewish Studies)
First Year Seminar—“But the Bible Says….”
Philosophy of Education
Critical Thinking
Logic
Values in the Modern World

Junior/Senior
Foundations of Education (School of Education, University of Memphis)
Symbolic Logic
Philosophy of Education
Feminist Theory (WGST/Philosophy)
Women and Religion (WGST/Philosophy/Religious Studies/Sociology)
Ethics
Moral Issues
Business, Values, and Society
Social and Political Philosophy
Philosophy of Religion
Contemporary Issues in Religion
Ancient Philosophy
Senior Seminar: The Other (Heidegger, Sartre, Levinas, Irigaray)
Ethics after the Holocaust (Jewish Studies)
Modern Jewish Thought and Philosophy (Jewish Studies, Religious Studies and Philosophy)
Honors Seminar: Representations of the Other (Sartre, Irigaray, Toni Morrison, Levinas)
Existentialism and Phenomenology
Studies in Gender and Philosophy: Sartre and Beauvoir

**Graduate Level**
- Theories of Gender (Cross listed with English, Philosophy, and Women’s and Gender Studies –WGST)
- Women and Religion (cross listed with Philosophy, WGST, Sociology, Religious Studies)
- Philosophy of Education/Philosophy for Children (College of Education, Salisbury State)
- Emmanuel Levinas: Immanence, Transcendence, and Sexual Difference
- Phenomenology
- Modern Jewish Philosophy (upper division undergraduate/graduate students enrolled)
- Philosophical Authors—Emmanuel Levinas: Humanism, Education, Politics (Spring 2011)
- Philosophical Authors—Sartre and Beauvoir (Spring 2013)
- Emmanuel Levinas: Between Ethics and Politics (Spring 2015)
- Modern Jewish Philosophy (Fall 2016)
JOHN J. McDermott  
CURRICULUM VITAE

PERSONAL

Born: January 5, 1932  
New York City, New York

Citizen: Yes

Address: 701 South Dexter, College Station, Texas 77840-6171

Telephone: (979) 696-1374 (home) or (979) 845-1856 (office)

EDUCATION AND DEGREES

B.A. (Cum Laude) St. Francis College, 1953, Philosophy

M.A. Fordham University, 1954, Philosophy

Ph.D. (With Great Distinction) Fordham University, 1959, Philosophy

Post-Doctoral Fellow: Union Theological Graduate School, 1964-1965, American Studies

L.L.D. (Honoris Causa) University of Hartford, 1970 (for Contribution to Higher Education)

TEACHING EXPERIENCE

Loughlin High School - Latin & English, 1953-1954

St. Francis College - Philosophy & English, 1954-1957

Queens College, C.U.N.Y. - Philosophy, 1956-1977; Member of Doctoral Faculty,  
C.U.N.Y., 1970-77

Texas A & M University - Professor and Head, Department of Philosophy  
and Humanities, 1977-1981  
Distinguished Professor, Philosophy and Humanities, 1981-

Abell Professor in Liberal Arts, 1986 – 2010

Melbern G. Glasscock Chair in the Humanities, 2010 – 2015

Naomi Lewis Faculty Fellow, 2015 – Present

Professor, Family and Community Medicine,

2/29/2016
College of Medicine, 1981-1982
Professor and Head, Department of Humanities in Medicine,
College of Medicine, 1982 - 1990
Professor, Department of Humanities in Medicine,
College of Medicine, 1990 -
(Since 1981, Professor McDermott has had a joint appointment in
College of Liberal Arts and College of Medicine.)

Guest Professor (semester or more) – Fordham University Graduate School;
Manhattanville College; University of San Francisco; State University of New York
at Stony Brook (American Literature); Froman Distinguished Visiting Professor -
Russell Sage College; University of California at Berkeley

Fields - American Philosophy, Philosophy of Culture, Environmental Aesthetics,
History of Philosophy, Humanities in Medicine

PROFESSIONAL EXPERIENCE

Guidance Counselor - evening students, Queens College, 1958-1960

Fellowship Interviewer - Danforth Graduate Fellowship

Kent Fellowship
E. Harris Harbison Award
Cross-Disciplinary Fellowship - Society for
Values in Higher Education (Selection
Committee)

Consultant -

Doctoral Program in Philosophy at Fordham University, 1960-1965
Founding of the First New York State Master's Degree of Interdisciplinary Arts,
Manhattanville College, 1965

Doctoral Program in Philosophy at the State University of New York at Stony
Brook, 1970

Founding of the Interdisciplinary Master’s Degree in Philosophical Perspectives,
S.U.N.Y., 1972

Founding of New Resources Program, College of New Rochelle, 1973
“Humanities Remedial Project,” Kingsborough Community College, City University
of New York, 1973-1974

N.E.H. Grant for a Program on the Teaching of Philosophy in Secondary Schools,
awarded Summer, 1977

Council of Philosophical Studies of the American Philosophical Association (Quincy
College, Bergen Community College, Indiana University at Indianapolis,
Waterbury Jr. College)

National Humanities Faculty, N.E.H., N.I.E., H.E.W.

Curriculum Reform Program sponsored by the Fund for the Improvement of Post-
Secondary Education, at Ohio State University, June 1984

Annenberg Foundation for Media Grants in the Humanities, Washington, D. C.,
February 1985
Manuscript Referee - The University of Chicago Press; Rutgers University Press; Harcourt, Brace and Jovanovich; Illinois University Press; University of California Press; University of Texas Press; Philosophical Forum; Purdue University Press; University of Massachusetts Press; Journal of the Behavioral Sciences; Random House; Southern Illinois University Press; Transactions of the C. S. Peirce Society; Iowa State University Press; Urban and Schwarzenberg; Texas Journal of Science; Yale University Press; Canadian Federation of the Humanities; S.U.N.Y. Press; NEH; NSF; American Studies; Catholic University Press; The Historian; Temple University Press; Southern Methodist University Press, Baylor University Press; Princeton University Press; Paragon House; Cambridge University Press; Rowman & Littlefield; University of Nebraska Press; International Philosophical Quarterly; Blackwell Publishing; University of Georgia Press; Journal of Speculative Philosophy; Texas Medical Association; Indiana University Press; University of Iowa Press; Continuum Press 'Studies in Continental Philosophy'; Fordham University Press; Lexington Books

Grant Referee - National Endowment for the Humanities - Media Programs, State Based Humanities Program, Research Grants in Philosophy, American Council of Learned Societies, Guggenheim Foundation

Member - Conference on Science, Philosophy and Religion, Jewish Theological Seminary (Chairman - Institute for Religious and Social Studies Seminar, 1966-1967)
Board of Directors and National Vice-President, American Montessori Society, 1963-1965
National Advisory Board, Mary Holmes Junior College and the Child Development Group of Mississippi, 1965
Board of Directors, Youth Board, Town of Huntington, New York, 1973
Fellowship Advisory Council, American Council of Learned Societies, 1975, 1976, 1977
Board of Trustees, National Humanities Faculty
Executive Committee, American Philosophical Association, Eastern Division, 1979-1982
Task Force, Texas Commission on the Humanities, The Humanities in the Public Schools of Texas, 1981
Affiliation Committee, Texas Association of College Teachers
Magna Carta Committee of Texas A & M University
History of Science
Philosophy of Education Committee
Senior Scholars Committee (Chair, 1983 - 1984)
Urban Affairs Faculty, Texas A&M University
Dean’s Advisory Committee, College of Medicine, Texas A&M University
John Dewey Society
International Advisory Council for Medical Ethics
Board of Advisors, Center for Advanced Research in Phenomenology, Inc.
Ph.D. Committees -
Fordham University (Mentor)
S.U.N.Y. at Stony Brook (Mentor)
City University of New York
University of Texas at Austin
Texas A & M University

The European Society for Philosophy of Medicine and Health Care
The International Association for Philosophy and Literature
Philosophy of the Federal Commission for Preservation and Access
National Faculties Conference for planning High School Curriculum
Executive Committee of the Texas Council for the Visual and Performing Arts
The National Board of Officers, American Philosophical Association, 1989-1992
William James Society
Josiah Royce Society
Society of Philosophers in America

Appointed - Five Member National Board of Referees, Advanced Philosophy Test, Graduate Record Examination, Educational Testing Service, 1972-1973 (Resigned)
Texas A&M University Delegate - Association of American Colleges
Advisory Board of the John Dewey Correspondence Project, The Center for Dewey Studies, May 1998 – Present
Advisory Board of the Critical Edition of The Works of George Santayana. Present

External Evaluator - Merger of Sir George Williams and Loyola, Montreal, Canada, Fall 1973
National American Studies Faculty
Smithsonian Institute - International Programs

President - The Society for the Advancement of American Philosophy, 1977-1980
Texas A&M Chapter, American Association of University Professors, 1982-1983
The William James Society, 2002
The Josiah Royce Society, 2005

Tenure and Promotion Referee - University of Delaware, Stanford University, University of Michigan, University of Pennsylvania, Texas A&M University, Northwestern University, Denison University, Michigan State University

Chairman - Ad Hoc Committee for the Founding of a Faculty Senate, Texas A&M University Advisory Council for International Programs, Texas A&M University, 1983
American Philosophical Association Program Committee, 1989-1992
American Philosophical Association Standing Committee on Lectures, Research and Publications, Oral History Committee, 1996

Committees, Texas A&M University – Provost and Academic Vice President Search Committee, University Lecture Committee, University Honors Committee, Presidential Committee for Recruitment of Minorities, American Studies Committee, Search Committee for Dean of College of Liberal Arts, Executive Committee of Distinguished Professors—Sub-committee for evaluation of promotions, Numerous Departmental Committees, Presidential Search Advisory Committee, Dean of
Faculties Search Committee, Enlightened and Shared Governance Task Force, Order of the Broken Gavel, Exploratory Committee for the MSC Centerpiece

Campus Representative - Mellon Fellowships of the Woodrow Wilson Foundation

Faculty Representative - Long Range Planning Committee, Texas A&M University

Elected - Academic Council, Texas A&M University 1977-1981
   Senator, Texas A&M University Faculty Senate, 1983-1986
   Speaker of the Senate, Texas A&M University Faculty Senate, May 1983-1984
   American Association for the Advancement of Science

Invited Reviewer - “The Peirce Project,” sponsored by the University of Indiana and the National Endowment for the Humanities, November 1982
   “The Dewey Project,” sponsored by Southern Illinois University and the National Endowment for the Humanities, November 1982
   “The Santayana Project,” sponsored by the University of Tampa and the National Endowment for the Humanities, November 1982
   “The Einstein Correspondence Project,” sponsored by the National Endowment for the Humanities, October 1994

Attended - Annual Meeting of the American Association of Medical Colleges, active in the formation of the new organization known as Humanities in Medical Education, November 1982
   First Texas Bioethics Consortium in Bryan, Texas, May 5-6, 1983

Contributing Editor - Texas Committee on the Humanities
   Texas Humanist
   William James Studies


General Editor, Project Director, and Principal Investigator – The Correspondence of William James, 12 vols. (University of Virginia Press, 1992-2004)

(Both of these serial works were published as Critical Editions and were sponsored in part by the National Endowment for the Humanities and the American Council of Learned Societies.)

Moderator - Session I of the Southern Regional Meeting of the Society for Health and Human Values, Texas A&M University, College Station, Texas, April 1984

ADMINISTRATIVE EXPERIENCE

Queens College, C.U.N.Y.

Acting Chairman, Philosophy Department, 1967-1968

Director of Honors and Interdisciplinary Studies, June 1968-June 1970 (Ranged from 600-1000 students participating in seventy-five courses and several hundred tutorials. Provided the basis for extensive revision of the college curriculum and was influential on the City University programs of Independent Study and Work-Study B. A. Provided for guest lecturers, symposia and interdisciplinary colloquia.)

Texas A & M University –
Department Head, Philosophy and Humanities 1977-1981

As Department Head, I was responsible for an operating, maintenance and staff salary budget of approximately $400,000. We used zero-based budgeting procedures for operating and maintenance funding. I was also personally responsible for approximately $25,000 in equipment. In addition to the standard preparation of schedules, evaluations, and departmental policy, I also supervised the use of media materials for our program in Technology and Human Values, and I was responsible for the Humanities programs in Music and Library Science.

From 1977-1984, at Texas A & M University, I sponsored several hundred colloquia guests. Many came as a result of two annual meetings, The Southwestern Philosophical Society and The Society for the Advancement of American Philosophy. The remainder, on the average of one every two weeks, have represented philosophy, religion, literature, education, public policy and environmental ethics.

Texas A & M University College of Medicine -
Department Head, Humanities in Medicine. 1983-1990

As Professor and Head of Humanities in Medicine for the College of Medicine at Texas A&M University, I taught a 96-hour curriculum, arranged for colloquia and coordinated site visits to hospitals, clinics and nursing homes. I supervised one colleague here in College Station and two at Scott and White in Temple. The departmental budget was $125,000 per year.

Texas A&M University – Charter Speaker of Faculty Senate 1983-1984

As Speaker of the first Faculty Senate at Texas A & M University, I supervised new by-laws, renovation of office space, budget allocations, committee assignments and other assorted start-up tasks. The Senate has eighty-five faculty members.
Texas A&M University – Director of the Community of Faculty Retirees program, from founding in 2011-present

As the first Director of the Community of Faculty Retirees, I helped put together the Steering Committee and Advisory Board and have started organizing a number of intellectual events for retired faculty every semester.

Extra-mural Administration

Assignments in professional societies, arranging for conferences and service on Grant Steering Committees.

GRANTS

Awarded grants from the National Endowment for the Humanities as Principal Investigator, Project Director and General Editor of a multi-volume Critical Edition of *The Correspondence of William James* to be published by The University Press of Virginia. Awards received biennially starting in 1988 and continuing through 2001. Total award approximately $1,400,000.

Award in name of John J. McDermott as Principal Investigator to the American Council of Learned Societies for $100,000, from the Andrew W. Mellon Foundation. This award to provide ‘matching funds’ for NEH grant awards to the William James Correspondence Project. Additional Award from the Mellon Foundation for ‘matching funds,’ $75,000 in 2002. This 12 volume Critical Edition was completed in 2004.


PUBLICATIONS

**Books:**


General Editor, The Correspondence of William James, 1856-1877, Volume IV. Edited by Ignas Skrupskelis and Elizabeth Berkeley. (Charlottesville: The University Press of Virginia, 1995), liii, 714. (Foreword, xv-xvii).

General Editor, The Correspondence of William James, 1878-1884, Volume V. Edited by Ignas Skrupskelis and Elizabeth Berkeley. (Charlottesville: The University Press of Virginia, 1997), livi, 677. (Foreword, xvii-xx).


General Editor, *The Correspondence of William James, 1890-1894*, Volume VII. Edited by Ignas Skrupskelis and Elizabeth Berkeley. (Charlottesville: The University Press of Virginia, 1999), lix, 745. (Foreword, xvi-xix).


General Editor, *The Correspondence of William James, April 1905-1908*, Volume XI. Edited by Ignas Skrupskelis and Elizabeth Berkeley. (Charlottesville: The University of Virginia Press, 2003), lxiv, 772. (Foreword, xii-xiv; Afterword, 577-579).


**Articles:**


“Privacy and Social Therapy,” *Soundings* 51, no. 2 (summer 1968): 346-357.


“The Cultural Immortality of Philosophy as Human Drama,” Faculty Lecture Series (College Station, Texas: Texas A&M University, 1980), 1-28.


“America: The Loneliness of the Quest,” The Teacher’s College Record 85, no. 2 (winter 1983): 275-290.


“Adults and Children: The Lock on the Gate,” The Constructive Triangle 12, no. 4 (fall 1985): 6-9, 13. Published by the American Montessori Society.


Foreword to The Pluralistic Philosophy of Stephen Crane, by Patrick K. Dooley (Chicago: University of Illinois Press, 1993), ix-xii.


“A Lost Horizon: The Perils and Possibilities of the Obvious”, The Pluralist, Volume 5, No 2, Summer 2010, pp 1-17


Eulogy, “Gerald Meyers” in The Pluralist, Volume 6, No 2, Summer 2011, pp 121-122

“Landfalls –Yes, Footholds - ?: On Becoming a University Citizen”, APA Newsletter on Teaching Philosophy, Volume 11, No 2, Spring 2012, pp. 2-4 (double column)

Eulogy, “Thelma Z. Lavine” in The Pluralist, Volume 7, No 2, Summer 2012, pp 130-131

“Reflection is Native and Constant,” Introduction to the American Catholic Philosophical Quarterly’s Special Issue on John Dewey (Volume 87, No. 2, Spring 2013)


“Keeper of Things,” International Journal for Cultural Research, Volume 12, No. 3, Fall 2013, pp. 121-124 (double column)


Reviews:


MISCELLANEOUS ITEMS


Interview: Lee Graham Show, WNYC, January 1970.


Television Interviews: NBC (John Chancellor) and CBS (Howard Cosell) relating to the problems in collegiate athletics, 1983.


Address: To the Faculty at University Faculty Meeting, Texas A&M University, Fortnightly 14 (June 1, 1984): 20.

Address: State of the Senate, Faculty Senate, Texas A&M University, Fortnightly 14 (June 1, 1984): 33-36.


Meeting with Dean of Humanities to discuss alternative education, Queens University – Belfast, Belfast, Northern Ireland, February 10, 1999.


Conducted evaluation of Middle Tennessee State University Philosophy Department for Higher Education Authority of the State of Tennessee, March 24-26, 1999.


Presentation of the Schneider Award to Bruce Wilshire, SAAP Newsletter #89, 2001, pp. 20-21.


“Reminiscences on 20 Years of the Faculty Senate,” Texas A&M University, May 2003.

Presentation of Herbert Schneider Award to Ignas Skrupskelis, March 2004, Society for the Advancement of American Philosophy, Birmingham, Alabama

“American Pragmatism” episode of Philosophy Talk radio program. Ben Manilla Productions. Aired December 3, 2006 on San Francisco's KALW (91.7 FM)

Teleconference with students from St. Mary’s University, Indiana under the supervision of Professor Charles Hobbs. This consisted in a discussion of Professor McDermott’s book The Drama of Possibility and allied issues. March 31st 2009.

Reviews of The Drama of Possibility in Transactions of C.S. Peirce Society, William James Studies, Foucault Studies

Hundreds of citations of annotated bibliographies on William James and Josiah Royce

Commentary on McDermott’s influence by John Kaag in “Everything Dies: Facing Fatalism in Atlantic City” and Erin McKenna and Scott Pratt “Living on the Edge: A Reason to Believe” as found in Bruce Springsteen and Philosophy: Darkness on the Edge of Truth, Open Court Publishers. 2009

Robert Richardson’s The Heart of William James features a frontispiece dedication to John J. McDermott


Reviews of The Drama of Possibility in Transactions of C.S. Peirce Society, William James Studies, Foucault Studies


VISITING PROFESSOR AND PUBLIC LECTURES


Faculty Lecturer, North Carolina State University, March 7-9, 1966. Three Lectures and Seminars on the generic theme “Technology and Community.”


“From Impressionism to Media,” Graduate School of Philosophy Colloquium, Pennsylvania State University, April 1967.

Danforth Co-Lecturer in Residence, Danforth Scholars Conference, Illinois, September 4-9, 1967. Delivered one major lecture and offered weeklong seminars on aesthetics.

Visiting Professor in American Philosophy to colleges in Winona, Minnesota, January 21-26, 1968. Grant provided by Title III, Department of Health, Education and Welfare.


Visiting Professor, Marquette University Graduate School of Philosophy, November 25-26, 1968. Lectures and Seminars on aesthetics and American philosophy.

Visiting Professor, MacMurray College, March 27-28, 1969.


Visiting Professor, Indiana University, Indianapolis, March 24-25-26, 1970. Invitation from the University and on a grant from the Council of Philosophical Studies of the American Philosophical Association for the purpose of giving lectures and aiding in departmental curriculum revision.
“Prophecy and Social Protest,” Loyola University, Montreal, March 1970.

Commencement Address, St. Joseph’s College, Brooklyn, New York, June 1970.

“The Virus of Cynicism,” Commencement Address, University of Hartford, June 1970. The speaker was chosen by the students and awarded an L.L.D. for service to Higher Education.


Visiting Professor, University of Maine at Portland, May 1971.

Lecturer, Antioch College, New York Conference for European Teachers, 1971.

Visiting Professor, University of North Carolina, Chapel Hill, April 1971. Public Lecture, Classroom Lectures, and Symposia.

Baccalaureate Convocation Address, Queens College, 1968, 1971.

Philosophy Commencement Address, State University of New York at Stony Brook, June 1971.


Visiting Professor, John Carroll University, February 1972.

Visiting Professor, University of Missouri at Kansas City, March 1972.

“Philosophical Problems in Social Diagnosis,” Graduate School of Philosophy, Southern Illinois University, April 1972.

Graduation Address, Huntington High School, June 1972.


Lecture, C. W. Post College, October 1972.


Visiting Professor, Graduate Philosophy Colloquium, University of Texas at Austin, April 1974.

Visiting Professor, Wilkes Barre College, 1974.

Visiting Professor, Villanova College, 1974.

Visiting Professor, S.U.N.Y. at Buffalo, April 1974.

Guest Lecturer, Annual Meeting of the Three Village School District, September 1974.

Guest Lecturer, Nassau County Art Council, November 1974.


Visiting Professor, University of Bridgeport, March 1975.

Participant, Colloquium on Urban Aesthetics, Furman University and the City Council of Greenville, South Carolina, March 1975.

Chairman, Panel Discussion on American Philosophy, Annual Meeting of The Society for the Advancement of American Philosophy, New York City, March 1975.

Elton Lecturer, George Washington University, March 1975.

Visiting Professor, University of Connecticut at Storrs, April 1975.

Guest Panelist, University of Connecticut Medical Center at Farmington, April 1975.
Keynote Address – Founding of the Medical School at the University of Maine - Orono, May 1975.


Visiting Professor, University of Dayton, September 1975.

Visiting Professor, Lecture Series in American Philosophy, School of Philosophy, Catholic University, October 1975.

Lecturer, Conference on American Pragmatism, University of South Carolina, October 1975. With W.V.O. Quine, J. Gouinlock, E. Gellner and H. S. Thayer.


Visiting Professor, University of Maine at Portland, March 1976.

Visiting Professor, Colby College, Maine, March 1976.


Commencement Address, Department of English and Comparative Literature, S.U.N.Y. at Stony Brook, May 1976.


Lecture, Plenary Session of the Bicentennial Congress on American Philosophy, New York City, October 1976.

Coordinator and Participant, Semester-long Lecture Series on American Philosophy, Fordham University Graduate School, Fall 1976.


Seminar Presentations, “Philosophy in the Classroom Project,” Queens College, City University of New York, January and June, 1978. Funded by the National Endowment for the Humanities.

“Perspectives on Recent American Culture,” Swarthmore College, March 1978.


“Philosophy and Politics,” Sam Houston State University, April 1978.

“Spires of Influence: Emerson and the Classical American Philosophers,” The University of California at Santa Cruz, December 1978.

Presentation, David Miller Festschrift, Department of Philosophy, University of Texas at Austin, 1978.

“Plato’s Cave,” Teaching Workshop for Philosophy Instructors, Richland College, Dallas, November 1979.

“Philosophical Dimensions of Contemporary American Culture,” The University of Northern Colorado at Greeley, February 1979.


Presidential Address, Seventh Annual Meeting of the Society for the Advancement of American Philosophy, Texas A&M University, February 1980.


“A Look at the Humanities,” Southwest Humanities Consortium, Southern Methodist University, April 1980.


Honors Convocation Lecturer, Sam Houston State University, April 1980.

Visiting Professor and Theatre Critic, Austin College, Sherman, Texas, January 1980.

Banquet Lecture, American Montessori Society, June 1980.

Seminars on my published writings, Community College Consortium of the National Humanities Faculty, Wells College, July 1980.

“A Philosophy of American Culture,” Faculty of the University of Arkansas, September 1980.


Annual University Faculty Lecturer, “The Cultural Immortality of Philosophy as Human Drama,” Texas A&M University, October 1980.


“Content is the Message,” International Association of Business Communicators, January 1981.


“Person in the Philosophy of William James,” The University of Kansas, February 1981.


“Why Is Dying More Expensive Than Living: Reflections on Medical Humanities,” Unitarian Fellowship, College Station, Texas, October 1981.

“The Role of Medical Humanities in Pre-Medical Programs,” Texas A&M University Pre-Medical and Pre-Dental Society, November 1981.


Panelist, “Christianity in a Scientific Age,” Conference sponsored by Campus Ministries, Texas A&M University, February 12, 1982.


O’Brien Distinguished Visiting Lecturer, Xavier University, Cincinnati, Ohio, March 20-April 1, 1982. Gave one Classroom Lecture, a Faculty Seminar on “Death Without Immortality” and a Public Lecture on “Philosophy as Cultural Drama.”


Distinguished Visiting Speaker and Critic at the Fine Arts Festival, The University of Texas at Tyler, April 22-23, 1982. Presented a classroom lecture, judged art works and delivered a public lecture, “The Evolution of Modern Consciousness.”

“The Two Cultures Revisited,” Beta Beta Beta, Honor Society of the Department of Biology, Texas A & M University, April 29, 1982.
“The Significance of Philosophy,” Interdisciplinary Studies Program, University of Houston at Clear Lake City, April 30, 1982.


“The University: The Nectar is in the Journey,” August Commencement Address, Texas A&M University, 1982.

Panelist, Conference on Clinical Medical Ethics, The University of Tennessee at Knoxville, August 15-18, 1982.

Keynote Address, “America? The Loneliness of the Quest,” Conference on The Individual and the Community, Minnesota Committee on the Humanities, Moorhead State University, September 23, 1982.


“The Landscape of Medical Humanities,” Medical Staff, Olin Teague Veterans Hospital, Temple, Texas, December 1982.

Participant, Seminar on “Palliative Care for the Terminally Ill,” Olin Teague Veteran’s Hospital, Temple, Texas, December 1982.


“Medicine as an Art,” The Humanities in Pre-Medical Education, Texas Association of Advisors for the Health Professions, February 1983.

“The Importance of Medical Humanities,” School of Medicine, The University of Hawaii, Manoa Campus, April 1983.

“The Landscape of Professional Ethics,” Texas Veterinary Medicine Society, Texas A&M University, April 1983.

“Landscape and Personscape,” Annual Honors Banquet of the Department of Landscape Architecture, Texas A&M University, April 1983.

“Contemporary American Culture,” Department of Philosophy, Memphis State University, April 1983.


“The Nature of Interdisciplinary Education,” Faculty of Ohio University, Athens, Ohio, June 24, 1983.

“Engineering and Culture,” Banquet Lecture, Pi Tau Sigma, Mechanical Engineering Honor Society, Texas A&M University, July 1983.

“Personscape,” Bryan-College Station Kiwanis Club, Bryan, Texas, July 26, 1983.

“Pragmatism and World Civilization,” World Congress of Philosophy, Montreal, Canada, August 22, 1983.

“William James as Contemporary Critic,” American Psychological Association, Anaheim, California, August 30, 1983.

Visiting Professor for the North Carolina Center for Independent Higher Education to Davidson College, Wake Forest University and Elon College, October 1983. Lectures and Seminars on Medical Humanities and the Philosophy of Culture.

“Abortion,” First Presbyterian Church, Bryan, Texas, October 2, 1983.

“The Nature of the University,” Staff of the Division of Student Services, Texas A&M University, October 1983.

“Individual and Community in American Philosophy,” University of Texas at Austin, November 1983.
“High Technology and Medicine,” Faculty of Humanities in Medicine, American Association of Medical Colleges, Washington, D. C., November 1983.

“The Nectar is in the Journey,” Pi Tau Sigma, Mechanical Engineering Honor Society, Texas A&M University, December 1983.


“History as Ambiguity: The Journey Reconsidered” LeMoyne College, Syracuse New York, April 1984

“Landscape of Professional Ethics,” The American Academy of Veterinary Pharmacology and Therapeutics, Fourth Symposium, Texas A & M University, College Station, Texas, April 1984.


“Philosophy of American Culture,” Annual Summer Humanities Lecture, Ohio University, Athens, Ohio, June 1984.

“The Nature of the Contemporary Student,” Division of Student Services Conference, Texas A & M University, July 1984.


“Eating the World,” Unitarian Church, College Station, Texas, September 1984.

“Insight and Oversight: Implications of the Revolution in Pharmacology,” Department of Pharmacology, College of Medicine, Texas A&M University, September 1984.


“Does Business Have Any Obligation to the Community: A Social - Political Perspective,” Department of Management, College of Business Administration, Texas A&M University, October 1984.


“Person-Parks,” Conference on Leisure, Department of Recreation and Parks, Texas A&M University, January 1985.


“Personscape: Housing for People,” Association of College and University Housing Officers, Texas A & M University, College Station, Texas, March 1985.


“Philosophy of American Culture,” Faculty and Graduate Students, Department of Philosophy, Fudan University, Shanghai, China, September 1985.

“Pragmatism and Marxism,” Seminar, Fudan University, Shanghai, China, September 1985.

“Contemporary American Medical Practice,” Seminar, Faculty of the Nanjing Medical College and Hospital, Nanjing, China, September 1985.


“Care of Defective Neo-natal Children,” Symposium Speaker, Conference for the Young President’s Organization, Winnipeg, Manitoba, October 1985.


“Possibility or Self-Deception: A Philosophical Approach to Late Nineteenth Century American Culture,” American Studies Association, San Diego, California, November 1985.

McVean Lecturer, “Philosophy of Medicine,” Department of Philosophy, Vanderbilt University, Nashville, Tennessee, November 1985.

Classroom Lectures on the philosophy of John Dewey, Department of Philosophy, Vanderbilt University, Nashville, Tennessee, November 1985.


Major Consultant and Speaker, “Euthanasia,” Canadian radio in British Columbia with other guests: Jacob Javits, former Senator from New York; Derek Humphrey, Hemlock Society; and Host, David Barrett, former Premier of British Columbia, January 1986.


Seminar on AIDS, Department of Medical Microbiology, College of Medicine, Texas A&M University, March 1986.

Session at the Society for Phenomenology and Existential Philosophy, University of Toronto, Toronto, Canada, October 1986.

Seminar on the Philosophy of Plato, Students and Faculty, University of Tulsa, Tulsa, Oklahoma, November 1986.

Faculty Seminar addressed to the Work of John J. McDermott, University Faculty at the University of Tulsa, Tulsa, Oklahoma, November 1986.


“Person: Creation or Mock-up,” The Personalist Discussion Group, American Philosophical Association, Boston, Massachusetts, December 1986.

Visiting Lecturer, to Principals, Superintendents, Teachers, and Students of Washington and Tacoma school districts, January 1987.


“A Diagnosis of Human Loneliness,” Furman University, Greenville, South Carolina, April 1987.

“Educational Issues and National Faculty Possibilities,” Board of Trustees of the National Faculty of Arts, Sciences and Humanities, Atlanta, Georgia, April 1987.


“Their Foot Shall Slide in Due Time,” Lion’s Club, College Station, Texas, August 1987.

“The Aesthetics of the Ordinary,” Unitarian Fellowship, College Station, Texas, August 1987.

“Possibilities and Perils,” New Faculty Meeting, Texas A&M University, August 1987.


Participant, AIDS Seminar, sponsored by the Texas A&M Department of Biochemistry, October 1987.


Lectures and Seminars, to Superintendents, Principals, School Psychologists, Teachers and Students in Public Schools of the greater Seattle area, January 1988.


Presentations and lectures, Capital High School Faculty and Staff, Charleston, West Virginia, August 1988.


Lecturer, Oklahoma State University, Stillwater, Oklahoma, September 1988. Delivered papers, presented a public lecture on medical ethics and taught seminars.


“Humanities in Medicine,” John Carroll University, Cleveland, Ohio, April 1989.

“Rethinking Classical American Philosophy,” University of Virginia at Clinch Valley, April 1989.


“Palliative Care,” Veteran’s Administration Conference, Reno, Nevada, April 1989.


Presenter, Seminars for Faculty and Students, Alfred University, New York, October 1989.


“Work’ as a Metaphor in American Culture,” American Studies Program, University of California, Berkeley, April 1990.


“Vulnerability, Arrogance, Affection, Ambiguity,” University of Illinois, Medical School, Chicago Circle, June 1990.

“Vulnerability, Arrogance, Affection, Ambiguity,” Loyola University, June 1990.


“Herman Melville’s Confidence Man: A Critique of American Culture,” and “William James: Style and Substance,” Graduate Seminars, English Department, University of California at Berkeley, November 1990.

Convocation Lecturer, Blackburn College, Carlinsville, Illinois, February 1991.


Commentator, The Personalist Society, Oxford University, September 1991.

Visiting Professor, Texas Tech University, Lubbock, Texas, November 1991. Public lecture, seminar, and class presentations.


Banquet Lecturer, American Chemical Society, Texas A&M University Section, December 1991.


“The Right to Die,” with Dax Cowart, College of Medicine, Texas A&M University, January 1992.

Seminar on Philosophy of Leisure, Department of Recreation and Parks, Texas A&M University, January 1992.


“Pragmatism and Feminism,” American Philosophical Association, Central Division, Louisville, Kentucky, April 1992.


Presentation to Landscape Architects, Department of Architecture, Texas A&M University, September 1992.

Presentation to the Minority Pre-Medical Society, College of Medicine, Texas A&M University, November 1992.


“Everyone Comes From Somewhere--Multicultural Sensibility,” Seattle University, April 1993.


“Philosophy of Plato,” NEH Teacher’s Seminar, State University of New York at Stony Brook, July 1993.

“All We Seem to Get is Life. Implicitness: The Practical as Ontological,” Festschrift for Professor Douglas Browning, Department of Philosophy, University of Texas at Austin, September 1993.

“The Right to Die” and “Addiction,” Seminars to the Students and Faculty of the S.U.N.Y. Downstate Medical Center, Brooklyn, New York, November 1993.

“Environmental Aesthetics,” Graduate Program, Department of Geography, Texas A&M University, November 1993.


Ralph W. Sleeper Symposium Chair, Annual Meeting of The Society for the Advancement of American Philosophy, Houston, Texas, March 5, 1994.

The William James Synoptic Lectures, “Fearing the Vaudeville Hook: From the Street to the Academy,” Grand Valley State University, Grand Rapids, Michigan, April 7, 1994.
Lectures and Seminars on Philosophy of Medicine, The San Antonio Health Science Center, San Antonio, Texas, April 15, 1994.


Chair and Commentator, Society for the Advancement of American Philosophy, Waltham, Massachusetts, March 1995.

“Philosophy as Therapeia,” Department of Philosophy, Middle Tennessee State University, April 1995.


Chair and Commentator, American Philosophical Association, Eastern Division, New York City, December 1995.


Public Lecture, Visiting Professor and Classroom Presentations, Baylor University, April 1996.
Presentation on editing of Critical Editions, C. S. Peirce Center, Indiana University-Purdue University, Indianapolis, May 1996.

“Plato’s Cave,” Visiting Lecturer, N.E.H. Seminar, State University of New York at Stony Brook, July 1996.


Classroom presentation, Josiah Royce, Vanderbilt University, November 1996.


“Career as Vision,” Student Leadership Conference, Texas A&M University, November 1996.


“Losing Our Way: Tao or Dow?,” University of South Carolina, January 1997.


“The Humanities: Ornament or Marrow,” NEH, University of California, Berkeley, July 26, 1997.


Presentations, Dewey’s Philosophy of Education, College of Education Graduate Students, Texas A&M University, October 2 and November 6, 1997.


Keynote Address, “Aesthetics Against the Grain,” American Society for Aesthetics, Rocky Mountain Division, Santa Fe, New Mexico, July 10, 1998.


“Philosophical Skepticism,” Department of Philosophy Colloquium, Southwest Texas State University, San Marcos, Texas, September 24, 1998.


Invited lecture on William James, University College - Dublin, Dublin, Ireland, February 9, 1999.

“The Erosion of Moral Sensibility,” Annual Lyceum Lecture, Middle Tennessee State University, March 26, 1999.

“On the Conflicted Membership Rights of the College of Medicine for the Charter Faculty Senate,” Faculty Senate, Texas A&M University, April 12, 1999.

“Sir William Osler and Medical School Education,” Renewed Osler Society, Texas A&M University, April 23, 1999.

“Administration as Caring,” presentation to group of school principals at Texas A&M University, June 1, 1999.

“John Dewey’s Philosophy of Education,” presentation to Ph.D. students in Educational Administration, Texas A&M University, June 8, 1999.

“Ill at Ease: No Ultimate Canopy of Explanation,” presentation to the American Philosophy Conference at the University of Vermont, July 1999.

Undergraduate Seminars on John Dewey, Brigham Young University, Provo, Utah, November 11 - 12, 1999.


Visiting Lecturer, California State University at Chico, February 2001. Selected as the first Lottery Visiting Professor at California State University. Chosen on the basis of national reputation as a classroom teacher.


Visiting Lecturer, The University of Oregon, May 2001. Seminar to Graduate Faculty and Students on “Death.”


“Globalization and Higher Education,” The University of Hawaii in Honolulu, Hawaii, February 20-25, 2002. Member of invitation only panel with conferees from Pakistan, Kashmir, Guatemala, China, Australia, Germany, Italy, among others.

Panel Presentation for “The Next 125 Years: What Will the University of the Future Look Like,” Texas A&M University, April 17, 2002.


Presentation – Commentator on papers by Jay Martin (John Dewey) and Robert Richardson (William James) at the Biographer’s Conference, Texas A&M University, October 18, 2002.


Presented “A University: The Loss of Marrow,” as the annual Humanities Lecture at California State University, Fresno, February 11, 2003. Also gave classroom presentations of “Plato’s Cave.”


Visiting Lecturer, Seattle University, April 10-12. Delivered the long-standing invited Toulouse Lecture on “The University at the Turning: The Loss of Marrow.” Lecture to the honors program. Presentation of seminar paper to a gathering of philosophers. Addressed the Northwest Phenomenological Society on “The Importance of the ‘Given’”. On April 11, a banquet was held in honor of Professor McDermott’s 50 years of teaching.

Annual Hurst Lecture at American University, April 2004

Remarks to the John Dewey Society, April 2004, San Diego, California


Presidential Address to the Josiah Royce Society, Vanderbilt University, April 2005.

Presentation of published work at the Annual Institute for American Philosophy, July 2005.

Presentation of completed set of the Correspondence of William James to the Glasscock Center for Humanities Research and reading of selected letters, November 4, 2005.


Commentary on Tragedies of Spirit by Theodore Dennis George. Author Meets Critic at TAMU Philosophy Colloquium. February 6th 2009

“Founders, Foundering, and Finding” Founders Address to the Annual national/international meeting of the Society for the Advancement of American Philosophy. College Station, TX March 14th 2009.


On March 15th 2009 national and international scholars, students, and university colleagues gathered to pay homage to the philosophical work and teaching of John J. McDermott. Presented as “The Nectar is in the Journey: A Celebration of the Life and Career of John J. McDermott.” This even featured five panel discussions with responses by Professor McDermott. A program is enclosed.

Inaugural Address for the installation of President Marvin Henberg at the College of Idaho in September 2009 entitled “Starting Over: The Humanities as Personal Implosion”

Delivered the New Faculty Orientation Keynote Address entitled Landholds – Yes, Footholds - ?: On Becoming a University Citizen. College Station, TX 2009 and 2011


Invited Guest on radio panel at KEOS to discuss the issue of University Shared Governance.


“Introductory Remarks” at First International Conference on Pragmatism and the Hispanic/Latino World, Hosted by Texas A&M University. 2010
“Concluding Remarks: Cross-Cultural Pedagogy” at First International Conference on Pragmatism and the Hispanic/Latino World, Hosted by Texas A&M University. 2010

“Texas A&M University and the hallowed tradition of Muster” delivered as guest speaker for the Temple, Texas Muster community. April 21st, 2010

Invited lecture to the Texas A&M College of Medicine on the autobiography of a recovering alcoholic. 2010 and 2011

Invited lecture for the William James centennial at Harvard University Divinity School. “A Jamesian Personscape: The Fringe as Messaging to the “Sick Soul”. 2010

“Touch and Being Touched: Montessori Redivivus” Keynote Address to the Montessori Teacher Program. Queens College, CUNY. July 2011

Invited eulogy on behalf of Professor Thelma Z. Lavine of George Mason University at the Cosmos Club and the Society for the Advancement of American Philosophy annual meeting in Spokane Washington, March 2011.


All day symposium at Queens College, C.U.N.Y., conducted by John J. McDermott for former students from the 1950s to the 1970s, May 2012. The title of my address was “You are really able!”

Participant and speaker on the panel “Time and Again” with Robert Scully and Professor Marlan O. Scully at the “Poetry versus Philosophy: Life, Artifact & Theory” Conference held at Texas A&M University April 11-13th, 2013

Introduced and made prefatory remarks for Ted George’s Keynote Address at the 4th Annual Southwest Seminar in Continental Philosophy, Texas A&M University, May 16-18th, 2013

Participant and speaker at the Camus Roundtable with Robert Zaretsky and Marc Dambre, Texas A&M University, November 21st, 2013

Lecture—“Some Caves are Unfriendly: William James and Plato” at Same Houston State University, November 11th, 2014

Invited eulogy on behalf of Professor Scott Austin of Texas A&M University, read at an on campus memorial service in February, 2015.

Invited eulogy on behalf of Professor Peter T. Manicas of the University of Hawai’i-Minóa (formerly of Queens College, NY), written by McDermott and read by another in Honolulu.

HONORS AND AWARDS
Post-Doctoral, Cross-Disciplinary Fellowship, American Studies, (Society for Values in Higher Education), 1964-1965

Queens College Alumni Award for Distinguished Teaching, 1969-1970

E. Harris Harbison National Award for Gifted Teaching (Danforth Foundation) - 1970

L.L.D. (Honoris Causa) University of Hartford, 1970 (for Contribution to Higher Education)

Who’s Who in America, 1971

Teaching Award, State University of New York, Stony Brook, 1971

Appointed one of six senior editors for The Collected Writings of William James, sponsored by N.E.H. and A.C.L.S., 1974 -- 16 Volumes

Humanities Lecturer, representing Texas A&M University in the University Consortium of the Southwest Conference

Chosen as the first lifetime Fellow of the American Montessori Society

Selected as the 1980-1981 University Faculty Lecturer, Texas A&M University

Chosen as Editor, Ten-Year Proceedings of the Society for the Advancement of American Philosophy

Commencement Address, Texas A&M University, August 1982

Received the Distinguished Achievement Award in Teaching from the Association of Former Students of Texas A&M University, May 1983

Elected, Charter Speaker, Faculty Senate, Texas A&M University, 1984

Nominated as candidate for Vice-President/President-Elect of the American Philosophical Association (Eastern Division) October 1985 (Lost by four votes)

Nominated to Steering Committee of The International Federation of Societies of Philosophy (FISP)

Elected, Honor Society of Phi Kappa Phi, 1986

The Honor Society of Phi Beta Delta, Alpha Beta Chapter, Texas A&M University

Named as George T. and Gladys H. Abell Endowed Professor in Liberal Arts, Texas A&M University, 1986

Accepted as member of International Society for the Study of Time
Awarded grant from the National Endowment for the Humanities as General Editor and Project Director of a multi-volume edition of The Correspondence of William James to be published by The University of Virginia Press.

One of Two Texans nominated for the National Humanities Council. (Also nominated by the American Philosophical Association.)

Recipient of Former Students Research Award, Texas A&M University, May 1989


Received the Herbert W. Schneider Award for “Distinguished Contributions to the Understanding and Development of American Philosophy,” from the Society for the Advancement of American Philosophy, 1993

Received 20 Years of Service Award, Texas A&M University, October 1997

Morton N. Cohen Award given for A Distinguished Edition of Letters, Volume VI of The Correspondence of William James, from the Modern Language Association, 1999. (Given to the Editors of the Correspondence).


Received Distinguished Research Award. College of Liberal Arts, Texas A&M University. 2000.

Endowment of the Speakership of the Texas A&M Faculty Senate in the name of John J. McDermott (provided by Samuel H. Black), 2001.

Conference on the teaching and work of John J. McDermott held at Southern Illinois University, Carbondale, October 2001.

Nominated by Texas A&M University as the sole candidate for the Kluge Foundation’s John W. Kluge Prize in the Human Sciences, 2002.

Conference on the teaching and work of John J. McDermott held at C.W. Post College – Long Island University, June 2002.

Received 25 Years of Service Award, Texas A&M University, October 2002

Received 20 Years of Service Award, College of Medicine, Texas A&M University Health Science Center, 2002.

Biographical feature in the Texas A&M University Football Program, October 26, 2002.

Featured in the Texas A&M University 125th Anniversary painting by Benjamin Knox, 2002.


My person and work as the feature story in Pathways, the annual publication of The College of Liberal Arts, Fall 2003.

Recipient of the 2004 John Dewey Society Achievement Award (presented in San Diego, April 12, 2004).

University Distinguished Achievement Award for Teaching from the Association of Former Students, May 2004.

Presidental Professor Award for Teaching Excellence in perpetuity, May 2004.

Selected as Piper Professor of 2005 by the Minnie Stevens Piper Foundation for outstanding scholarly and academic achievement.

25-Year Pin and Ceremony, College of Medicine, Texas A&M University. December 20, 2006.

The Nectar is in the Journey: A Celebration of the Life and Work of John J. McDermott. An all day conference, College Station, Texas, March 15th, 2009 (Program attached)


Awarded the Melbern G. Glasscock Chair in the Humanities. 2009

Selected as a Regents Professor. 2009

Don Brownstein, a former student of mine at Queens College in New York, has donated $1 million in my name to provide meritorious humanities majors with scholarships to be applied to their tuition and fees. (The “Donald I. Brownstein/John J. McDermott Honors Scholarships in the Humanities” began to be awarded in 2014.)

Distinguished Service Award from the College of Liberal Arts at Texas A&M University, 2015

1st ‘Career Award’ (Lifetime Achievement Award) from the William James Society, 2016

TRAVEL

All fifty of the United States
Eastern Canada, Central Canada, Western Canada, Yucatan, Mexico City, Acapulco

Ireland, Wales, England, France, Italy, Austria, Soviet Union, Switzerland, Germany, East Germany, Czechoslovakia, Hungary, Rumania, Bulgaria, Yugoslavia, Holland, Denmark, Sweden, China, Japan, Philippines, Hong Kong, Tonga, Fiji, New Zealand, Northern Ireland, Poland
Christopher Menzel

Department of Philosophy
Texas A&M University
College Station, TX 77843-4237

Education
Ph.D., philosophy, University of Notre Dame, May 1984
B.A. magna cum laude, philosophy, Pacific Lutheran University, May 1979

Employment History
Texas A&M University: Professor of philosophy (since 2014); associate professor (1991-2014); assistant professor (1986-1991)
Stanford University: Acting assistant professor of philosophy and postdoctoral fellow, Center for the Study of Language and Information (1984-1986)

Areas of Specialization
Metaphysics, logic, philosophy of logic and mathematics, philosophy of religion

Other Areas of Interest and Research
20th Century Anglo-American philosophy, history of modern logic, knowledge representation

Grants/Fellowships/Awards/Visiting Appointments
2016-17 Alvin Plantinga Fellowship, Center for Philosophy of Religion, University of Notre Dame
Faculty Development Grant, TAMU, 2011-12
Visiting Research Fellow, Munich Center for Mathematical Philosophy, Ludwig-Maximilians-Universität, Munich, Germany, 2011-12
TAMU Association of Former Students Distinguished Achievement Award for Teaching, June 2011
Faculty Development Grant, TAMU, fall 2004
Visiting Research Scientist, Institute for Formal Ontology and Medical Information Science (IFOMIS), Universität Saarlandes, Saarbrücken, Germany, 1 Aug – 31 Dec 2004
Computerized Logic Instruction Center at Texas A&M University, TAMU, 2001
Faculty Development Grant, TAMU, fall 1996
Visiting Research Scientist, CSIRO, Melbourne, Australia, 1 July – 31 Dec 1996
National Endowment for the Humanities Fellowship for College Teachers, 1991-92
Summer Research Grant, College of Liberal Arts, TAMU, summer 1988
Research Fellow, Center for Philosophy of Religion, University of Notre Dame, spring 1988
National Endowment for the Humanities Summer Stipend, summer 1987
Postdoctoral Fellow, CSLI, Stanford University, 1984-86

**Publications**


34. “God and Mathematical Objects,” in J. Bradley and R. Howell (eds.), Mathematics in a Postmodern Age: A Christian Perspective, Eerdmans Publishing Company, 2001. (This is a revised and expanded version of #6 below.)


**Work That is Nearly Complete or Under Review/Revision**

“In Defense of the Possibilism-Actualism Distinction”.

“Logic without (much) Metaphysics,” currently under revision for resubmission to *Review of Symbolic Logic*.

**Presentations**


“In Defense of the Possibilism-Actualism Distinction,” University of Notre Dame, 28 October 2016; Society for Exact Philosophy, Coral Gables, May 2016; University of Utah Philosophy Colloquium, 30 October 2015.

“Set Theory with Wide Sets,” Buenos Aires Logic Group colloquium, Buenos Aires, August 2015.

“A Structuralist Conception of Possible Worlds,” Ninth *Principia* International Symposium, Florianópolis, Brazil, August 2015.


“Haecceities and Mathematical Structuralism,” Colloquium in Logic, Philosophy of Science and Philosophy, Munich Center for Mathematical Philosophy, 18 June 2014;

“Actualism: Some Logic, Some Philosophy,” Colloquium in Mathematical Philosophy, Munich Center for Mathematical Philosophy, Ludwig-Maximilian-Universität, Munich, Germany, 26 June 2014.

“Problems with the Bootstrapping Objection,” Central Division Meetings of the American Philosophical Association, Philosophy of Religion Group, Chicago, February 2014.

“Modal Realism and the Absolute Infinite,” History and Philosophy of Infinity conference, Cambridge University, UK, September 2013.

“Wide Sets, ZFCU, and the Iterative Conception,” Midwest Philosophy of Mathematics Workshop (MWPMW) 13, University of Notre Dame, October 2012; Munich Center for Mathematical Philosophy, Ludwig-Maximilian-Universität, Munich, Germany, February 2012.

“The Logic of Strict Actualism,” Workshop on Modal Logic, Munich Center for Mathematical Philosophy, Ludwig-Maximilian-Universität, Munich, Germany, 27 June 2012.


Common Logic: Evolution and Metatheory,” Munich Center for Mathematical Philosophy, Ludwig-Maximilian-Universität, Munich, Germany, December 2011.


“Strict Actualism and the Logic of the Possible,” Oberseminar Logik und Sprachtheorie, Wilhelm-Schickard Institut für Informatik, Tübingen University, Tübingen, Germany, July 2010.


“Two Arguments against Modal Existentialism,” IU Logic Group, Indiana University, October 2008.


“Comments on ‘Truth at a World for Modal Propositions’,” American Philosophical Association, Pacific Division Meetings, Los Angeles, March 2008


“A New Axiomatic Semantics for RDF, RDFS, and OWL,” The Boeing Company, Seattle, WA, December 2005


“Extensionalism for Strict Actualists,” Department of Philosophy, University of Washington, Seattle, November 2005; Philosophisches Seminar, Saarland University, Saarbrücken, Germany, December 2004

“Modal Rigidity in the OntoClean Methodology,” Fifth International Conference on Formal Ontology and Information Systems, Torino, Italy, November 2004 (co-authored with, and presented by, William Andersen.)


“Modal Particularism,” Department of Philosophy, University of Texas, Austin, November 2001

“A Formal Foundation for Process Modeling” (with Michael Gruninger), International Conference on Formal Ontology and Information Systems (FOIS-01), Ogunquit, Maine 2001 (delivered by Michael Gruninger)


“A Logic of Contexts,” Department of Information Sciences, Griffith University, and Department of Philosophy, Queensland University, December 1996.

“Philosophy, Logic, and Enterprise Modeling,” Department of Mechanical and Manufacturing Engineering, Melbourne University, October 1996.

“Toward a Science of Information Modeling,” Department of Mechanical and Manufacturing Engineering, Melbourne University, October 1996.


“Comments on Grosholz’s ‘Formal Unities and Real Individuals’,” Philosophy of Science Association symposium on mathematical and physical objects, Minneapolis, October 1990.

“Comments on Deutsch’s ‘Logic for Contingent Beings’,” Pacific division meeting of the American Philosophical Association, Los Angeles, March 1990.


“Qualitative and Quantitative Simulation Model Generation from Manufacturing System Descriptions,” Engineering Society of Detroit Expert Systems Conference 1989, Detroit, April 1989 (with R. Mayer et al.; I was not present for the delivery of this paper).


“Comments on Landini’s ‘Cantor’s Power Class Theorem and the Historical Inseparability of the Simple and Ramified Theory of Logical Types’,” Central division meeting of the American Philosophical Association, Cincinnati, April 1988.


“Structuralism and Ordinal Numbers,” University of Texas philosophy colloquium, Austin, May 1987.


“Comments on Turner’s ‘Generalized Frege Structures’,” also delivered at the above-mentioned symposium.


“Property Theory and Second-order Logic,” delivered at the Western regional meeting of the Association for Symbolic Logic, Stanford University, July 1985.

Courses Taught

Graduate: Mathematical Logic, Metaphysics, Logic and Metaphysics of Modality, Computability Theory, History and Philosophy of Logic, Philosophy of Language, Philosophy of Mathematics

Undergraduate: Symbolic Logic I and II (includes at least first-order logic through completeness and (optionally) intensional logic and set theory), Contemporary British and American Philosophy, Metaphysics, Philosophy of Language, Philosophy of Religion, Introduction to Logic, Introduction to Philosophy, Contemporary Moral Issues

Directed Studies: Advanced Logic, Modal Logic, Set Theory, Model Theory, Computability Theory, Montague Grammar, Philosophy of Mathematics

Dissertation

Title: “Mathematical Realism and the Theory of Sets”

Advisors: Penelope Maddy and Alvin Plantinga
GLEN MILLER
Department of Philosophy
418 YMCA Building, 4237 TAMU
Texas A&M University
College Station, TX 77843
Email: glenmiller@tamu.edu

EDUCATION
• Ph.D. in Philosophy, Department of Philosophy and Religion, University of North Texas, 2009-2015.
  Dissertation: “Mapping Overlapping Constellations: Nature and Technology in Research in Philosophy and Technology/Techné and Environmental Ethics”
  Committee: Adam Briggle, Eugene Hargrove, Martin Yaffe, and Carl Mitcham.
• Master of Arts in Philosophy, Department of Philosophy and Religion Studies, University of North Texas, 2012. Language Competence: Latin.
• Bachelor of Science in Chemical Engineering, Missouri University of Science and Technology (summa cum laude, with a minor in Communication), 1993-1998.

FIELDS OF STUDY
Areas of Specialization: Philosophy and Technology; Philosophy and Engineering; Environmental Philosophy; Bioethics; Practical and Professional Ethics; and Social and Political Philosophy.

Areas of Competence: Ethics; Environmental Ethics; Cyberethics; Ancient Philosophy; Modern Philosophy; and Science, Technology, and Society Studies.

ACADEMIC POSITIONS
• Instructional Assistant Professor, Texas A&M University (August 2016-present).
• Lecturer, Texas A&M University (August 2013-July 2016).
• Teaching Fellow, University of North Texas (August 2010-May 2013).
• Teaching Assistant, University of North Texas (August 2009-May 2010).
• Guest Lecturer and Teaching Assistant, Colorado School of Mines (January 2009-May 2010).

PUBLICATIONS
Journal Articles

**Book Chapters**


**Encyclopedia Entries**


“Applied Ethics,” revision, in *ESTE*-2, 97-102. (500 words)

“Edward O. Wilson” in *ESTE*-2, 539-541. (900 words)

“Hans Kung” in *ESTE*-2, 653-654. (800 words)

“Hydrogen Economy” in *ESTE*-2, 512-513. (500 words)


“Environmental Ethics” in *New Catholic Encyclopedia Supplement 2012-13*. (1100 words)


**Book Reviews with Extended Commentary**


Meeting Reviews

Other

CONFERENCES, WORKSHOPS, INVITED LECTURES, PANELS, AND GRANTS


April 2016. Paper presentation, “Flipping and Hybridizing an Engineering Ethics Course,” at the ABET Symposium, Hollywood, Florida. ABET is the accrediting agency for engineering and engineering technology undergraduate programs.

February 2016. Panelist and organizer of “Ross in Theory and Practice” panel, where I presented “Ross’s Duties and Engineering Ethics” at the Association for Practical and Professional Ethics (APPE) annual conference, Reston, Virginia.

February 2016. Co-organizer of and presenter at the First Annual Bovay Workshop on Engineering and Applied Ethics, with a theme of “Nature and Technology,” which brought included prominent domestic and international of scholars, College Station, Texas.

December 2015. Presentation to the Brazos Chapter of the Texas Society of Professional Engineers on “Impediments to Moral Responsibility, (cont’d),” College Station, Texas.


December 2014. Presentation, with C. E. (Ed) Harris, to the Brazos Chapter of the Texas Society of Professional Engineers on “Impediments to Moral Responsibility,” College Station, Texas.

June 2014. Guest lecturer for Sustainable Engineering (ME 4396) at Baylor University, Waco, Texas.


March 2014. Presentation, “Exploring Engineering and Sustainability” to the 67th Annual Conference for Protective Relay Engineers, held at Texas A&M University, College Station, Texas.

February 2014. Guest lecturer for Philosophical Pedagogy (PHIL 683) at Texas A&M University.


January 2014. PI on competitive internal $74,900 Core Curriculum Courses Enhanced with Technology grant to convert Ethics and Engineering (PHIL/ENGR 482) to a hybrid course.

December 2013. Presentation, with C. E. (Ed) Harris, to the Brazos Chapter of the Texas Society of Professional Engineers on “Aspirational Ethics.”

October 2013. Participation in weeklong Texas A&M “Flipping Your Course” faculty institute.


March 2013. Critic in author-meets-critics session on The Good Life in a Technological Age, APPE annual meeting, San Antonio, Texas.

March 2013. Participant in Deni Elliott’s graduate student workshop on Teaching Ethics, APPE, San Antonio, Texas.


June 2012. Visiting scholar at the University of Twente, Enschede, Netherlands.

May 2011. Associate Director, Society for Philosophy and Technology Biannual Meeting, Denton, Texas.

May 2011. Paper presentation, “Why Environmental Justice and Engineering Need Each Other,” 3TEP workshop. 3TEP is a collaboration between philosophers of technology and environmental philosophy from the University of Twente (Netherlands), the University of North Texas (USA), and Colorado School of Mines (USA).

May 2010. Participant in the 3TEP workshop at the University of North Texas.

June 2009. Session chair for the Society for Philosophy and Technology Biannual Meeting, University of Twente, Enschede, Netherlands.


March 2009. Participant in the “Research Funding and the Good Life” conference, University of Twente, Enschede, Netherlands.


**TEACHING EXPERIENCE (ordered by institution)**

Texas A&M University (2013-present)

- *Ethics and Engineering* (ENGR/PHIL 482) (Fall 2013-present).
- *Ethics and Engineering* (ENGR/PHIL 482) in Italy (Summer 2016).
- *Humanity, Nature, and Technology* (LBAR 181), freshman critical thinking seminar (Fall 2015).
- *Ethics and Engineering* (ENGR/PHIL 482) in Brazil (Summer 2014).

University of North Texas (2009-2013)

- *Introduction to Contemporary Environmental Issues* (PHIL 2500) (Spring 2012, Fall 2012).
- *Introduction to Ancient Philosophy* (PHIL 2310) (Summer 2012).
- *Modern Philosophy* (PHIL 3330) Guest Lecturer for Martin Yaffe (Fall 2011).
- *Introduction to Philosophy* (PHIL 1050) (Fall 2010-Fall 2011).
- *Introduction to Logic* (PHIL 2050) Teaching Assistant for Dale Wilkerson (Fall 2009-Spring 2010).

Colorado School of Mines (Spring 2009)

- *Ethics* (LAIS 320) Teaching Assistant and Guest Lecturer for Carl Mitcham (Spring 2009).
- *Science, Technology, and World Religions* (LAIS 498) Teaching Assistant and Guest Lecturer for Carl Mitcham (Spring 2009).

**RESEARCH EXPERIENCE**

Colorado School of Mines: Research Assistant for Carl Mitcham (Spring 2009).

**CURRENT MEMBER AFFILIATION**

- Association for Practical and Professional Ethics.
- Society for Philosophy and Technology.
- Society for Ethics Across the Curriculum.
**GRADUATE COURSEWORK**
University of North Texas

*Bioethics*, Adam Briggle.
*Interdisciplinarity*, Robert Frodeman.
*Philosophy of Science and Technology*, Adam Briggle.
*Ancient Philosophy*, J. Baird Callicott.
*Modern Philosophy*, Martin Yaffe.
*Metaphysics*, Martin Yaffe.
*Hermeneutics*, David Kaplan.
*Social and Political Philosophy*, David Kaplan.
*Political Theory in Literature*, Richard Ruderman.
*Cultural Criticism*, Dale Wilkerson.

Colorado School of Mines

*Ethics*, Carl Mitcham.
*History of Western Philosophy*, Carl Mitcham.

**UNDERGRADUATE HONOR SOCIETIES**

- Pi Kappa Phi
- Tau Beta Pi

**SERVICE**

Member, Climate and Inclusion Committee, Department of Philosophy, Texas A&M University 2016/7.

Member, Undergraduate Curriculum Committee, Department of Philosophy, Texas A&M University 2016/7.

Panelist on internal Core Curriculum Courses Enhanced with Technology panel, November 2014 and November 2015.

Faculty department representative for developing rubrics for Language, Philosophy, and Culture Core Curriculum requirements for Texas A&M University, October 2014.

Reviewer, *Philosophy & Technology*.

Reviewer, *Techné: Research in Philosophy and Technology*.

Reviewer, *Technology and Culture*.


Reviewer, *Science and Engineering Ethics*. 

Co-representative, UNT Philosophy and Religion Studies Graduate Student Association, 2009-2011.

**Extra-Academic Experience**

- **Pivex**: Founder and Managing Partner (2001-2008). *Pivex developed Folio Exchange, a web-based invoicing and remittance solution that links hospitality suppliers and their distribution channels*. Supplemental Activity: Team Member, Hotel Technology – Next Generation Back Office (a global team that designed an XML standard for interoperability for back office transactions)


- **Missouri University of Science and Technology Excel Program**: Facilitator, Mentor, Director of Operations (1994-1998). The MST Excel program offered collaborative learning workshops to all students enrolled in lower division math and science courses where failure rates are high. The student-run program trained workshop facilitators in small group communication skills and leadership techniques.

- Engineering Internships: Amoco Oil Company (Mandan, ND), Amoco Production Company (Denver, CO), and Exxon Chemicals (Baton Rouge, LA) (1994-1998).

*References Available Upon Request.*
CLARE A. PALMER CV (January 2017)

Current position:
- Professor of Philosophy, Texas A&M University. Appointed August 2010.
- Cornerstone Fellow in Liberal Arts, appointed September 1 2015.

Academic Qualifications:
  - Holwell Senior Scholar at the Queen's College, Oxford, 1991-1992

Previous Appointments:
- Associate Professor (with tenure) Philosophy; joint appointment in Environmental Studies. Washington University in St Louis, USA (2004 - 2010)
- Senior Lecturer (Equivalent: Associate Professor), Philosophy, Lancaster University, UK (2001 - 2004)
- Lecturer (Equivalent: Assistant Professor), Religious Studies, University of Stirling, UK (1998 - 2001)
- Research Fellow, Philosophy, University of Western Australia, Perth, Australia (1997 - 1998)
- Lecturer (Equivalent: Assistant Professor), Environmental Studies, University of Greenwich, UK (1993 - 1997)
- Gifford Research Fellow, Philosophy, University of Glasgow, UK (1992 - 1993)

Grant Funding:
- **2011-2013**: Co-PI with Ed Harris & Gary Varner. Strategic Development Fund, College of Liberal Arts, Texas A&M University. Developing an Applied Ethics Initiative. **$48,000**.
- **2003-2004**: UK Arts and Humanities Research Board (AHRB) grant for Centre for Environmental History & Policy, University of Stirling & University of St Andrews. "Landscape Values in the Northern British Uplands." **£14,500**
- **2003**: British Academy Conference Travel Grant for APA-Pasadena. **£350**
- **2000**: Course Award from the Center for Theology and the Natural Sciences (funded by the Templeton Foundation) Course: Science and Religion. **$10,000**
PUBLICATIONS

Single Authored Books:

- Cover Interview with *Rorotoko* about this book at [http://rorotoko.com/interview/20110110_palmer_clare_on_animal_ethics_in_context](http://rorotoko.com/interview/20110110_palmer_clare_on_animal_ethics_in_context)


Co-Authored Book:


Edited Books - Sole editor:


Edited Books - Co-editor:


Vol. 1: Environmental Philosophy: Values and Ethics (xl +365p)
Vol. 2: Environmental Philosophy: Society and Politics (xi +380p)
Vol. 3: Environmental Philosophy: Policy, Pluralism and Pragmatism (viii+388p)
Vol. 4: Environmental Philosophy: Issues and Problems (xi + 424p)
Vol.5: Environmental Philosophy: History and Culture (xi + 402p)


Co-edited Books – Encyclopedia:

Journal Articles:

32. “Saving Species but Losing Wildness: Should we genetically adapt wild animal species to help them respond to climate change?” *Midwest Studies in Philosophy* 40/1 234-251 2016.
29. NESCent Working Group on the Evolutionary Biology of the Built Environment: Martin, Laura (lead author) Adams, Rachel; Bateman, Ashley; Bik, Holly; Hawks, John; Hird, Sarah; Hughes, David; Kembel, Steven; Kinney, Kerry; Kolokotronis, Sergios-Orestis; Levy, Gabriel; McClain, Craig; Meadow, James; Medina, Raul; Muireach, Gwynne; Moreau, Corrie; Munshi-South, Jason; Nichols, Lauren; Palmer, Clare; Popova, Laura; Schal, Coby; Täubel, Martin; Trautwein, Michelle; Ugalde, Juan; Dunn, Robert. "Evolution of the Indoor Biome". *Trends in Ecology and Evolution* 30/4: 223-232. April 2015.
     [http://www.nytimes.com/2015/03/19/science/the-next-frontier-the-great-indoors.html?_r=0]
   - Shortly to be reprinted in Spanish in *Ethica Ambiental* published by Andiamos of the Universidad Autonoma de la Ciudad de Mexico.
   - Two replies published: Joel McClellan “What the Wild Things Are” and Gordon Burghart “Beyond Suffering”.
• Following publication of this paper, Nanoethics 6/1 2012 contained a symposium discussing the animal disenhancement problem.
15. Clare Palmer (lead author) and Emily Brady. "Landscape and Value in the Work of Alfred Wainwright". Landscape Research 32/4: 397-421. 2007.
• This was an invited response to papers by John Cobb and Tim Menta on my book Process Philosophy and Environmental Ethics. Subsequent further response: John Cobb Process Studies 34/1 2005 "Another Response to Clare Palmer."
• Translation and reprint as "Apprivoiser la profusion sauvage des choses existantes?" Philosophie 112 23-46. 2011.(Transl. Hicham-Stephane Afeissa)

Contributions to Edited Books:


• Reprinted in Environmental Stewardship: Critical Perspectives, Past and Present. R. J. Berry (ed.). (Edinburgh: T & T Clark 2006.)

Online Only Publications:

Commissioned/Forthcoming


Published Conference Contributions:

Invited/Other papers:


Encyclopedia Entries:


Book Reviews:


15. ‘Earth Summit Ethics’ Callicott, J.Baird and Da Rocha, Fernando (eds.) (SUNY 1996); ‘Crazy Mountains’ Strong, David ( SUNY 1995) and ‘Mahatma Gandhi (Tata 1995) in Philosophy in Review XVII/6 December 1997
5. ‘From Apocalypse to Genesis’ Primavesi, Anne in Journal of Theological Studies 43/2 1992

PROFESSIONAL SERVICE

President: International Society of Environmental Ethics (ISEE) 2007-2010. (Elected position.) Vice president: 2004-7. Among the President’s responsibilities is the organization of the annual ISEE conference; I organized the conference each year between 2007 and 2010.


Mind and Life Fellow: In October 2011, I was invited to speak at the Mind and Life Institute’s conference on Ecology, Ethics and Interdependence, with His Holiness the Dalai Lama, at his home in Dharamsala, India. I was subsequently appointed a Fellow of the Mind and Life Institute. My discussion with HH the Dalai Lama is available here: https://www.youtube.com/watch?v=9N7qTdlRfG4

Participant: NESCent Evolutionary Biology of the Built Environment Working Group funded by the Sloan Foundation and the National Evolutionary Synthesis Center based at Duke University.
Co-founder of the UK Animal Studies Group: This has now become the British Animal Studies Network, based at Strathclyde University.

Membership of Editorial Boards:
Founding member of editorial board, new journal *Environmental Humanities* (from 2012); profile and discussion [http://environmentalhumanities.org/2012/08/24/eps/](http://environmentalhumanities.org/2012/08/24/eps/)
Editorial board: *Ethics, Policy and Environment* (from July 2005)
Editorial board: *Environmental Ethics* (from 1997-2007)
Editorial board: *Environmental Values* (from June 2006)
Editorial board: Springer’s *International Library of Environmental, Agricultural and Food Ethics* (from 2010) and *Ecology and Ethics* (from 2013)

Refereeing and External Reviews:

*NSF Center Reviewer:* Appointed reviewer for NSF National Socio-Environmental Synthesis Center (SESYNC). Site visit and team review April 2015.

*Research Proposal Reviewer:* National Science Foundation (Science, Technology and Society); Netherlands Earth and Life Sciences Council; Wellcome Trust for Medical Research; International Expert Assessor, Australian Research Council; Assessor, South African Research Fund, Nuffield Council for Bioethics.

*Referee for journals:* Philosophical Quarterly; Res Publica; Religion; Environmental Values; Animals and Society; Ethics, Policy and Environment; Social and Cultural Geography; Feminist Theology; Environmental Ethics; Mosaic; Conservation Biology; Social Studies of Science; Agricultural and Environmental Ethics; *Journal for the Study of Religion, Nature and Culture; Environment and Planning D: Society and Space; Journal of Social Philosophy; Body and Society; South African Journal of Philosophy; Journal of Resources, Energy and Development; Ethics and International Affairs; Critical Review of International Social and Political Philosophy; Environmental Philosophy; Invasion Biology; Astrobiology; Journal of Applied Philosophy; Philosophy Compass, Animal Welfare, WIREs Climate Change, Environmental Humanities, Theoretical Medicine and Bioethics, Nanoethics, Animal: An International Journal of Animal Bioscience, Agriculture and Human Values.


Conference Steering Committee:

Workshop Organization:

**Professional Talks/Conference Contributions, from 2000, selected:**

*Invited keynote speaker:* “Convergence and divergence in animal and environmental ethics” (Conference organized by the Centre de recherche en éthique and the Groupe de recherche en éthique environnementale et animale, Montreal, Canada, May 17-19th 2017)

*Invited participant:* Zoo Animal Welfare Symposium, Detroit Zoo, organized by Detroit Zoo and the World Association of Zoos and Aquariums (WAZA) May 4th -6th 2017

*Invited speaker:* Animal Ethics, Stephen F Austin University, Philosophy and Geography Departments, Texas, April 28th 2017


*Invited participant as “established scholar,”* British Animal Studies Network postgraduate symposium and meeting, May 18-21 2016, Strathclyde University (funded by the UK Arts and Humanities Research Council).

*Invited Distinguished Benjamin Lecturer,* Philosophy, Michigan State University, April 5-6 2016


*Invited participant,* Evolution of the Indoor Biome workshop, June 11-13 2013, National Evolutionary
Sciences Center. Durham, NC.

**Invited speaker** Canadian Political Science Association. Author meets critics panel on Kymlicka and Donaldson’s *Zoopolis: A Political Theory of Animal Rights*. June 2013, Victoria, Canada. (Paper read in my absence.)


**Invited keynote speaker:** Animals, Ethics and the Law conference. University of Tennessee, March 1-3 2012. “Is there an ethical difference between wild and domesticated animals?”


**Invited speaker:** North Texas Philosophical Association Annual Conference, April 2011. Title “Biocentrism, ethics and climate change.”


**Invited speaker:** Philosophy Department, Hofstra University, October 30th 2009. Title of paper “Can we – and should we - make reparation to “nature”? 

**Invited speaker:** Workshop on Vulnerability, Ethics and Animal Experimentation. Physicians Committee on Responsible Medicine, San Francisco, July 16th 2009. Title of paper “Vulnerability, Ethics and Oncomice”.


**Invited speaker:** 12th Annual Northwest Inland Philosophy Conference, Moscow Idaho. May 2009. Title of presentation: “Making Good: Can we – and should we – make reparations to nature?”

**Invited speaker:** Midwest Philosophy Colloquium, University of Minnesota, Morris. September 25-26th 2008. Title of presentation: “Animal Ethics: Wild and Domestic”.


**Invited speaker:** Animal Humanities conference. University of Texas, Austin. 2006, April.


**Invited participant,** Center for Environmental Philosophy, University of North Texas. Round Table Colloquium on the development of environmental ethics internationally. March 2006.

**Invited colloquium speaker** University of California, Long Beach. May 2006.

Commentator, ISEE Group Session. APA Pacific, San Francisco, March 2005

**Invited speaker** Center for Applied and Professional Ethics, University of Missouri Kansas City, March 2005. "Animals in Context."


Invited speaker: Agriculture and Ethics conference organized by the UN, Imperial College London and Michigan State University, January 2004. Wye College. “Ethics and Agricultural Intensification”.

**Invited speaker,** Center for Environmental Philosophy, University of North Texas, October 2003. “The concept of animality in Foucault’s Madness and Civilization”.

**Invited Speaker:** Conference on Animal Sentience in Higher Education. Kings College, University of London. May 10th 2003 “Animal sentience in philosophical education”


**Invited speaker:** Urban Environmental Ethics conference Georgia State University, Atlanta 2001.

“Placing Animals in Urban Environmental Ethics”


Annual Conference of the Royal Geographical Society/Institute of British Geographers, University of Sussex, January 2000. "Englishness, Christianity and constructions of the southern English countryside”.

**TEACHING**

**University Teaching qualification:** Post Graduate Certificate in Higher Education. 1996. University of Greenwich, London.

**Courses taught at Texas A&M (From Fall 2010)**
PHIL664: Graduate Seminar in Applied Philosophy: Ethics and Climate Change
PHIL662: Graduate Seminar in Ethical and Value Theory
PHIL381: Ethical Theory
PHIL314: Environmental Ethics (multiple times)
PHIL111: Contemporary Moral Issues (multiple times)
PHIL685: Animal Minds and Animal Ethics (Directed reading, with Gary Varner)
PHIL685: Environmental Ethics (Directed reading)
PHIL 489/689: Genomics and Society – in the classroom Spring 2014, co-taught; wholly online
Spring 2015 (Interdisciplinary and cross-listed course, for both undergraduates and graduates of
disciplines, funded for development by the National Science Foundation.)

PhD students at Texas A&M:
Co-chair of committee: T.J.Kasprbauer. Graduated May 2014. Postdoc at University of Copenhagen
2014-2016; now CREST fellow at the Potomac Institute for Policy Studies.
Committee member: David Wright. Graduated May 2014. Now Visiting Assistant Professor at Sam
Houston State University.
Committee member: Jennifer Ward (Ongoing).

Courses taught at Washington University in St Louis (from Spring 2005)
Graduate Seminar in Ethical Theory: Consequentialism
Present Moral Problems (Multiple times)
Environmental Ethics (Writing Intensive)
Capstone in Philosophy (Required for all non-Honors Philosophy majors)
Introduction to Environmental Ethics (Multiple times)
Introduction to Environmental Studies: Social Sciences (required for all Environmental Studies
majors) (Multiple times)
Introduction to Environmental Studies (for non-Environmental Studies majors)
Honors Thesis supervision in Philosophy, Environmental Studies, Anthropology and Religious
Studies

Courses taught at Lancaster University, UK (2001-2004)
Graduate Teaching - Masters in Values and the Environment:
This MA program ran both live and online; I taught Environmental Ethics in both modes.
PhD students in Philosophy: Donna Ladkin, Hugh Browton, Woo-Joo Chang, Hanna Siurua.

Undergraduate courses:
Ethics
Animal Rights and Environmental Values
Applied Ethics
Continental Philosophy II: Nietzsche, Heidegger, Foucault
Philosophy of Science
Foucault
Feminist Ethics

Courses taught in previous institutions:
Environment, Culture, Religion (University of Stirling, Scotland. 1998-2000).
Science and Religion (University of Stirling, Scotland. 1998-2000).
Environmental Policy (team taught, University of Western Australia. 1997-8).
Environmental Ethics (University of Greenwich, London. 1993-7).
Politics, Development and Environment (team taught, University of Greenwich, London. 1993-7).
Politics, Philosophy, Ethics of Environmental Science (team taught, University of Greenwich, London. 1993-7).
Transport and Society (team taught, University of Greenwich, London 1993-7).
Society and Environment (team taught, University of Greenwich, London. 1993-7).

Experience of Online Teaching
While at Lancaster University, I collaborated in developing online materials for the online Master’s degree in Values and the Environment, focusing on environmental ethics (The environmental ethics module is still available here: http://www.lancaster.ac.uk/depts/philosophy/awaymave/403new/home.htm)
We delivered this entire degree online as well as live on campus; the course involved running discussion boards, online meetings with students, and occasional student visits to campus, especially during the period when they were writing their thesis.

At Texas A&M, I collaboratively developed Genomics, Ethics and Society as an online, stacked graduate and undergraduate course, embedded in Blackboard, with a team from Texas A&M College Station and Texas A&M Corpus Christi, funded by the National Science Foundation: http://www.nsf.gov/awardsearch/showAward?AWD_ID=1237881
These materials are now freely available and featured at the National Academy of Engineering Online Ethics Center: http://www.onlineethics.org/Resources/30931.aspx

European Union Teaching:
2002: Intensive Course on Animals in Moral Philosophy for graduate students/faculty at Helsinki University, Finland.

External Examining:
External examiner, B.A. Theology and Religious Studies at the University of Surrey, St Mary’s College, 1999-2003.
External Examiner MPhil (Research) and PhD: Queen’s University Belfast; PhD at UMIST; PhD at LaTrobe University, Australia; PhD at the University of Western Australia, PhD at Melbourne University, Australia.

DEPARTMENTAL AND UNIVERSITY SERVICE

Texas A&M (from Fall 2010)
• Faculty Affiliate Member: Texas Center for Climate Studies
  o  Service included giving a talk on climate ethics to faculty and grad students (2014); being a panel discussant after a public viewing of the film Chasing Ice with director Jeff Orlowski (2015); giving a talk on ethics and university divestment to students on Divestment Day (2015).
• Member of Executive Committee: Texas A&M Institute for Genome Sciences and Society

Departmental Service, Philosophy, Texas A&M
• Director of Graduate Studies in Philosophy (2012-14; Fall 2016)
• Associate Director of Graduate Studies in Philosophy & Director of MA Program (2010-12)
• Chair of Graduate Programs Advisory Committee (2012-14, 2016-17)
• Member of Search committee, Chair in Applied Ethics (2013-14)
• Member of Philosophy Awards Committee (2010-12)
• Member of Department Steering Committee (2012-14; 2016-17)
• Member of Department Promotion Committee (2011)
• Member of Curriculum Committee (2012-14)
• Member of Rules Committee (2014-15)
• Chair of Tenure and Promotion Committee (Spring 2015/Fall 2015)

College Level Service, Texas A&M
• Member of Committee to appoint new Director for Glasscock Center for the Humanities (2011)
• Member of College Graduate Instructional Committee (2012-14)
• Member of Liberal Arts Planning and Resources Committee (2011-13, 2014-16)

University Level Service, Texas A&M
• Member of University Grand Challenges Committee: Sustainability and the Environment (Liberal Arts representative) (2013-16)
• Aggie Ally (Support network for LGBT+ students) (2011 on)
• Academic advisor for Aggie Veggie and Vegan Student Group

Washington University (2005-2010)
University/Arts & Sciences Committees
• Member, University Search Committee, International Center for Advanced Renewable Energy and Sustainability (I-CARES) Endowed Chairs in Sustainability (2008-10)
• Member, I-CARES A&S search subcommittee: Chairs in Ecosystems and Social Science (2008 on)
• Member, I-CARES Steering Committee (2009 on)
• Fellow of Center for Ethics and Human Values, and member of Research Committee (2007-10)
• Member of Arts and Sciences Affirmative Action Monitoring Committee (2007-2010)
• Member, University Energy Committee (2009 on)
• Chair, Academic Committee on Energy and Environment (2009 on)
• Member, University Committee to Select Speakers for the Assembly Series (2009 on)
• Member, Undergraduate Experience Committee of the Board of Trustees (2009-2010)
• Member, Committee to Appoint Undergraduate Students to the Board of Trustees (2010 on)

Departmental Committees and Responsibilities, Washington University
Philosophy:
• Director of Undergraduate Studies in Philosophy (2007-9)
• Chair, Curriculum Review Committee, Philosophy (2008-9)
• Graduate Student Committee, Philosophy Department (2005, 2007)
• Study Abroad Officer, Philosophy (2005 on)
• Internship Officer, Philosophy (2008 on)

Environmental Studies:
• Executive Committee, Environmental Studies (2007-10)
• Major Advisor, Environmental Studies (2006-10)
• Curriculum Review Committee, Environmental Studies (Fall 2007)
• Chair, Post-Doc Search Committee, two 2-year post-docs in Environmental Studies (2008)

Other Committee Work:
• Search Committee, Political Theory, Political Science dept. (2006)

Lancaster University, UK (2001-4)
• Part 2 Director (Equivalent: Director of Undergraduate Studies in Philosophy) (2001-2004)
• Member of Institute Management Committee (2001-2004)
• Chair of Institute Teaching Committee, and representative for Institute undergraduate teaching issues to the University (2002-2004)
• Directed curriculum review including the development of new combined majors in Philosophy and Film, and Ethics, Philosophy and Religion. (2003-4)
• Organizer of undergraduate teaching, including assigning TAs (2002-4)
• Co-ordinator of staff-student liaison, student representation and student feedback (2001-4)
• Dissertation Co-ordinator (2001-4)
• Departmental Officer for Overseas Students (2001-2003)
• Member of 5 search committees
• Representative to National Standing Committee on Philosophy

Stirling University (1998-2001)
• Library Representative, Computing Representative
• Personal Tutor
• Director of First Year Studies
CURRICULUM VITAE

GREGORY FERNANDO PAPPAS

Professor
Department of Philosophy
Texas A & M University
College Station, Texas

Academic Employment:

Department of Philosophy, Texas A&M University (Professor 2011-present, Associate Professor 1998-2010, Assistant Professor 1992-1998)

Department of Philosophy, University of Texas at Austin (Visiting Associate Professor 1999, Lecturer 1990-1991)

Education:

PhD Philosophy, University of Texas at Austin, August 1990.
MA Philosophy (honors), University of Wyoming, May 1983.
BA Philosophy (cum laude), minor in Mathematics, University of Puerto Rico, 1981.

Teaching and Research Areas:

Areas of Specialization: Latin American Philosophy, American Pragmatism, Socio-political Theory, Ethical Theory.

Areas of Competence: Aesthetics, Philosophy of Technology, History of Philosophy.

Honors, Grants, and Awards:

2016 Inter-American Philosophy Award:
best paper concerning Latin American, Latino/a or indigenous philosophies across the Americas (“Zapatismo, Luis Villoro, and American Pragmatism on Democracy, Power, and injustice”) Society for the Advancement of American Philosophy.

2015 John Mellow Prize:
at the Society for the Advancement of American Philosophy annual meeting for his paper titled, "The Pragmatists approach to Injustice." This award recognizes excellence in advancing the American philosophical tradition toward the resolution of current personal, social and political problems. It is awarded to the author of the paper judged best in developing the treasure house of methods and ideas beyond the stage they are found in the classical works of American
philosophy, or relating these ideas and methods to contemporary issues with a view to enhancing our understanding of current problems or our ability to resolve them.

Fulbright Specialist (2013-2018)

Fulbright Scholar Award 2012-2013 in Universidad Nacional de Cordoba and Universidad de Buenos Aires, Argentina.

Grant from the Society for the Advancement of American Philosophy to participate in The xxiii World Congress of Philosophy, Athens, Greece (August 6, 2013)


Notable Lecture grant from the Melbern G. Glasscock Center for Humanities Research, Texas A&M University, 2011. Proposal: “Jorge Gracia’s Painting Borges: A Pictorial Interpretation of His Fictions.”

College of Liberal Arts Research Award (for outstanding research efforts and achievements), from College Liberal Arts, Texas A&M University, 2010.

Collaborative Research grant from TAMU-CONACYT (Consejo Nacional de Ciencia y Tecnologia), 2009. Proposal: “Creation and development of the Inter-American Journal of Philosophy (IJP).”

Research grant from the Program to Enhance Scholarly and Creative Activity (PESCA), administered by the Vice President for Research at Texas A&M University, 2009. Proposal: “Pragmatism and the Hispanic World.”

Stipendiary Fellowship from the Melbern G. Glasscock Center for Humanities Research, Texas A&M University, 2009.


American Philosophical Association grant to advance philosophy, 2009, Proposal: “The Inter-American Journal of Philosophy (IJP) project.”

Publication Support Grant from the Melbern G. Glasscock Center for Humanities Research, Texas A&M University, 2008.

International Collaboration Research Grant from the government of Spain (Ministerio de Ciencia e Innovación). The project is directed by Prof. Ramón del Castillo (UNED, Madrid), 2008. Proposal: “Public Sphere, Value Conflict and Social Experience: A Pragmatic Perspective.”


Faculty Development Leave, TAMU, 2007.

Enhancing Excellence in Research Grant from the Office of the Vice President for Research, TAMU, 2006. Proposal: “American Pragmatism and the Hispanic World.”


Stipendiary Fellowship from the Melbern G. Glasscock Center for Humanities Research, Texas A&M University, 2005.

NEH Summer Institute on Latin American Philosophy: The Appropriation of European Thought in Latin America, directors Jorge Gracia and Susana Nuccetelli, State University at Buffalo, June 6-June 30, 2005.

International Collaboration Research Grant from CONACYT (Consejo Nacional de Ciencia y Tecnologia) Mexico. The project was directed by Jose Miguel Esteban, UNAM, 2002. Proposal: conference on "The Relevance and Vitality of Pragmatism in Contemporary Philosophy."

Faculty Development Leave, Texas A&M University, 1999.

Texas A&M University Faculty Abroad Seminar in Mexico City, 1997.

Course Development Grant, College of Liberal Arts, Texas A&M University, 1994.


Douglas Greenlee Prize (honorable mention for best paper by a person holding a Ph.D. for no more than five years) from the Society for the Advancement of American Philosophy, Ohio, March 1992. Title of paper: "Dewey's Ethics and Feminism."


Research Grant from graduate school of the University of Texas, Austin TX, 1988. Proposal: “An Examination of William James' unpublished manuscripts at Houghton Library, Harvard University."
Publications:

Books

1. *Pragmatism in the Americas*
   Editor of volume and author of the introduction and three chapters, Fordham University Press (May 2011).

2. *John Dewey’s Ethics: Democracy as Experience*
   Indiana University Press (August 2008)
   Under negotiation to be translated into Portuguese by a Brazilian Press and into Spanish by an Argentinean press.

Reviews of *John Dewey’s Ethics:*


Journal articles (refereed)


10. “La Metafilosofía de los Pragmatistas Clásicos,” *Discusiones Filosoficas* 11, no. 17 (December, 2010), 205-22 (Colombia).

11. ”John Dewey and the Contemporary ‘Deliberative Turn’ in Political Theory,” *Southwest Philosophical Studies* 30 (spring 2008), 71-78.


15. “Pragmatism as a Philosophy of Education in the Hispanic World: A Response” (co-written with Jim Garrison), *Studies in Philosophy and Education* 24, no.6 (November 2005), 515-29.


Book chapters (refereed)


Reviews


4. Jose Miguel Esteban, La Critica Pragmatista de la Cultura: Ensayos sobre el Pensamiento de John Dewey (Editorial Prometeo, Universidad Nacional de


**Editorial positions and Membership:**

Creator and Editor in Chief of *The Inter-American Journal of Philosophy (IJP).*

Editorial Board Member (national and international journals):

- *Journal of Speculative Philosophy* (USA)
- *Pragmatism Today* (Europe)
- *The Cybrary of Pragmatism* (USA)
- *Revista Redescricões* (Brasil)
- *Intuición. Revista de Filosofía* (Guatemala)
- *Transactions of the Charles Peirce Society* (USA)

Chair of Committee on Inter-American Relations: *Society for the Advancement of American Philosophy* (2010-2014).

Member of the Hispanic Intellectual History proposal put forth for the Texas A&M University Strategic Initiative by Alberto Moreiras, Chair of Hispanic Studies.


American Philosophical Association, Committee on Hispanics (2006-2010).

Hispanic Research Program (Texas A&M University).

Society for Iberian and Latin America Thought

**Refereeing and External Reviews:**

*Review of book manuscript* *Terrorism Unjustified: The Use and Misuse of Political Violence* (Rowman & Littlefield 2015)

*Review of book manuscript* *Latin American Philosophy* (Stephanie Rivera) for publication in Rutledge (2015).


*In the last 3 years I have reviewed manuscripts for the following journals: Pluralist, European Journal of Pragmatism and American philosophy, Transactions of the Charles Peirce Society, Journal of Speculative Philosophy, Contemporary Pragmatism, Topicos (Mexico), Inquiry: An Interdisciplinary Journal of Philosophy (United Kingdom).

**Research Proposals:** Texas A&M University research grants (FERPA)

**Promotion evaluations:**
*Evaluation for promotion to full professor of scholar in American Philosophy at UMass. 2015
*Evaluation for promotion to Associate professor of Latin American Philosophy in Pan-American University. 2015
*Bill Myers (American Philosophy) 2010 Birmingham-Southern College
Birmingham, Alabama
*Carlos Sanchez (Latin American Philosophy) 2009, San Jose State University San Jose, CA

**Member of external review of Department of Philosophy:**

**Organization of Professional Conferences:**
Panel Organizer on American Philosophy at the *IV Ibero-American Congress of Philosophy*, Santiago de Chile, November 5 to 9, 2012.


**Papers Presented and Lectures:**
Invited (International)
1. “Paulo Freire and John Dewey on Democracy” Dewey Center, University of Bahia, Salvador, Brazil, Oct 9, 2013.
6. “Education for Democracy: More not less Passions are needed.” Invited to speak at the 4th International Symposium in Education and Philosophy: Biopolítica, arte de viver e educação, Marília, Brasil (June 7-9, 2011).
9. Invited to participate in workshop Ethics and Democracy: Educational Perspectives at Università degli Studi di Bologna, Italy (May 9-12, 2011).
12. “Is the Internet good for Democracy?” Universidade Damas, Recife, Brazil (March 10, 2011).
14. “La Metafilosofía de los Pragmatistas Clásicos.” Invited to speak at Department of Philosophy, Universidad de Caldas, Manizales, Colombia (August 2010).
at *Dewey’s Second Mission: A Dialog between Deweyan Pragmatism and Confucianism*, an international conference at the Beijing Foreign Studies University. Beijing, China (December 18-20, 2009).


22. “The Nature of Pragmatism and the Search for a Hispanic Pragmatist.” Invited to speak at *10th International Meeting on Pragmatism*, Department of Philosophy, Pontifical Catholic University of Sao Paolo, Sao Paolo, Brazil (November 2007).

23. “La Tension entre los Valores Hispanos y los Americanos.” Invited to speak at Philosophy Department, UNED, Madrid, Spain (April 13, 2007).


25. “La Filosofía de Risieri Frondizi y el Pragmatismo.” Invited to speak at Philosophy Department, Universidad de Navarra, Spain (December 8, 2003).

26. “John Dewey: El Filosofo de la Globalizacion Radical.” Invited to speak at Philosophy Department, University of Puerto Rico, Mayaguez, PR (October 18, 2002).


**Refereed Presentations at Conferences (International)**

28. “Addams and Dewey’s approach to problems of injustice” at International Conference on *Dewey and Pragmatism Studies*, Fudam University, Shanghai, China (August 15, 2015)


31. “John Dewey’s Radical Logic: The Function of the Qualitative in Thinking” The xxiii World Congress of Philosophy, Athens, Greece (August 6, 2013)

32. “La Relevancia Contemporanea de la Filosofia de John Dewey” XVIIth conference of the Interamerican Philosophical Society Salvador (Bahia, Brazil) (Oct 9, 2013)


Invited (National)


40. Invitation to the first international workshop on Dewey's Ethics (Umass Boston) October 20-21st 2016 “Contextualizing the Ethics”

42. Invited panel discussion with Elizabeth Anderson and Derrick Darby: *What is Wrong with Racial and Other Social Injustices at University of Michigan*, Feb 24, 2015.

43. “The 'demographic challenge' in philosophy and the quest for a philosophy sensitive to context: some lessons from Latin American Philosophy and Latin Jazz” invited to speak at The Latino/a Philosopher: A National Symposium (March 15-17, 2013)

44 “What would Dewey say about Democratic Experimentalism” invited to speak at Democratic Experimentalism Workshop, UNC Asheville Laurel Forum (Nov 15, 2013)


48. Invited to be part of a panel on “Pragmatism and Latin American Philosophy,” Eastern APA, Boston, Massachusetts (December 2010).

49. “Was the Mexican Revolution a good revolution? A Deweyean evaluation.” Invited to speak at commemoration of the centennial of the Mexican Revolution, FESTIBA, March 2010 (event sponsored by a NEH grant) at University of Texas-Pan American, Edinburg, Texas (March 25, 2010).


51. “The Tension between the Values of the Anglo and the Hispanic World.” Invited to speak at Texas State University, San Marcos, Texas (event sponsored by NEH funds) (Nov. 18, 2009).


53. “Philosophy and the identity of Hispanic-Americans.” Invited to speak as part of the speaker’s series in Philosophy at University of Texas-Pan American, Edinburg, Texas (event sponsored by NEH funds) (October 9, 2009).
54. “The American Challenge: The Tension Between The Values of The Anglo And The Hispanics.” Invited to speak at Department of Philosophy, Grand Valley State University, Allendale, Michigan (March 8-10, 2008).


62. "Jorge Gracia’s Philosophical Perspective on Hispanic Identity," presented in a special session of the APA eastern, Boston, Massachusetts (December 28, 1999).


64. Commentaries on Anton Donoso, "Jose Ortega Y Gasset and American Philosophy," presented at the Society for the Advancement of American Philosophy, Marquette University, Madison, WI (March 1998).


67. "Experience and the Moral Stance." Invited presentation at a conference sponsored by the Philosophy Department, University of Texas at Austin (Sept. 1993).
70. “John Dewey's Faith in Democracy and Experience.” Invited to speak at the Department of Philosophy, University of Texas, Austin, TX (November 15, 1991).
71. "The Ethics of Belief of William James," presented at the Minority Scholars Series, San Jose State University, San Jose CA (December 17, 1989).
72. “What is the Ethics of Belief?” Invited to speak at the Minority Scholar Forum, University of Texas, Austin, TX (November 29, 1989).

Refereed Presentations at Conferences (National)

73. “Zapatismo, Luis Villoro, and American Pragmatism on Democracy, Power, and injustice” presented at Society for the Advancement of American Philosophy, Portland Oregon (March 3, 2016). Winner of Inter-American Philosophy Prize (see below description)
74. “Leonard Harris’ Insurrectionist “Challenge” to Pragmatism” at Philosophy Born of Struggle Conference, Texas A & M University, College Station, TX, Nov, 5-6 2016
78. “Towards a Pragmatist's Theory of Injustice” presented at Eastern Division APA meeting, Atlanta, Georgia (December 28, 2012).
89. "Are Hispanic Border Cultures Real?" presented at interdisciplinary conference Hispanics: Cultural Locations, University of San Francisco, San Francisco, CA (August 1997).

Other (local)

99. Author Meets Readers session on my book John Dewey’s Ethics, Glassock Center, Texas A&M University, College Station, Texas (November, 12, 2009). Readers: Robert Westbrook (Rutgers University) and John McDermott (Texas A&M University).

100. Lecture on "Values and Cultural Differences," to a class in the Veterinary school, Texas A&M University (spring 1998 and fall 1998).

International Collaborative Research Projects:

(1) Inter-American Philosophy Project (2009-2014). Collaborator: Guillermo Hurtado (director of Institute of Philosophical Research, UNAM, Mexico City).

Goals:

(a) Advancing inter-institutional and international cooperation and dialogue among all investigators in the Americas in the field of philosophy; and

(b) Encouraging and supporting philosophical discussion and research between Mexico and the United States on common bi-national social problems where philosophical distinctions, ideas, and ideals could be relevant.

Methods and Results:

The Inter-American Journal of Philosophy has been operating for two years and a half. In that short period we have achieved the entire standard accreditation and indexing of a professional academic journal (ISSN 2157-1694). Our editorial board has grown and we have published two volumes of articles by scholars from all over the Americas.

After the creation of the first Inter-American Journal of Philosophy (IJP) in 2010, we are continuing to (a) seek grant support and submissions to sustain the high quality of the journal; and (b) create conferences and publications that would encourage dialogue, exchange, and collaboration in the field of philosophy in the Americas. The Inter-American conference John Dewey in Mexico took place in UNAM (Mexico City) on Jan 12-14, 2012. A book volume based on the theme of the conference will be published by a press in Mexico.
(2) Member of an international group of philosophers directed by Ángel Manuel Faerna (Universidad de Castilla-La Mancha, España) (2012-2015). This project is funded by the government of Spain (Ministerio de Economía y Competitividad)

Goals:
Stimulate collaborative inquiry in philosophy between the following scholars from Latin America, Spain, and the United States. María Aurelia Di Berardino (Universidad Nacional de La Plata, Argentina), Daniel Kalpokas (Universidad Nacional de Córdoba, Argentina), Juan Vicente Mayoral (Universidad de Zaragoza, España), Gregory F. Pappas (Texas A&M University, USA), Federico Penelas (Universidad de Buenos Aires, Argentina), Pablo Quintanilla (Pontificia Universidad Católica del Perú, Perú), Evelyn Vargas (Universidad Nacional de La Plata, Argentina)

Methods:
Scholarly exchanges via panels at conferences and lecture invitations. The current research project is “La reconstrucción de la experiencia: el pragmatismo y la crítica contemporánea del conocimiento” and we will meet in 2013 at the World Congress of philosophy, Athens.

(3) An Inter-American Philosophical Inquiry of Pragmatism, Morality and Law (2010-2014). Collaborators from Recife, Brazil: George Browne, professor on philosophy and jurisprudence, founder of Center for Law and Pragmatism at Universidade Federal de Pernambuco; Cláudio Brandão, professor and dean of faculty at Universidade Damas.

Goals:
Stimulate a collaborative and inter-American (United States and Brazil) inquiry about philosophy and law.

Methods:
Scholarly exchanges via panels at conferences and lecture invitations. Edit and publish a bilingual book titled An Inter-American Philosophical inquiry of Pragmatism, Morality and Law in Editora Universitária, UFPE.

Doctoral Committees

As Director

Kim Diaz, “Paulo Freire and Luis Villoro on Democracy,” (Philosophy, TAMU, in progress).
Paul R. Shockley, "Bridging the Culture Gap: How John Dewey's Aesthetics May Benefit the Local Church," (Philosophy, TAMU, 2010).

As Committee Member

Olga Gerhart (Philosophy, TAMU, in progress)

Mason Cole, (Philosophy, TAMU, in progress).

Luis Carlos Ayarza, (Hispanic Studies, TAMU, in progress).

Julio Cesar Aguilar, (Hispanic Studies, TAMU, in progress).

Rodriguez Nacif, Murat, (Hispanic Studies, TAMU, in progress).

Palacios Perez, Jose Manuel, (Hispanic Studies, TAMU, in progress).

Javier Marimon Miyares, (Hispanic Studies, TAMU, in progress).

Daniel Theriault, (Department of Recreation, Park, and Tourism Sciences, TAMU, in progress).

Ana Celia George, (Hispanic Studies, TAMU, in progress).

Iwao Takahashi, “Peircean Interpretation of Postmodernism of Architecture,” (College of Architecture, TAMU, in progress).


Irene Price, “Nietzsche’s Zarathustra/Zarathustra as Abomination,” (University of Texas at Austin, 2004).

Master Committees

As Director


Joel Barton, “John Dewey and Uncertainty in the Sciences,” (Philosophy, TAMU, 2006).

Van Kenneth Veselka, “An Attempt to Determine a Basis For Affective Democratic
Fields,” (Philosophy, TAMU, 2006).


As Committee Member

Samuel Edward Murdock, “Fulfilling the Promise: Learning Communities, Student Expectations, and Experience,” (Agriculture, TAMU, 2010).


Hui Fu, “Confucians and Dewey on Community,” (Philosophy, TAMU, 2006).

Ana George, “Historia, Nacion Y Genero: La Representacion de la Historia en el Ataud de Uso de Rosa Maria Britton,” (Hispanic Studies, TAMU, 2006).

Teaching Experience:

Courses Taught at Texas A&M University:

PHIL 251 Introduction to Philosophy
PHIL 205 Technology and Human Values
PHIL 381 Ethical Theory
PHIL 332 Socio-Political Theory
PHIL 483 Professional Ethics
PHIL 251 Latin American Philosophy
PHIL 375 Philosophy of Visual Media
PHIL 685 Seminar on Feminist and Pragmatist Ethics
PHIL 415 American Philosophy
PHIL 635 Graduate Seminar on Ethical Theory
PHIL 623 Graduate Seminar on American Philosophy
PHIL 630 Graduate Seminar on Aesthetics

Service Record

To the University

Member of Hispanic Research Program 2004-2006
Grant review panelist of TAMU research grants (FERPA) 2010-
Council of Principal Investigators, 2010-

To the College

Dean’s Advisory Committee on International Activities 2004, 2005, 2006
Liberal Arts Curriculum Committee 2005
Planning Committee for Hispanic Studies (minor in Liberal Arts) 2005
Member of the Hispanic Intellectual History proposal put forth for the Texas A&M
University Strategic Initiative by Alberto Moreiras, Chair of Hispanic Studies, 2010 -

To the Department

Service letter for Chris Menzel’s promotion 2013.
Teaching letter observation for Kristi Sweet’s promotion 2013
Research report for Linda Razdik’s promotion 2012
Teaching report for Claire Katz’s promotion 2012
Teaching report for Tommy Curry’s tenure review 2012
Teaching report for Tommy Curry’s third year review 2011
Steering Committee Associate Prof Rep (2004-2006, 2008-2009)
Committee to develop a Institutional Effectiveness/Outcomes Assessment (QEP, IE,
and OA) proposal 2004
Engineering Ethics Committee 2006
Diversity Committee 2007-2010
Colloquium Committee 2005-2006
Nominating Committee 2005-2006
Search Committee for new hire on Socio-Political/Race Theory 2008
Member of tenure committee for Mike Lebuffe 2008
GPAC 2010-2011

Music-related Publications:

Liner Notes for the following compact disc recordings:

Ray Barretto, *The Other Road*, Fania, 2008
Sabu, *Jazz Espagnole*, Fania, 2007
Cheo Feliciano, *Sentimiento, Tu* Fania 130098-2, 2006
Tito Puente, *The King*, Fania 130116-2, 2006
Eddie Palmieri & His Orchestra, *Vamonos Pal Monte*, Fania 1300-7, 2006
MARTIN PETERSON

AREAS OF SPECIALIZATION

Engineering Ethics, Decision Theory, Normative Ethics

AREAS OF COMPETENCE

Metaethics, Epistemology

EDUCATION

M.A., Philosophy, Stockholm University, 1997.

FACULTY APPOINTMENTS

Texas A&M University
Professor of Philosophy and holder of the Sue G. and Harry E. Bovay Jr.
Professorship of the History and Ethics of Professional Engineering, 2014 -

Eindhoven University of Technology (NL)

Eindhoven University of Technology (NL)
Associate Professor, 2009 – 2013.

University of Cambridge (UK)

KTH Royal Institute of Technology (SWE)
Employed in various positions 1999 – 2009: PhD Student, Research Fellow,
and Assistant Professor (with tenure). On leave for other jobs 2005 – 2008.

Luleå University of Technology (SWE)
Assistant Professor (with tenure), up to 75% of full time, 2004 – 2008.

VISITING POSITIONS

University of Cambridge (UK)
Visiting Fellow in the Department of History and Philosophy of
Science, Lent Term 2012.

University of Cambridge (UK)
Senior Member (non-resident) of Wolfson College, 2005 – 2008.
Stockholm University (SWE)
Researcher in the Department of Philosophy, 10% of full time, 2009 – 2012.

BOOKS

The Ethics of Technology: A Geometric Analysis of Five Moral Principles, forthcoming with Oxford University Press. (Publication scheduled for June 2017.)


EDITED BOOK

- The inner struggle: Why you should cooperate with people you will never meet again, pp. 199-218.

ARTICLES IN PEER-REVIEWD JOURNALS

- Decision Theory


- **Moral Philosophy**


- The Ethics of Technology


What is the Point of Thinking of New Technologies as Social Experiments?, forthcoming in *Ethics, Policy & Environment*.


Nuclear Power is Neither Right Nor Wrong: The case for a tertium datur in the ethics of technology, (with R Hillerbrand), *Science and Engineering Ethics*, 20: 583-595, 2014.


How to Depolarize the Ethical Debate Over Human Embryonic Stem Cell Research (and Other Ethical Debates Too!) (with N Espinoza) *Journal of Medical Ethics*, vol 38: 496-500, 2012.


- Other Topics

The Modal Account of Luck Revisited (with J. A. Carter) forthcoming in Synthese.


INVITED BOOK CHAPTERS, REVIEWS, ETC


Introduction: Values and Norms in Modeling, guest editor (with Sjoerd Zwart), Special Section of *Studies in History and Philosophy of Science*, in press.


**ARTICLES IN SWEDISH AND DUTCH**

Moralens Geometri, forthcoming in *Filosofisk Tidskrift* 2017:2

Replik: Politiker bor få torgföra stolliga forslag DN Debatt (endast online) 2015-06-01.

Svenska Kyrkan ett IKEA för själen, *NSD Kultur* 2013-12-03.


Zo’n quotum werkt in het nadel van vrouwen (brief letter to the "opinie pagina") *NRC Handelsblad*, 15 November 2012.


Facebooks torftiga vänskap, *NSD kultur* 2012-01-03.


Låt ett anti-parti göra SD maktlösa, *Expressen* 2010-09-10.


Stödet för SD skulle inte öka, Östgöta Correspondenten 2010-01-07.

BLT sågar mitt förslag, Blekinge Läns Tidning 2010-01-06.

Förslaget är inte odemokratiskt, Västerviks-tidningen 2010-01-04.

Anti-parti kan stoppa SD, Svenska Dagbladet 2009-12-29.

Politikerna borde skämmas för sitt egoistiska beteende, Svenska Dagbladet 2009-11-07.

Platon på modern svenska, Norrländska Socialdemokraten, 2009-10-29.


Värdenihilsmens död i Gaza, Norrländska Socialdemokraten, 2009-01-08.


DNA-information tillhör individen - inte samhället, DN Debatt, 2003-09-23.

Recension av två studier i beslutsteori av Per-Erik Malmnäs, Tidskrift för Politisk Filosofi, 58-60, 2003.

Utilitarism och beslutsteori, Filosofisk Tidskrift 22(4), 3-10, 2002.

Extrema Risker, Osäkerhetens Horisonter, red. Boholm m.fl., 69-84, Nya Doxa, 2002.


**CONFERENCE ON MY WORK**

*The Dimensions of Consequentialism*, Konstanz 16-17 November 2013, with comments by ten invited speakers on my book on multidimensional consequentialism.
TALKS

“If You Plan to Visit Pasadena or St Petersburg it is Better to be Wise than Resolute”, University of Missouri, Philosophy colloquium, October 14, 2016.


“Multidimensional population ethics”, ISUS XIV, Lille, 6 July 2016.

“Nonutilitarian Versions of Consequentialism”, ISUS Summer School, Lille, 5 July.


“The Right or the Good?” New Mexico Texas Philosophical Society, Houston, 27-29 March 2015.


“Rational Routines”, Munich Center for Mathematical Philosophy, 18 June 2014.


“Multi-Dimensional Consequentialism and the Pareto Principle”, University of Erlangen, 24 September 2013.

“The Multi-Dimensional Analysis of Lifeboat Cases”, Centre for Advanced Study in Bioethics, University of Munster, 6 September 2013.


“Knowledge according to 654 philosophers”, University of Buffalo, 26 January 2011.

“Knowledge according to 654 philosophers”, CUNY New York, 28 January 2011.

“Multi-dimensional consequentialism”, McGill University 4 February 2011.

“Multi-dimensional consequentialism”, Stockholm University 3 March 2011.


“Nuclear power and degrees of rightness”, Wittenberg 11 July 2011.

“Knowledge according to 817 philosophers”, Dept. of Philosophy, Aachen, 2 November 2011.

“Degrees of Moral Rightness”, conference on degrees of moral rightness at Stockholm University, 9 November 2011.

“Does Moral Rightness Come in Degrees?”, Oxford University: The Uehiro Centre for Practical Ethics, 26 May 2010.

“Cost-benefit and non-utilitarian ethics”, Oxford University: The Uehiro Centre for Practical Ethics, 21 June 2010.


“Rational Choice and Moral Dilemmas, semi-academic talk for a mixed audience, Korpilombolo, Sweden, 3 December 2009.


"Neither Right Nor Wrong", OZSE working group on metaethics, Utrecht University, 19 November 2009.

"Dilemmas and rationality: What should we do?" Invited talk at conference on decision making at the Pufendorf Institute, Lund University, 7 October 2009.

"A computer simulation of the argument from disagreement”, 3TU Centre of Ethics and Technology, in Utrecht, 9 April 2009.

"Neither Right Nor Wrong”, Dpt of Philosophy, Uppsala University, 13 February 2009.

"A computer simulation of the argument from disagreement”, Dpt of Philosophy, Stockholm University, 5 February 2009.


"Principalism and medical ethics”, Medical Ethics seminar, University of Lund 2007.

"The moral importance of selecting people randomly”, Copenhagen workshop on philosophy of risk, Copenhagen 2007.


RESEARCH GRANTS

_Incomparable Risks_, funded by the Swedish Rescue Services Agency 2005-2007, PhD funding for Nicolas Espinoza + post-doc funding for Dr Karsten Klint-Jensen

_Ethical Aspects on Environmental Risks_, funded by the Swedish Environmental Protection Agency, 2004-2005, post-doc funding for Dr Karsten Klint-Jensen, ca €55k.

_The Lottery Approach to Distributive Ethics_, funded by the Swedish Research Council 2005-2007, post-doc funding for Dr Karsten Klint-Jensen, ca €150k.

_Prioritizing in Emergency Planning_, funded by the Swedish Emergency Management Agency 2006-2008, funding for myself, ca €120k.

_Ethical Aspects of Hunting_, funded by the Swedish Environmental Protection Agency, 2008, post-doc funding for Dr Per Sandin, ca €40k.

_Partial Norms_, funded by the Swedish Research Council 2009-2011, post-docs for Dr Nicolas Espinoza and Dr Anna Bergqvist, 10% for me, ca €230k.
PHD STUDENTS

The following graduate students have completed their doctoral dissertations with me as chair or co-chair:

Mostafa Mohajeri (chair, IPM Teheran 2016), 1st job after PhD: Researcher at IPM Teheran.

Nicolas Espinoza (chair, LTU 2008), 1st job after PhD: 4 year post-doc at Stockholm University.

Johan E. Gustafsson (co-chair, KTH 2011), 1st job after PhD: 3 year post-doc in Paris with Marc Fleurbaey.

Niklas Möller (co-chair, KTH 2009), Two years as Marie Curie Fellow at the University of Cambridge.

Kalle Grill, (co-chair, KTH 2009), VAP at Uppsala University.

Per Wikman-Swahn (co-chair, KTH 2009) 1st job after PhD: Research position at the Swedish Defence Research Institute.

Barbro Fröding (co-chair, KTH 2008), 1st job after PhD: Two years as Marie Curie Fellow at the University of Oxford + Junior Research Fellowship at Lincoln College.

Jessica Nihlen-Fahlqvist (co-chair, KTH 2008), 1st job after PhD: 3 year post-doc position at TU Delft.

Madeleine Hayenhjelm (co-chair, KTH 2007), 1st job after PhD: 3 year post-doc position at University College London.

Eva Hedfors (co-chair, KTH 2007), Not applicable: Hedfors is a retired professor of medicine.

MANUSCRIPT REVIEW


ORGANIZATION OF PROFESSIONAL CONFERENCES

I have organized or co-organized about a dozen international conferences and workshops, including The First Annual Workshop on Bovay Workshop on Engineering and Applied Ethics (February 2016), the Dutch OZSE conference
(> 150 participants) 2-3 Nov. 2012, the VaNiM conference 25-26 June 2012, the European Workshop on Experimental Philosophy 7 October 2011, and the ECIS workshop on Cost-Benefit Analysis in 2010.

SERVICE AND OTHER PROFESSIONAL ACTIVITIES

Tenure and Promotion Consultation, Loyola University New Orleans, 2016.

Tenure and Promotion Consultation, Delft University of Technology, 2016.

Chairman of the Head Search Committee, Department of Philosophy, Texas A&M University, Fall 2015.

Chairman of the Rules Committee, Department of Philosophy, Texas A&M University, 2014 –

Member of the Climate and Inclusion Committee, College of Liberal Arts, Texas A&M University, 2015 -

Director of Studies, St Edmund’s College, Cambridge University, 2006-2008.

Director of Undergraduate Studies, KTH Royal Institute of Technology, 2008-2009.

Director of Undergraduate Studies, Section for Philosophy, Eindhoven University of Technology, 2009-2013.

Member of the board of the Dutch Research School of Philosophy's section for “Ethics and Practical Philosophy”, 2013-2014.

Member of the Management Team of the 3TU Centre for Ethics and Technology 2009 – 2014.

Project manager for the Agora project for teaching ethics to engineering students, 2009 – 2014. See: http://www.ethiekentechniek.nl/

Chairman or member of several Ethical Advisory Boards (for EU research projects, etc).

TEACHING

<table>
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<th>Course</th>
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<tr>
<td>Ethics and Engineering</td>
<td>6-8 (plus 18-20 TAs)</td>
<td>Texas A&amp;M</td>
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<td>Introduction to Ethics</td>
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<td>The Ethics and History of Technology (USE)</td>
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<td>Induction and Inference (Part II, Paper 5)</td>
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LINDA RADZIK
Department of Philosophy & Humanities
Texas A&M University
College Station, TX 77843-4237
Office Phone: (979) 845-5679, Fax: (979) 845-0458
E-mail: lradzik@tamu.edu

ACADEMIC POSITIONS
Professor of Philosophy, Texas A&M University, 2013-
Associate Professor of Philosophy, Texas A&M University, 2004-2013
Assistant Professor of Philosophy, Texas A&M University, 1997-2004
Visiting Assistant Professor of Philosophy, University of Minnesota, Twin Cities, Spring 2003

EDUCATION
Ph.D. in Philosophy, University of Arizona, 1997
M.A. in Philosophy, University of Arizona, 1996
B.A. with Highest Distinction and Highest Honors in Philosophy, University of North Carolina at Chapel Hill, 1992

AREAS OF RESEARCH SPECIALIZATION
Ethical Theory, Metaethics, Applied Ethics, Social and Political Philosophy

AREAS OF TEACHING COMPETENCE
Epistemology, Philosophy of Law, Engineering Ethics

PUBLICATIONS
Book

- Spanish translation: De la enmienda a la reconciliación: La expiación en la moral, el derecho y la política, Traducción e introducción de Sergi Rossell (Madrid: Avarigani, 2015).

Essays
29. “Relationships and Respect for Persons,” Informal Logic (Special Issue on Trudy Govier), forthcoming.


Encyclopedia Entries

Book Reviews

4. Margaret R. Holmgren, Forgiveness and Retribution: Responding to Wrongdoing (New York: CV of Linda Radzik, 1/12/16


FELLOWSHIPS, GRANTS, HONORS
Glasscock Internal Faculty Fellowship, Glasscock Center for Humanities Research, Texas A&M, Project Title: The Ethics of Gossip. Spring 2015.


Faculty Development Leave, Texas A&M University, 2004 -2005, 2011-2012

Grant, Short Stay Travel Program, Alexander von Humboldt Foundation, to support visit from Prof. Otfried Höffe to Texas A&M, 2010

Philosophy Fellow, Center for Humanities Research, Texas A&M, 1999-2000, 2007-08

Grant, Program to Enhance Scholarly and Creative Activities, Vice President for Research, Texas A&M University, 1998, 2009

Phi Beta Kappa, University of North Carolina, 1991

PRESENTATIONS


30. “Gossip and Social Punishment,” Philosophy Department, Georgia State University, April 10, 2015.


27. “Moral Rebukes and Social Avoidance,” George Sher’s graduate seminar, Rice University, April 21, 2014.


7. "Do Wrongdoers Have a Right to Make Amends?" *Central Division Meeting of the APA*, Cleveland, Ohio, April 2003.


**TEACHING EXPERIENCE**

**Undergraduate Courses:**
- Contemporary Moral Issues
- Introduction to Philosophy
- Introduction to Social and Moral Philosophy (Arizona)
- Social and Political Philosophy
- Philosophy of Law
- Theory of Knowledge
- Ethical Theory

CV of Linda Radzik, 1/12/16
Medical Ethics (Arizona)
Ethics and Engineering
Special Topics: Feminist Ethics
Special Topics: Forgiveness
Special Topics: Forgiveness and Reconciliation

**Graduate Courses**
- Social and Political Philosophy
- Ethical Theory
- Epistemology
- Philosophical Authors: Rawls
- Seminar in: Metaethics
- Seminar in: Atonement
- Seminar in: Responsibility and Punishment (Minnesota)

**Study Abroad**
- Weeklong field trip, PHIL 489: Forgiveness and Reconciliation, Berlin, Germany April 2014.
- Summer semester, PHIL 482: Ethics and Engineering, Texas A&M's Santa Chiara Study Center in Castiglione Fiorentino, Italy, 1999.

**Undergraduate Research Advising**
- Main Advisor, Undergraduate Research Scholar, Adam Goin, 2015-2016.

**GRADUATE ADVISING (Since 2004)**

**Philosophy Department:**

**PH.D MAIN ADVISOR**
- Jennifer Ward (in progress)
- Dong An (co-chair, in progress)
- David Wright (2014), “John Stuart Mill’s Sanction Utilitarianism: A Philosophical and Historical Interpretation.” First position (Fall 2014): Visiting Assistant Professor, Department of Psychology and Philosophy, Sam Houston State.

**PH.D COMMITTEE MEMBER**
- Robert Reed (in progress).

**MA MAIN ADVISOR**

**MA COMMITTEE MEMBER**
- Gregory Bergeron (2006) "The Case for Legitimacy: Reconsidering the Role of Theoretical Authority in the Work of Joseph Raz" (Colleen Murphy, chair).

Ginger Gruters (2004), internship option (Hugh McCann, chair). Ph.D. placement: University of Hawai‘i, Manoa (Education).

**English Department:**

**PH.D COMMITTEE MEMBER**


**MA COMMITTEE MEMBER**

Sarah Hart (2009), see above.

Nicole McDaniel Carder (2004), see above.

**SELECTED SERVICE**

**To the Profession**

American Philosophical Association
--Nominating Committee, Central Division, 2008
--Program Review Committee, 2006 Central Division Meeting

Journal Referee (since 2004)
--Australasian Journal of Philosophy
--American Political Science Review
--Canadian Journal of Philosophy
--Dialogue: Canadian Philosophical Review
--Diametros: Online Journal of Philosophy
--Ethics
--Feminist Philosophy Quarterly
--Hyptia
--Journal of Applied Philosophy
--Journal of Business Ethics
--Journal of Ethics
--Journal of Ethics and Social Philosophy
--Journal of Moral Philosophy
--Journal of Social Philosophy

Manuscript/Proposal Referee
--Cambridge University Press
--Lexington Books
--Oxford University Press
--Springer

Outside Reader of Student Thesis, University of Cape Town, 2013

External Reviewer for national research foundations (other than U.S), 2013, 2017

External Departmental Review Committee, Philosophy, University of Arizona, 2008

External Reviewer in Third Year Review and Tenure Cases at Other Universities (confidential)
Commentaries at Professional Conferences (since 2004)
--Logos Workshop on *The Atonement*, Center for Philosophy of Religion, Notre Dame, 2014

**To Texas A&M University**
President, Kappa Chapter of Texas, Phi Beta Kappa, Fall 2014-Summer 2016
Vice President, Kappa Chapter of Texas, Phi Beta Kappa, 2010-11, 2012-2014
Reviewer, Graduate Merit Fellowship Program, Reviewer, 2009, 2013
Reviewer, Diversity Fellowship Program, 2013

**To the College of Liberal Arts**
Dean’s Advisory Committee, Fall 2014-Spring 2017
Search Committee Member for Director of Glasscock Center for Humanities Research, 2011
Advisory Committee Member, Glasscock Center, Texas A&M, 2000-02, 2007-09, Fall 2012
Advisory Committee Member, Buttrill ’38 Endowed Fund for Ethics, Glasscock Center, 2008-09
Selection Committee Member, Susanne M. Glasscock Book Prize, 2013

**To the Department of Philosophy**
Director of Undergraduate Studies, Spring 2017-
Associate Director of Graduate Studies, Fall 2005-Spring 2010, Spring 2012-Spring 2014
Acting Director of Graduate Studies, Fall 2012
Department Secretary, Fall 2014-Fall 2016
Faculty Search Committee, 2005, 2007 (Chair), 2013 (Chair), 2015
Tenure Review Committee, 2006, 2015 (Teaching), 2009 (Chair), 2013 (Chair, 2 committees)
Third Year Review Committee, 2006 (Teaching), 2007 (Research), 2010 (Chair, 2 committees)
Comprehensive Exam Committee, 2006 (Chair, Value Theory), 2007 (Chair, Value Theory and M&E), 2010 (Value Theory)
Faculty Evaluation Advisory Committee, 2006, 2008, 2009
Undergraduate Program Advisory Committee, Spring 2015-Colloquium Committee, Fall 2007
Graduate Colloquium Committee (Chair), 2009-2011
Honors and Awards Committee 2010-2011 (Chair), 2013
Mentor for junior faculty, 2008-2013

**FOREIGN LANGUAGES**
German
Curriculum Vitae
Dwayne Raymond, Ph.D.

Department of Philosophy
Texas A&M University
College Station, Texas, USA
d-raymond@philosophy.tamu.edu

Citizenship:
Canadian

Academic Positions
Visiting Assistant Professor (2011-present)
Department of Philosophy, Texas A&M University, College Station, Texas, USA
Assistant Professor (2009 – 2010)
Department of Philosophy and Classics, Campion College at the University of Regina, Regina, Saskatchewan, Canada
Visiting Scholar (2008-2009)
Department of Philosophy, Texas A&M University, College Station, Texas, USA
Instructor (2006-2008)
Department of Philosophy, St. Tomas More College at the University of Saskatchewan, Saskatoon, Saskatchewan, Canada
Instructor (2006-2007)
Department of Philosophy, University of Saskatchewan, Saskatoon, Saskatchewan, Canada
Instructor (2001-2006)
Department of Philosophy, University of Western Ontario, London, Ontario, Canada
Instructor (1998-1999)
University of Calgary, Calgary, Alberta, Canada

Education:
University of Western Ontario, Ontario, Canada
Ph.D. with Distinction, Philosophy, 2006
University of Calgary, Alberta, Canada
M.A., Philosophy, 1997
University of Calgary, Alberta, Canada
B.A., Economics and Philosophy (Double Major), 1993

Areas of Specialization:
History of Logic (ancient/prehistory), Aristotle, Descartes

Areas of Competence:
Logic, Ancient Philosophy, Philosophy of Mind, Cognitive Science of Religion, Asian Philosophy, Business Ethics, Early Modern Philosophy, Late Medieval Philosophy, Metaphysics
Research

Book

Under Review


Articles

Dwayne Raymond, “From a particular diagram to a universal result: Euclid Book I” *Aperion: A journal for ancient philosophy and science* (Forthcoming)


Revise and Resubmit

Dwayne Raymond, "On Barrett's claim for the selective advantage of certain religions and its evolutionary disadvantages for humanity" *Sophia* (Due May 2011)

In Preparation

Dwayne Raymond “What is Prime and Prime Number in ancient Greek Mathematics?”

Dwayne Raymond “*Diastema*: Linking the Syllogistic With Harmonic Theory” *(In revision)*

Dwayne Raymond, “*Secundum Quid*” *(penultimate complete)*

Dwayne Raymond, “Aristotle’s fallacy of accident” *(penultimate complete)*

Dwayne Raymond, “The Problematic portion of the *Prior Analytics*”

Dwayne Raymond, “Aristotle’s Reciprocal Proofs”

Book Chapters

Peer Reviewed

Published Conference Proceedings and Abstracts

Dwayne Raymond, “From a particular diagram to a universal result: Euclid’s Elements Book I” Joint Session of the Aristotelian Society and Mind Associate Conference, UK July 2009 (Published Abstract)


Dwayne Raymond, “Aristotle’s apodeictic logic: the need to be clear about Aristotle’s analysis of whole-part confusions” Proceeding of History of Philosophy of Science (H.O.P.O.S.) Paris, France, June 2006 (Published Abstract)

Non-refereed Published Papers

White Paper


Trade Journal (Feature Article)

Dwayne Raymond, “Mining stocks: know their value, take your profits” Capital Ideas, January 1997

Visiting Scholar / Post Doc

Inseparability and Polarity: At the Root of Ancient Reasoning

Texas A&M University

Supervisor: Robin Smith

Abstract

Aristotle conceptualized logic’s key ingredients such as predication, truth and falsity, negation, contraries, contradictories, and logical consequence in terms of combinations and separations. Of these, contraries and contradictories emerged out of clarifications concerning the most extreme form of separation: things that never combine (Polarity). Logical consequence emerged out clarifications concerning the most extreme form of combination: things that never separate (Inseparability). The extremes of Polarity and Inseparability contain the seeds for formal logic and they contain the seeds for fallacies prevalent in ancient Greece. The project traces Aristotle’s development of Inseparability and Polarity though his treatment of logical fallacies into his modal logic.
Ph.D. Thesis

Qua

University of Western Ontario

Supervisor: John Thorp
Examiners: Joseph A Novak
Committee: John Bell
Karen Margrethe Nielsen
John Bell
David Bellhouse
Chris Viger

Abstract

Aristotle’s modal syllogistic, with his controversial use of a single notion of necessity and two notions of possibility, is reconstructed as a sound system. The reconstruction begins with a study of the pre-theoretical assumptions implicit in logical systems. Four discursive essays probe Aristotle’s treatment of a) expressions making existential or non-existential claims; b) the system of reference, types of reference and associated fallacies; c) the role of modal operators; d) notational properties and the associated style of deduction. The results are developed into a formal system, complete with metalogical proofs. It follows Aristotle's practice of relying upon positive and negative tests to determine the validity of actual arguments: the positive test concerns perfection and perfectibility (Aristotle’s version of deduction); the negative test involves counterexamples and a narrow notion of logical form. The reconstruction argues for a robust system of reference/denotation enabling reference to individuals as well as the direct and indirect reference to an attribute by employing Aristotle’s two uses of ‘qua’: subject-qua (‘qua’ modifies the subject term) and predicate-qua (‘qua’ modifies the predicate term). These uses of ‘qua’ are shown to inform Aristotle’s treatment of certain fallacies that fall outside of language: ignoring qualifications, accident and consequent. The formal system is sound.

M.A. Thesis

Information Conveyance: A Critique of Claude E. Shannon’s Noise/Signal Distinction

University of Calgary

Supervisors: John Baker / C. B. Martin

Abstract

The Stomatogastric Nervous System (e.g., the network controlling a crab’s stomach) is used to show that Claude E. Shannon’s notion and measure of information are inapplicable to dynamic biological networks. Specifically, the technical notion and the measure require systemic conditions that are routinely violated by such common features as neuro-modulation. Moreover, Shannon’s account of information conveyance (a central feature of the notion of information) necessarily implies a necessary noise/signal distinction. While the conditions and the noise/signal distinction appear to exist in some physical systems, they are shown not to be present in biological neural systems. Hence, Shannon’s information theory is limited in its scope of application. If the claim that neurons convey information is to hold, then the notion of information must be other than Shannon’s notion. Right now, there is no other technical notion of information.
Refereed Presentations

Presented

Dwayne Raymond, “From a particular diagram to a universal result: Euclid’s Elements Book I” Joint Session of the Aristotelian Society and Mind Associate Conference, UK, July 2009


Dwayne Raymond, “The Harvey-Descartes debate: The hardening of the heart, the proper use of the will and ancient logical intuitions” International Society for the Study of European Ideas (I.S.S.E.I.) Helsinki, Finland, July 2008

Dwayne Raymond, “Aristotle’s apodeictic logic: the need to be clear about Aristotle’s analysis of whole-part confusions” History of Philosophy of Science (H.O.P.O.S.) Paris, France, June 2006

Dwayne Raymond, “Hypothetical Necessity: On the question of its lineage to the Prior Analytics” Canadian Philosophical Association, May 2005

Dwayne Raymond, “The Two Barbaras Problem and the role of subject-quas” Western Canadian Philosophical Association, October 2004

Dwayne Raymond, “Drawing upon an ancient logical intuition” Canadian Philosophical Association, May 2004; American Philosophical Association, Central Division, April 2004


Dwayne Raymond, “The world’s fastest man and a potato clock” Canadian Philosophical Association, May 2003

Dwayne Raymond, “The foundation for a computational account of cognition: an inquiry” The Canadian Graduate Students Conference, May 1995

Dwayne Raymond, “Understanding physical systems qua physical systems” The Stanford-Berkley Graduate Student Conference, April 1995

Dwayne Raymond, “What is missing and why it is important for a model of mind/brain activity” University of Alberta, December 1994
Non-refereed Presentations

Dwayne Raymond, “Euclid and the Euthyphro” Regis College at the University of Toronto, Ontario, sponsored by the Lonergan Research Institute, November, 2010 (Lecture two of a two day series)

Dwayne Raymond, “Distinguishing Between Logical and Linguistic Insights” Regis College at the University of Toronto, Ontario, sponsored by the Lonergan Research Institute, November, 2010 (Lecture one of a two day series)

Dwayne Raymond, “What is Prime about Prime Numbers and Why it Matter to the History of Formal Thinking in Ancient Greece” Brandon University, MB, April 2010

Dwayne Raymond, “Structuring Wholes: On the origins and development of ancient formal systems of logic, geometry, harmony (ratio and proportion) and arithmetic” Department of Philosophy and Classics, Main Campus, University of Regina, SK, December 2009

Dwayne Raymond, “Commentary on Michael Bruder’s ‘The Role of Perception in Aristotle’s Account of Time’” Western Canadian Philosophical Association, October 2009

Dwayne Raymond, “Commentary on Andrea Mihali’s ‘Cartesian Freedom(s) Before and After (Acts of Will are Elicited)’” Western Canadian Philosophical Association, October 2009

Dwayne Raymond, “Inseparability and Polarity: Towards an understanding of logic’s origins” Department of Philosophy, University of Manitoba, MB, October 2009

Dwayne Raymond, “From Gods to God to Euclid” Philosophy Cafe: An open exchange of philosophical ideas led by a University of Regina Professor at the Regina Public Library, October 2009

Dwayne Raymond, “Turning to the Prior Analytics to understand the contingency of Aristotle’s future contingencies” History and Philosophy of Logic Group, Texas A&M University, December 2008

Dwayne Raymond, “Sifting for an ancient kernel of truth: the role of unity, inseparability and non-contradiction in the creation of formal logic” Texas A&M University, October 2008

Dwayne Raymond, “Commentary on Richard Bosley’s ‘The theory of correspondence in Aristotle’s syllogistic: the problem of negation’ Western Canadian Philosophical Association, October 2008

Dwayne Raymond, "Is it absurd to think that the Truth is a surd?: The role of irrationals in Plato’s late ontology, the generation of numbers, and his explanation of things that are less than ideal" University of Saskatchewan, January 2008
Dwayne Raymond, “Commentary on David Deviti’s paper on logical pluralism”
Western Canadian Philosophical Association, October 2007

Dwayne Raymond, “A look at contingency in future contingences” St. Francis Xavier University, September 2007; McMaster University, September 2007; University of Western Ontario, March 2007

Dwayne Raymond, “Commentary on E Katz’s ‘Does Aristotle have Plato’s number?’” Canadian Philosophical Association, May 2007

Dwayne Raymond, “Guest lecture for a graduate seminar in ancient logic” University of Western Ontario, March 2007 (The course was motivated by my PhD Dissertation)

Dwayne Raymond, “Unraveling a 2400 year-old mystery” University of Saskatchewan, November 2005

Dwayne Raymond, “Relations, intensional contexts and the subject-qua / predicate-qua distinction in the Prior Analytics” Symposium on Aristotle: Logic and Science, Canadian Philosophical Association, May 2005

Dwayne Raymond, “Possibility and Existential Commitment in Aristotle’s logic” Symposium on Ancient and Medieval Logic, Canadian Philosophical Association, May 2004

Dwayne Raymond, “Commentary on Phill Corkum’s ‘Aristotle on Consequence’” Canadian Philosophical Association, May 2004

Dwayne Raymond, “On how not to read Aristotle’s logic” The Greek Gang, University of Western Ontario, Jan 2004

Dwayne Raymond, “Commentary on Louis Groarke’s ‘Aristotle and Michelangelo: induction as techne or art’” Ontario Philosophical Society, November 2003

Dwayne Raymond, “Diagrammatic logic” The Greek Gang, University of Western Ontario, October 2003

Dwayne Raymond, “Commentary on Anthony Willing’s ‘Aristotle on possessive paradoxes’” Canadian Philosophical Association, May 2003

Dwayne Raymond, “Commentary on Dan Ryder’s ‘Theory of Representation’” Graduate Student Philosophy of Mind Conference, University of Western Ontario, June 2001

Dwayne Raymond, “Employability and education: making sure you come out with the skills” Montcalm High School, November 1999
Dwayne Raymond, “Computational models of mind and the necessary role of the noise/signal distinction in computational models of mind” University of Calgary, October 1997

Dwayne Raymond, “The quantitative emphasis in computationalism: where are the qualities?” University of Calgary, October 1994
Dwayne Raymond, “Internalism and the roads to it: an inquiry into the ontological commitments of the view” University of Calgary, November 1993

Scholarships and Awards:

Ph.D. with distinction, 2006.
Special University Scholarship, University of Western Ontario: Summer, 2003; Fall, 2002; Summer, 2002; Fall, 2001; Summer 2001, Fall, 2000; Summer, 2000.
Graduate Student Teaching Award Nomination, University of Western Ontario, Fall/Winter, 2000/2001
Graduate Student Teaching Award Nomination, University of Western Ontario, Fall/Winter, 1999/2000
Graduate Research Scholarship Department of Philosophy, University of Calgary, Fall, 1994; Summer, 1994.
Graduate Teaching Assistantship Department of Philosophy, University of Calgary, Winter, 1993.
Undergraduate Merit Award, University of Calgary. 1992.

Teaching Experience:

• As an instructor I selected the text, developed and gave lectures. I graded all exams and assigned final grades.
• The classes are lecture based, averaging 3 hrs/wk over a 14 week term.
• As a teaching assistant, I graded assignments, ran tutorials and held office hours.
• Tutorials averaged 1 hr/wk.

Campion College, University of Regina
Assistant Professor (Winter Jan.-April 2010)
Introduction to Philosophy 15 students
Critical Thinking 35 students
Presocratic Philosophers and Plato 15 students

Assistant Professor (Fall Sept.-Dec. 2009)
Plato’s Later Dialogues (upper undergrad/honors) 8 students
Introduction to Philosophy 25 students

St. Thomas More College, Saskatoon, Saskatchewan
Instructor (Winter Jan.-April 2008)
Ethics for Business and the Professions 40 students
Instructor (Fall Sept.-Dec. 2007)
Instructor (Winter Jan.-April 2007)

Instructor (Fall Sept.-Dec. 2006)

The University of Saskatchewan

Instructor (Fall Sept.-Dec. 2007)

The University of Western Ontario

Instructor: (Fall/Winter 2003/2004)

Instructor: (Fall/Winter 2002/2003)

Instructor: (Fall/Winter 2001/2002)

Teaching Assistant: (Fall/Winter 2000/2001)

The University of Calgary

Instructor: (Winter Jan.-April 1998)

Instructor: (Fall Sept.-Dec. 1998)

Teaching Assistant: (Fall/Winter, 1993)
**Academic Service:**

- Funding Committee, Humanities Research Institute, University of Regina, SK September 2009-current
- Faculty Coordinator, 2010 Joint University of Regina and University of Manitoba Graduate Philosophy Symposium
- Organizing a visiting speaker, Department of Philosophy and Classics, Campion College, University of Regina, March 2010
- Referee for entry into an MA
- Organized a visiting speaker, Department of Philosophy and Classics, Campion College, University of Regina, November 2009
- Referee for Canadian Philosophical Association, 2008
- Organizer, Symposium on Ancient and Medieval Logic, Canadian Philosophical Association 2004
- Referee for Graduate Student Philosophy of Mind Conference, University of Western Ontario 2001, 2003
- Voting Member, Senate Review Board Academic (SRBA), University of Western Ontario, May 2000 - August 2003. (The SRBA is the final appeals board for all issues pertaining to academic misconduct. As a voting member, I was on the appeals board hearing and adjudicating cases.)
- Graduate Student Representative to the Department of Philosophy, University of Calgary. 1993-1995.
- Speakers Committee. Department of Philosophy, University of Calgary, 1994-1995
- Correspondent for the Society of Undergraduate Philosophy, University of Calgary, 1992-1993

**Other Activities**

- Organized a 1999 black-tie wine tasting with live jazz music fund raiser. Monies went towards an endowment fund for *The SHARP Foundation* (Society Housing AIDS/HIV Restricted Persons).
- Volunteer (working with clients, taking them through cognitive and physiological rehabilitation programmes), *Association for the Rehabilitation of the Brain Injured*, Calgary, 1995.
Referees

Dr. Robin Smith, Professor
(Post Doc/Visiting Scholar – Supervisor)
Texas A&M University
(979) 845-5679
rasmith@tamu.edu

Dr. John Thorp, Asso. Professor
(PhD - Supervisor)
University of Western Ontario
(519) 661-2111, ext. 85767
jthorp@uwo.ca

Dr. Joseph Novak, Asso. Professor
(PhD - External Examiner)
University of Waterloo
(519) 888-4567, ext. 32963
jnovak@uwaterloo.ca

Dr. Tomas M. Lennon, Professor
University of Western Ontario
(519) 661-2111, ext. 85751
tlennon@uwo.ca
Merritt Rehn-DeBraal
Department of Philosophy | Texas A&M University
4237 TAMU | College Station, TX 77843-4237
(979) 845-7133 | mrehndebraal@tamu.edu

PROFESSIONAL APPOINTMENTS
Lecturer in Philosophy, Texas A&M University 2016–present

AREAS OF EXPERTISE
AOS: Social and Political Philosophy, Feminist Philosophy, Sexuality
AOC: Ethics, Health Care Ethics, 19th & 20th Century Continental Philosophy

EDUCATION
Ph.D. in Philosophy, with distinction 2015
Loyola University Chicago
Dissertation: Surviving History of Sexuality: A Feminist-Foucauldian Approach to Sexual Violence and Survival, directed by Andrew Cutrofello Awarded Humanities Dissertation of the Year

M.A. in Applied Philosophy 2010
Loyola University Chicago

B.A. in Philosophy and English 2004
Southwestern University, Georgetown, TX

PUBLICATIONS

AWARDS AND HONORS
Humanities Dissertation of the Year, Loyola University 2016
Awarded Membership in Alpha Sigma Nu, National Jesuit Honor Society 2014
Philosophy Graduate Student Teaching Award, Loyola University 2014
Pre-Doctoral Teaching Scholar Fellowship, Loyola University 2013–2014
Graduate Teaching and Research Assistantship, Loyola University 2006–2010
Graduate Division Winner, John F. Grant Bioethics Essay Competition 2009, 2008
PRESENTATIONS

“Clarity, Charity, and Compassion: Training Students to Foster Inclusive Classrooms through Critical Thinking.” With Kristina Grob. International Workshop-Conference on Teaching Philosophy, Saginaw Valley State University, 2016.


“Foucault’s Intercstce: Queering Identity for Sexual Trauma Survivors.” New Approaches to Trauma Conference, Arizona State University, Phoenix, 2010

“Tragic Knowledge and Sexual Violence: An Epistemology of Survival.” Annual Meeting of the Foucault Circle, Baltimore, 2010

TEACHING EXPERIENCE

Instructor

Texas A&M University, College Station, TX
Contemporary Moral Issues [6 Sections]
Gender and Philosophy (upper level, cross-listed course)
Medical Ethics (upper level course)
2016–present

Loyola University Chicago, Chicago, IL
Ethics (online and blended) [4 Sections]
Health Care Ethics [4 Sections]
Philosophy and Persons (in-person and online) [2 Sections]
Social and Political Philosophy
2010–2016

Ashford University, San Diego, CA
Ethics and Moral Reasoning (online) [3 Sections]
Informal Logic (online) [8 Sections]
2016, 2012–2013

Teaching Assistant

University of Illinois College of Dentistry, Chicago, IL
Dental Ethics
2012

Chicago College of Osteopathic Medicine, Downers Grove, IL
Medical Ethics
2011

Loyola University Chicago, Chicago, IL
Ethics
Health Care Ethics
Social and Political Philosophy
2006–2010
RESEARCH EXPERIENCE

Grant Research Assistant, Philosophy in an Inclusive Key Summer Institute 2016
Graduate Research Assistant, Loyola University Philosophy Department 2006–2010

SERVICE

Professional
Referee, Australian Feminist Studies Journal 2017
Session Moderator, North American Society for Philosophical Hermeneutics 2016
Judge, National Undergraduate Bioethics Bowl 2014
Committee Member, Honors Thesis in Sociology, Loyola 2013
Observer, Institutional Ethics Committee, NorthShore HealthSystem 2012–2013
Judge, Upper Midwest Regional Ethics Bowl 2013
Judge, Northside Catholic Academy Ethics Bowl 2012
Moderator, Upper Midwest Regional Ethics Bowl 2012
President, Southwestern University Alumni, Chicago Chapter 2009–2011
Secretary, Association of Graduate Students in Philosophy, Loyola 2008–2009

Community
Job Search Coach, Care for Real Food Pantry Jobs Club, Chicago 2012–2015
Writing Tutor, Loyola University Chicago Writing Center 2010–2011

PEDAGOGICAL DEVELOPMENT

American Association of Philosophy Teachers Graduate Seminar on Teaching 2014
Teaching Effectiveness Seminar Assistant, Loyola Graduate School 2013–2014

ADDITIONAL LANGUAGES

French (reading)
Spanish (reading)

PROFESSIONAL MEMBERSHIPS

American Association of Philosophy Teachers (AAPT)
American Philosophical Association (APA)
Society for Phenomenology and Existential Philosophy (SPEP)
REFERENCES

Andrew Cutrofello
Professor of Philosophy
Loyola University Chicago
acutrof@luc.edu | (773) 508-8481

Theodore George
Associate Professor and Head of Philosophy
Texas A&M University
t-george@tamu.edu | (979) 845-5605

Hanne Jacobs
Associate Professor of Philosophy
Loyola University Chicago
hjacobs@luc.edu | (773) 508-2282

Jacqueline Scott
Associate Professor and Assistant Chair of Philosophy
Loyola University Chicago
jscott6@luc.edu | (773) 508-2304

Shannon Winnubst
Associate Professor and Chair of Women’s, Gender, and Sexuality Studies
Ohio State University
winnubst.1@osu.edu | (614) 292-3915
Roger Sansom

Department of Philosophy & Humanities, Texas A&M University,
College Station, TX 77843-4237
Office Phone: (979) 862-6978 Fax: (979) 845-0458
E-mail: r-sansom@philosophy.tamu.edu

Education:

• *Ph.D. in Philosophy*, University of North Carolina, Chapel Hill (May 2002).
  Dissertation: "*Development as an Adaptation: A Philosophical Contribution to the Developmental Synthesis*".

• *M.A. in Philosophy*, University of North Carolina, Chapel Hill (1998).
  Master's Thesis: "*A Metaphysical Defense of an Independently Indeterministic Evolutionary Theory*".


Positions Held:

• Associate Professor of Philosophy, Texas A & M University 2008 - present

• Assistant Professor of Philosophy, Texas A & M University 2002 - 2008

Areas of Specialization:

Philosophy of Science, Philosophy of Biology.
Publications:


Book Reviews:


• Review of Other Minds, by Alec Hyslop, Minds and Machines, vol. 6, number 3, August 1996.

Papers Presented:

• “Quantifying form versus function in current evolutionary transitions.” International Society for the History, Philosophy and Social Studies of Biology 2013 Biennial Conference, Université du Québec à Montréal (July 2015).

• “Gradualism: Complications and Implications.” Philosophy and Social Studies of Biology 2013 Biennial Conference, The University of Montpellier (July 2013).


• “Selection and constraint in evolutionary change: a case study on crossbills”, co-authored Pim (W.M.C.) Edelaar, International Society for the History, Philosophy and Social Studies of Biology 2009 Biennial Conference, Brisbane, Australia (July 2009).


• "The role of developmental constraint and natural selection in evolutionary explanation.”, William H. and Lucyle T. Werkmeister Philosophy of Biology Workshop – Florida State University (March 2008).

• "How far should we bend over for ID?”, 69th Annual meeting of The Southwestern Philosophical Society in San Antonio (Nov. 2007).


• "Could Organisms Have Evolved by Natural Selection? The Difficulties of Denying Selectionism", The Center for Thomistic Studies, University of St. Thomas, Houston (March 2006).


• “The Cultural Evolution of Intelligent Beings”, Colloquium at Victoria University of Wellington, New Zealand (July 2004).


• “Redundancy and the Connectionist Theory of Gene Control Networks”, International Society for the History, Philosophy, and Social Studies of Biology, Biennial Conference in Vienna, Austria (July 2003).

• “Constraining the Adaptationism Debate”, Duke Center for Philosophy of Biology Second Annual Conference on Recent Work in Biology and Philosophy

25 Years after the Panglossian Spandrels - A Conference on Adaptationism.


• "Why Evolution is Really Indeterministic",

  • Central TX Philosophy of Science Consortium (TAMU Sep. 2002)

  • Department of Philosophy at Victoria University of Wellington (June 1999).

• “A Solution to the Difficulty of Development”,
• The Development Group, The University of Texas at Austin (April 2002).

• "Ingenious Genes and the Difficulty of Development",
  • William H. and Lucyle T. Werkmeister Philosophy of Biology Workshop, Florida State University (March 2002).

• "How Ingenious Genes Overcome the Difficulty of Development",
  • Department of Philosophy at Brooklyn College (Dec. 2001)
  • Department of Philosophy at Texas A & M University (Feb. 2002)
  • Department of Philosophy at University of Western Ontario (Feb. 2002)
  • Faculty of Rhodes College (Feb. 2002)
  • Department of Philosophy at Towson University (Feb. 2002)
  • Department of Philosophy at The University of Indiana Purdue University at Indianapolis (Feb. 2002)


• "Constraining the Adaptationism Debate", Philosophy Society, Research School of the Social Sciences, Australia National University (Nov. 2000).


Professional Activities:
• Site Selection Committee International Society for the History, Philosophy and Social Studies of Biology (2015 Chair).

• Hosted session on Evolution and Development at the Future Directions in the the History, Philosophy and Social Studies of Biology workshop, sponsored by the International Society in the History, Philosophy and Social Studies of Biology, University of San Francisco (September 2004)

• External assessment of undergraduate education for the philosophy department at the University of Oklahoma. (2014)

• Referee for Biology and Philosophy.

• Referee for Integrative Zoology.

• Referee for Acta Biotheoretica.

• Referee for The British Journal for the Philosophy of Science.

• Referee for The Australasian Journal of Philosophy.

• Referee for Complexity.

• Referee for American Midland Naturalist.

• Referee for Acta Biotheoretica.

• Manuscript Referee for Harvard University Press.

• Manuscript Referee for Oxford University Press.
Awards:

- Student Led Award for Teaching Excellence (SLATE) Texas A&M University, 2009.
- Philosophy Fellow, Glasscock Center for Humanities Research, Texas A&M University, 2003-2004.
- Graham Kenan Fellowship, UNC Philosophy Department, 1997-1998.
- Mary Taylor Williams Fellowship, UNC Philosophy Department, 1997.
- Summer Research Fellowship, UNC Philosophy Department, 1997.
- Bertha Colton Williams Fellowship, UNC Philosophy Department, 1996.
- Mary Stuart Graduate Scholarship, Victoria University of Wellington, 1996.

Teaching Experience:

- Texas A.& M. University
  - Philosophy of Science (graduate seminar, undergraduate course)
  - Philosophy of Social Science
  - Introduction to Philosophy
  - Religion and Science (co-taught with Dr. Shaun Longstreet)
- University of North Carolina at Chapel Hill
  - Teaching Assistant Coordinator: charged with observing and furthering the development of graduate student teachers, liaison to university teaching resources and development of the position of teaching assistant coordinator for the philosophy department (2001-2002).
  - Full Responsibility: Philosophy of Science, Main Problems in Philosophy, Introduction to Ethics, Bioethics.
  - Teaching Assistant: Introduction to Ethics, Main Problems in Philosophy.
- Victoria University of Wellington
• Teaching Assistant: Problems in Philosophy, Introduction to Philosophy.

Advising Experience:

• 2004-2005 Jamie Schroeder committee chair.
• 2003-2004 Jamie Schroeder committee chair.
• 2002-2003 Deke Gould committee member
Area of Specialization: Kant (Practical Philosophy and Aesthetics)

Areas of Competence: Ethics, Social and Political Philosophy, Aesthetics, History of Philosophy (especially 19th Century)

Education:

Ph.D. in Philosophy, Loyola University Chicago, December 2006
Dissertation: “Reason and the Transformation of Nature: A Study in Kant’s Practical Philosophy”
Committee: Dr. Adriaan Peperzak (Director), Dr. Victoria Wike, Dr. Andrew Cutrofello

M.A. in Philosophy, Loyola University Chicago, May 2003
Thesis: “Irigaray through Nietzsche and Heidegger: A Phenomenological Approach”
Advisor: Dr. Patricia Huntington

B.A. in Honors and in Philosophy, Villanova University, May 1998
Honors Thesis: “Heidegger, Technology and the Possibility of Art”
Advisor: Dr. Walter Brogan
Includes one semester at St. Petersburg State University, St. Petersburg, Russia

Publications:

Book

Kant on Practical Life: From Duty to History (Cambridge University Press; 2013; paperback 2015)

Publications (continued):

Articles and Book Chapters

“Kant and Mendelssohn on the Meaning of Enlightenment,” in Kant and His German Contemporaries, ed. Daniel Dahlstrom. (Cambridge University Press, under contract)

“Contemplative Pleasure: Aesthetic feeling as transition between cognition and morality,” in Kant and the Faculty of Feeling, eds. Kelly Sorensen and Diane Williamson (Cambridge University Press, under contract)

“What is Philosophical about Kant’s Anthropology?,” in Philosophical Anthropology – Special issue of International Journal of Philosophical Studies, eds. Andrew Benjamin and Jeff Malpas (in progress)


Presentations:

“The Ideal of Beauty at the Limits of Kant’s Ethics,” Just Theory Lecture Series, University of Buffalo Comparative Literature Department, November 3, 2016 (Invited)

“The Sensus Communis: Civic Discourse in Kant's Republicanism,” European Consortium for Political Research, Charles University, Prague, September 7-10, 2016

Presentations (continued):

“Contemplative Pleasure: Beauty and the Transition from Freedom to Nature,” Duquesne University Philosophy Department Colloquium, April 9, 2016 (Invited)

“Between Theory and Practice: Kant on Judgment,” Keynote Speaker at the Southern Study Group of the North American Kant Society, March 7-8, 2015 (Invited)


“Out in the Territory: The Place of the Third Critique in Kant’s System,” Miami University Ohio Philosophy Department Colloquium Series; October 3, 2014 (Invited)


“The Critique of Judgment and the Promise of Theoretical Philosophy,” North Texas Philosophical Association; April 3-5, 2014 (Invited Lecture)

“Beauty and Goodness Reconfigured: Kant on the Ideal of Beauty,” Western Carolina University, Philosophy and Religion Department, November 21, 2013 (Invited)


“Kant and the Ideal of Beauty,” Poetics vs. Philosophy Symposium, Texas A&M University; March 11-13, 2013 (Invited)

“Toward a Culture of the Sublime in Kant’s Critique of Judgment,” Invited Symposium: Interpreting and Assessing the Critique of the Power of Judgment, Pacific Division Meeting of the American Philosophical Association; March 31-April 3, 2010 (Invited)

“Tinker/Toy,” In Theory Architecture Series, Texas A&M University College of Architecture; Nov. 10, 2009 (Invited)

“Orienting Oneself in Kant: Reflections on Adriaan Peperzak as a Philosopher and Teacher,” In Praise of Speaking: Reading, Writing, Teaching Discussing: A Gathering in Honor of Adriaan Peperzak, Loyola University Maryland; May 2-3, 2009 (Invited)
Presentations (continued):

“Kant and the Culture of Discipline: Rethinking the Nature of Nature,” Eastern Study Group of the North American Kant Society, Penn State University; April 4-5, 2009

“Kant and the Culture of Discipline: Rethinking the Nature of Nature,” Inaugural Lecture to the Department of Philosophy, Texas A&M University; March 5, 2009

“From Savagery to Humanity: Kant on Culture,” University Honors and Department of Philosophy, Utah Valley University; February 19, 2009 (Invited)

“Life as Transformation: Kant’s Philosophy of Art and Freedom,” Faculty Colloquium, Melbern G. Glasscock Center for Humanities Research, Texas A&M University; January 28, 2009

“The Moral Import of Kant’s Third Critique,” Midwest Study Group of the North American Kant Society, Purdue University; October 18-19, 2008

“Kant and the Culture of Discipline: Rethinking the Nature of Nature,” The Social Implications of Kant’s Third Critique, Gent University Kant Workshop, Belgium; August 19-22, 2008 (Invited)

“Practical Reason and Systematicity in Kant’s Philosophy: The Moral Import of the Critique of Judgment,” Colloquium Presentation, Texas A&M University; April 12, 2007

“Toward a Phenomenology of the Kantian Subject,” The Phenomenology Roundtable, DePaul University; May 13-15, 2005

“Public Intellectualism and the Social Contract,” Radical Philosophy Association Conference, Brown University; November 7-10, 2002

“The Role of Reflection in Kant’s Third Critique,” Graduate Conference in German Studies at Northwestern University; March 2002


“The Myth of Woman: Irigaray, Heidegger, and Difference,” Graduate Student Philosophy Conference, DePaul University; April 6-7, 2001
Presentations (continued):

“Re-thinking Mythos: Heidegger, Irigaray and the task of Re-mythologizing the Feminine,” Society for Phenomenology and Existential Philosophy, Pennsylvania State University; October 5-7, 2000

Awards and Grants:

2016 Fellow at the Institute for the History of Philosophy, Emory University, *Kant’s Political Philosophy*, June 5-16, 2016

2016 Glasscock Center for the Humanities Co-sponsorship Grant

2015 Glasscock Center for the Humanities Internal Faculty Fellowship

2013 Glasscock Center for the Humanities Cultural Enrichment and Diversity Grant

2012 Glasscock Center for the Humanities Publication Support Grant

2011 Glasscock Co-sponsorship Grant

2010 Glasscock Symposium and Small Conference Grant

2009 Program to Enhance Scholarly and Creative Activities Grant ($10,000)

2008-2009 Glasscock Center for the Humanities Ad Hoc Stipendiary Fellowship

2005-2006 Graduate Fellowship in Women’s Studies Program, Loyola University Chicago

2003-2004 Graduate Fellowship in Women’s Studies Program, Loyola University Chicago

2002-2003 University Teaching Fellow, Loyola University Chicago

1998-2002 Graduate Assistantship and Tuition Fellowship, Loyola University Chicago
Teaching Experience:

**Undergraduate Courses:**
- Introduction to Philosophy
- Contemporary Moral Issues
- 18th Century Philosophy
- 19th Century Philosophy
- Social and Political Philosophy
- Philosophy of Art
- Ethical Theory

**Graduate Courses:**
- Kant’s Practical Philosophy
- Kant’s *Critique of Judgment*
- Kant’s *Critique of Pure Reason*
- The Enlightenment and its Critics

**Graduate Advising**

Ph.D. Dissertation Committee Director:
- Ryan Manley, Philosophy, in progress

Ph.D. Dissertation Committee Member:
- Matthew Wester, Philosophy, in progress
- Robert Reed, Philosophy, in progress
- Brittany Leckey, Philosophy, 2016
- Joori Lee, English, 2013
- Oak DeBerg, Philosophy, 2012

MA Thesis Director:
- Jackson Hoerth, Philosophy, 2015

External Examiner:

Stephanie Adair, Ph.D., *Feeling What Cannot be Thought: The Role of Logical Functions in Aesthetic Judgment*, Duquesne University, 2016
Maksymilian Marek Sipowicz, MA, “Enlightenment, State and Sovereignty: Kant's Political Philosophy,” Monash University, 2016
Professional Activity and Service:

Department

2014-present  Director of Graduate Studies and Chair of Graduate Program Advisory Committee

2012-present  Curriculum Committee

2011-present  Steering Committee Member

2013-2014  Graduate Program Advisory Committee

2009-2014  Ad Hoc History Comprehensive Exam Committee Member

2012-2014  Department Library Liaison

2011-2014  Honors and Awards Committee

2010-2012  Philosophy Department Diversity Committee Member

2012  Internal Search Committee for Department Head

2011  Chair, Value Theory Ad Hoc Comprehensive Exam Committee

2008-2011  Associate Director of Undergraduate Studies

2008-2011  Undergraduate Program Advisory Committee Member

2009  Philosophy Club Invited Speaker, “What is Enlightenment?”

Profession

2016-present  *South Central Review*, Advisory Board

2015-present  Markus Herz Prize Committee, North American Kant Society

2014-present  Founder, History of Philosophy Society, Current Executive Director

2016  Commentator on Elaine Miller, “Communicability, Aesthetic Quantity, Purposiveness, and Necessity in Nietzsche's Engagement with Kant's *Critique of Judgment*,” Society for Phenomenology and Existential Philosophy, October 20-22
**Professional Activity and Service (Profession, continued):**

<table>
<thead>
<tr>
<th>Year</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>Organizer and Host, History of Philosophy Society Conference: Art and Nature, Texas A&amp;M University, April 22-23</td>
</tr>
<tr>
<td>2016</td>
<td>North American Kant Society Biennial Meeting selection committee</td>
</tr>
<tr>
<td>2014</td>
<td>North American Correspondent, <em>Collegium Phaenomenologicum</em></td>
</tr>
<tr>
<td>2013</td>
<td>Poetics vs. Philosophy Symposium, Texas A&amp;M University, Organizing Committee</td>
</tr>
<tr>
<td>2011</td>
<td>Invited Commentary, on Noam Hoffer “The Systematicity of Nature, Ideas of Reason and Reflective Judgment,” First Biennial Meeting of the North American Kant Society, University of Illinois at Urbana Champaign; June 2-4</td>
</tr>
<tr>
<td>2011</td>
<td>Invited Commentary, on Alex Rueger, “Kant on Beauty and Morality Circa 1784: On the Genesis of the Third Critique,” Pacific Division Meeting of the American Philosophical Association; April 20-23</td>
</tr>
<tr>
<td>2011</td>
<td>Selection committee for 2nd meeting of the Southern Study Group of the North American Kant Society</td>
</tr>
<tr>
<td>2011, 2008</td>
<td>Faculty Text Seminar Leader, <em>Collegium Phaenomenologicum</em></td>
</tr>
<tr>
<td>2007</td>
<td>Città di Castello, Italy</td>
</tr>
<tr>
<td>2010</td>
<td>Organizer and host, inaugural conference of the Southern Study Group of the North American Kant Society at Texas A&amp;M</td>
</tr>
<tr>
<td>2008</td>
<td>Co-founder, Southern Study Group of the North American Kant Society (continuing to advise and organize annual hosts)</td>
</tr>
</tbody>
</table>


Article reviewer for: *Epoché: A Journal for the History of Philosophy; Social Theory and Practice; Research in Phenomenology; The Review of Politics, Kantian Review, American Political Science Review, History of Philosophy Quarterly, British Journal for the History of Philosophy*
Professional Activity and Service (continued):

University

2016  Glasscock Center for Humanities Research Humanities Book Prize selection committee
2015  Century Scholars Learning Community Guest Lecture
2014  McNair Scholars Recruitment Program participant

Languages:

Reading knowledge of German and French

Professional Organizations:

History of Philosophy Society
North American Kant Society
Society for Phenomenology and Existential Philosophy

Academic Appointments:

2014-present  Associate Professor, Texas A&M University, College Station, TX
2008-2014  Assistant Professor, Texas A&M University, College Station, TX
2007-2008  Visiting Assistant Professor, Texas A&M University, College Station, TX
2006-2007  Assistant Professor, Grand Valley State University, Allendale, MI
2004-2005  Visiting Full-time Instructor, Coe College, Cedar Rapids, IA
ACADEMIC EMPLOYMENT

1990-present  Department of Philosophy, Texas A&M University (Professor 2010-present, Associate Professor 1996-2010, Assistant Professor 1991-1996, Director of Graduate Studies 2004-2010, Head 2011-2014)
spring 2001  Visiting Associate Professor of Philosophy, Iowa State University
1988-1990  Visiting Assistant Professor of Philosophy, Washington University in St. Louis
summer 1988  Visiting Assistant Professor in the Institute for Environmental Studies, University of Wisconsin–Madison
1987-1988  Lecturer in Philosophy, University of Wisconsin–Stevens Point

EDUCATION

• Ph.D. (philosophy) University of Wisconsin–Madison, May 1988
• M.A. (philosophy) University of Georgia, May 1983
• B.A. (philosophy) Arizona State University, May 1980

AREAS OF RESEARCH SPECIALIZATION

• Hare’s two-level (“Kantian”) utilitarianism
• animal welfare and animal rights philosophies (especially how empirical science informs their application)
• environmental ethics
• philosophical issues in environmental law

AREAS OF TEACHING COMPETENCE

• ethical theory
• applied ethics/contemporary moral issues
• environmental ethics
• animal ethics
• agricultural ethics
• introductory logic
WORK IN PROGRESS

_Sustaining Animals: Envisioning Humane, Sustainable Communities_ is under contract with Oxford University Press.

PUBLICATIONS

Books


Journal articles and book chapters


“Speciesism and Reverse Speciesism” in _Ethics, Policy, and Environment_ 14 (2011): 171-73. This is a very short, but refereed, ‘open peer commentary’ on David Schmidtz’s “Respect for Everything” published in the same issue.


“Animals,” invited chapter in _Life Science Ethics_, Gary Comstock, ed. (Iowa State University Press, 2002), pp. 141-68 (pp. 239-65 in 2nd edition, 2010.) This essay is reprinted in German translation as “Positionen der zeitgenössischen Tierschutzdiskussion” (“Positions in the Contemporary Animal Protection Discussion”) in:


“Reconfiguring Borders: Health-Care Providers and Practical Environmentalism in Cameron County, Texas” (with Tarla Rai Peterson, Susan J. Gilbertz, Kathi Groenendyk, and Jay Todd), Women’s Studies Quarterly 29 (2001), pp. 51-63.


“How Facts Matter: On the Language Condition and the Scope of Pain in the Animal Kingdom,” Pain Forum 8 (1999), pp. 84-86. This essay is reprinted in:


“Teaching Environmental Ethics as a Method of Conflict Management” (with Susan Gilbertz and Tarla Rai Peterson), in Andrew Light and Eric Katz, eds., Environmental Pragmatism (Routledge, 1996), pp. 266-82.

“Can Animal Rights Activists be Environmentalists?” invited paper in Donald Marietta and Lester Embree, eds., Environmental Ethics and Environmental Activism (Rowman & Littlefield, 1995), pp. 169-201. This essay is reprinted in:


“No Holism Without Pluralism,” *Environmental Ethics* 13 (1991), pp. 175-79. This essay is reprinted in:


“Rejoinder: More on the Ethics of Captive Breeding” (with Martha C. Monroe), *Endangered Species UPDATE*, vol. 8, #11 (September, 1991), p. 6 (rejoinder to published criticism of following article).

“Ethical Perspectives on Captive Breeding: Is it For the Birds?” (with Martha C. Monroe), *Endangered Species UPDATE*, vol. 8, #1 (November, 1990), pp. 27-29 (invited paper in special issue on captive breeding).

“Species, Individuals, and Domestication: A Commentary on Jane Duran’s ‘Domesticated and Then Some’,” *Between the Species* 6 (1990), pp. 181-84.

“Biological Functions and Biological Interests,” *Southern Journal of Philosophy* 28 (1990), pp. 251-70. This essay is reprinted in:


**Book reviews**


**Encyclopedia entries**


Other professional publications

I served as one of several co-authors on a CAST (Council for Agricultural Science and Technology: http://www.cast-science.org/) Taskforce Report on Animal Welfare. To be published in 2017.


Reviews of web sites of the International Society for Environmental Ethics and the Center for Environmental Philosophy, for the American Philosophical Association's Newsletter on Computers and Philosophy 1997.

GRANTS AND OTHER AWARDS

Professional Development Leave from the College of Liberal Arts, academic 2015-2016.

Melbern G. Glasscock Center for Humanities Research Internal Faculty Fellowship for 2010-2011. This award funded ½ of a teaching release for the spring semester of 2011 and provided a $1000 research bursary.

USDA’s Higher Education Challenge Grant program award #2010-38411-21368. One of six co-PIs under this three-year grant (originally fall 2010-spring 2013, renewed through summer 2017 after funds were frozen when the main PI moved from Ohio State to Purdue) that will be used to develop curricular materials on animal bioethics for use in college classes. Total value of the award: $433,697.

Melbern G. Glasscock Center for Humanities Research at Texas A&M, Travel to Archives or Fieldwork program, $1000 for “Studying Humane Sustainable Poultry Production,” 2008.


Melbern G. Glasscock Center for Humanities Research at Texas A&M, $1500 in annual support of the BLAB (Brains, Learning and Animal Behavior) working group for every academic year since 2004-2005. The BLAB meets fortnightly to discuss readings in cognitive ethology and brings one or two speakers to campus each year. The BLAB has faculty and graduate student participants from several colleges.

Melbern G. Glasscock Center for Humanities Research at Texas A&M, $250 co-sponsorship grant for costs of public talk on the sociology of hunters and hunting by Jan Dizard of Amherst College, co-sponsored by Departments of Philosophy, Sociology, and Wildlife and Fisheries Sciences, spring 2003.


Texas A&M Faculty Minigrant, $500 for “Assessing Health Risks to Somacloned Animals” (travel to consult with Ian Wilmut, director of the Dolly cloning project) summer 2001.

Texas A&M College of Liberal Arts International Travel Grant, $600 towards travel expenses to present “Somacloning: Technology on the Philosophical and Scientific Frontiers” to the 12th

Texas A&M Program to Enhance Scholarly and Creative Activities, $7485, summer 1999, for studying the role of animals in sustainable human communities.

Texas A&M Program to Enhance Scholarly and Creative Activities, $7500, academic 1995-96, for studying environmental regulations and the property rights issue.


Texas A&M Center for Teaching Excellence Scholar, $5000, academic 1994-95. Money was used to fund a teaching assistant and develop curricular materials for PHIL 314, Environmental Ethics.

“Addressing Coastal Challenges Through Environmental Ethics Education,” $59,734 for academic 1993-94 from Environmental Protection Agency’s Gulf of Mexico Project (co-PI with Tarla Rai Peterson and Susan Gilbertz). Assessed the impact of environmental ethics workshops on representatives of diverse interest groups involved in Texas coastal environmental controversies. (Results reported in Varner, Gilbertz, and Peterson 1996 and Peterson et al. 2001, listed above under publications.)

Passed with distinction preliminary examination in political philosophy at University of Wisconsin-Madison, April 1986.

Wisconsin Alumni Research Foundation (WARF) Fellow, University of Wisconsin-Madison, academic 1983-84.

Passed with distinction final oral exam on master's thesis at University of Georgia, May 1983.

Graduated summa cum laude and Phi Beta Kappa from Arizona State University, May 1980.

PROFESSIONAL PRESENTATIONS


Presenter and facilitator for workshop on animal bioethics pedagogy (funded by USDA HEC grant #2010-38411-21368), Baltimore, January 26-28, 2017.

“Pets, Companion Animals, and Domesticated Partners: Ethics and Animal Companions,” Department of Philosophy and Center for Animal Welfare Science, Purdue University, September 15, 2016.

“A Two-Level Utilitarian Perspective on Companion Animals,” Department of Philosophy and Center for the Study of Animal Welfare at the University of Guelph, Canada, March 31, 2016.

“Hello, My Name is Gary and I’m a Utilitarian.” Invited presentation to a workshop on “Value Theory and Environmental Ethics,” sponsored by the multi-university Centre de Recherche en Éthique at the University of Montréal, Canada, February 4, 2016. (Other invited participants were John Basl, Antoine Dussault, Gregory Mikkelsen, and John Nolt.)

“Personhood, Ethics, and Cognition,” invited presentation in the Ira DeCamp Bioethics Seminar series at Princeton University, December 2, 2015. (Recent presenters in the series included Derek Parfit, Jeff McMahan, Dale Jamieson, and David DeGrazia.)


“Personhood, Ethics, and Animal Cognition,” Department of Philosophy, College of Charleston, Charleston, South Carolina, March 14, 2013.

“A Philosophical Perspective on Animal Welfare and Animal Rights,” keynote presentation to the annual meeting of the Texas Branch of the American Association for Laboratory Animal Science, Fort Worth, Texas, February 7, 2013.

“A Two-Level Utilitarian Perspective on Humans and Animals,” University of North Carolina Center for Bioethics and Department of Philosophy, February 1, 2013.


“Personhood, Ethics, and Animal Cognition,” the annual Warren Steinkraus Lecture on Human Ideals (previous lecturers have included Henry Shue and Martha Nussbaum), SUNY Oswego, October 8, 2011.


“Persons, Near-Persons and the Merely Sentient in the Autonoetic Consciousness Paradigm,” American Philosophical Association (APA) colloquium presentation, April 1, 2011. (Commentator was Marya Schechtman.)


“Cognitive Capacities and Respectful Treatment: Philosophical Connections and Pragmatist Responses,” invited presentation (with T.J. Kasperbauer) at the 17th annual “Philosophical Collaborations: A Conference for Faculty and Graduate Student Interaction” at Southern Illinois University at Carbondale, March 19-20, 2009.


“Sustaining Animals: Envisioning Humane Sustainable Communities,” invited presentation to “A Mini-conference on Agriculture and Environmental Ethics” hosted by the Bioethics Program at Iowa State University, June 25, 2007.


“Personhood and Biography: Distinguishing Persons from ‘Near-Persons’ and ‘The Merely Sentient’,”
invited presentation at Amherst College, sponsored by the Pick Readership in Environmental Studies, March 7, 2007.


“Environmental Ethics and Endangered Species,” invited presentation to students in the Chemical Engineering summer program at North Carolina State University, June 29, 2006.

Invited panelist (with Gary Comstock, Hilary Bok, and Rebecca Walker) on “Experimenting on Animals: A Case of Just Suffering?” American Society for Bioethics and Humanities annual meeting, October 20, 2005 in Washington, D.C.

“Ethics and Biodiversity,” invited presentation to the seventh annual “Summer Institute on Global Environmental Issues” at the Foundation for Luso-American Development (Lisbon, Portugal), July 20, 2005.

Presentations on various subjects (including animal ethics, environmental ethics, ethical theory, ethical reasoning, and the property takings issue) at Bioethics Institutes (five day institutes for life scientists wishing to incorporate an ethics module in their courses) at Iowa State, Michigan State, Oregon State, Purdue, the University of Illinois, and at the Foundation for Luso-American Development (Lisbon, Portugal), 1996 through 2005.


“Why Think that Plants have Intrinsic Value?” invited presentation to a conference titled “Engineering Life: Bioscience and Ethics in a Global Context,” co-sponsored by the Keck Graduate Institute of Applied Life Sciences and the European Union Center of California, Scripps College, May 2003, Claremont, California.

“Personhood, Memory, and Elephant Management,” invited presentation to a conference on ethics and elephant management at the Smithsonian Institution's Conservation and Research Center, Front Royal, Virginia, March 19, 2003.

“Is ‘Non-Replaceability’ a Useful Concept for a Utilitarian?” invited presentation to the Philosophy Department at Iowa State University, January 24, 2003.

“Personhood, Memory, and Elephant Management,” invited talk in the Philosophy Department at the University of North Texas (Denton), December 5, 2002.

“Harey Animals,” invited presentation to the Glasscock Center for Humanities Research at Texas A&M University, September 29, 2002.

“Somaloning: Technology on the Scientific and Philosophical Frontiers,” invited presentation to a meeting of the Society for Philosophy and Technology, in conjunction with the Central Division meeting of the APA, Chicago, April 26, 2002.


“Conceptual and Philosophical Issues in Animal Welfare,” invited lecture in an extra curricular course on “Animal Welfare” (course designed for individuals with advanced training in any area related
to the use of animals, including biologists, veterinarians, zoologists, psychologists, etc.) at the Superior Institute of Applied Psychology, Lisbon, Portugal, March 21, 2002.


“Genetic Engineering and Intrinsic Value Arguments,” invited presentation to a conference titled “Engineering Life: Bioscience and Ethics in a Global Context,” hosted by the Keck Graduate Institute of Applied Life Sciences, Claremont, California, May 2, 2003.


“Genetic Modification and the Moral Status of Plants,” invited presentation sponsored by the Plant Sciences Institute at Iowa State University, March 27, 2001.


Commentator on Timothy Menta’s “Schopenhauer, Metaphysics, and Animal Liberation” at the Central Division APA, New Orleans, May 1999.

“Property Rights and Environmental Regulation,” invited presentation to the Center for Values and Social Policy, University of Colorado–Boulder, April 1998.

“What’s So Bad about Somacloning?” invited presentation to conference on the topic of “Should You Clone Your Dog?” sponsored by the University of Pennsylvania Bioethics Center and College of Veterinary Medicine, Philadelphia, March 1998.
Commentator on William Throop’s “On the Elimination of Exotic Species” at the Eastern Division APA in Atlanta, December 1997.


Presenter (with Raymond Frey) in day-long symposium titled, “Ethics and Xenotransplantation: Should we use animal organs to save human lives?” sponsored by the Bioethics Program at Iowa State University, Ames, Iowa, April 5, 1997.

Commentator on Zev Trachtenberg's “Identifying Environmental Takings: Four Baselines for Distinguishing Environmental Benefits from Harms” at Central Division APA, Chicago, April 27, 1996.

Commentator on Alan Clune’s “Nonhuman Animal Rights” at Eastern Division APA, Chicago, April 27, 1996.


Invited panelist on private property rights and environmental regulation, Texas Section of the Society for Range Management, Austin, October 24, 1994.

Invited presentation on the property takings issue to Legislative Study Group of the Texas Legislature, State Capitol Building in Austin, August 15, 1994.

With Tarla Peterson and Susan Gilbertz, organized and was a primary presenter at a 90 minute session summarizing our research on “Teaching Environmental Ethics as a Method of Conflict Management,” at the International Society for Conflict Management meeting in Eugene Oregon, June 15, 1994.

Invited presentation on property rights and environmental regulation, Texas Agricultural Extension Service Sustainable Land Management Conference, at the Brazos Center in Bryan, Texas, February 1, 1994.


“Philosophical Bases of Litigants’ Viewpoints,” invited presentation to Wisconsin Supreme Court's Judicial Education Division Seminar on environmental law, November 4, 1993, Oshkosh, Wisconsin.

“Can Animal Rights Activists be Environmentalists?” invited presentation at conference on “Environmental Ethics and Environmental Activism,” sponsored by Florida Atlantic University, May 13-15 1993 (attendance by invitation only; the other participants were: J. Baird Callicott, Brian Norton, Eric Katz, Donald Marietta, Robert Lofton, Richard Watson, Lester Embree, Irene Klaver, Kate Rawls, and Ullrich Melle).

“Professional Ethics in Range Management,” co-organizer and keynote speaker in two-hour plenary session of the Society for Range Management, Albuquerque, New Mexico, February 15, 1993. (Approximately 1000 members attended the session.)


“Rangelands: Rights and Responsibilities,” invited presentation to Texas Section of the Society for Range Management, College Station, Texas, October 9, 1992.


OTHER PROFESSIONAL ACTIVITIES

Lifetime member, American Philosophical Association.
Charter member (1990), International Society for Environmental Ethics (ISEE).
List manager for ISEE-L, the electronic mailing list for ISEE, 2000-present.
Member, ISEE Officer Elections Nominating Committee, 1997-2002.
Represented Texas A&M as a participant in a workshop on “Teaching Research Ethics” at Indiana University, May 2000.
Invited participant in the Liberty Fund’s colloquium on “Evolution, Ethics, and the Question of Liberty,” April 8-11, 1999 in Vancouver. These colloquia are limited to 15 participants invited from various disciplines.
With Paul Thompson, organized the 1992 national meeting of The National Agricultural Biotechnology Council at Texas A&M.
Panelist, 1992 National Endowment for the Humanities Summer Stipends review.
January 2, 2017

TO: External Program Reviewers and Program Accreditors

FROM: Michael T. Stephenson
Associate Provost for Academic Affairs and SACSCOC Accreditation Liaison

RE: Information required for USDOE Accrediting Bodies

Texas A&M University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, master's, and doctoral degrees. Consistent with comprehensive standard 3.13.1, the following provides the institution’s official position on its purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies and is published in official university documents as noted.

Purpose

Classified by the Carnegie Foundation as a Research Doctoral University (Highest Research Activity), Texas A&M embraces its mission of the advancement of knowledge and human achievement in all its dimensions. The research mission is a key to advancing economic development in both public and private sectors. Integration of research with teaching prepares students to compete in a knowledge-based society and to continue developing their own creativity, learning, and skills beyond graduation.

The institution’s official mission statement, published both on the institution’s web page as well as in its annual university catalog, is:

Texas A&M University (Texas A&M) is dedicated to the discovery, development, communication and application of knowledge in a wide range of academic and professional fields. Its mission of providing the highest quality undergraduate and graduate programs is inseparable from its mission of developing new understandings through research and creativity. It prepares students to assume roles in leadership, responsibility and service to society. Texas A&M assumes as its historic trust the maintenance of freedom of inquiry and an intellectual environment nurturing the human mind and spirit. It welcomes and seeks to serve persons of all racial, ethnic and geographic groups, women and men alike, as it addresses the needs of an increasingly diverse population and a global economy. In the twenty-first century, Texas A&M University seeks to assume a place of preeminence among public universities while respecting its history and traditions.

Governance

The governance of the institution was described in the 2012 certification of compliance submitted to SACSCOC.
Texas A&M University at College Station, the flagship institution of the Texas A&M University System, has branch campuses located in Galveston, Texas and Doha, Qatar. A ten-member Board of Regents, appointed by the Governor, directs the Texas A&M System. The appointment of each Regent follows Texas Education Code (TEC, Chapter 85, Section 21).

TEC outlines the duties and responsibilities of the Board of Regents. These responsibilities are also defined in System Policy 02.01 Board of Regents and TEC 51.352. The Board elects two officers: Chair and Vice Chair. There are four standing committees: Audit, Academic & Student Affairs, Finance, and Buildings & Physical Plant. Special committees may be appointed by the Chair with Board approval.

At Texas A&M University the President is the chief executive officer; the President is not the presiding officer of the Board of Regents. The President reports to the state-appointed Board of Regents through the Chancellor of the Texas A&M University System. System Policy 2.05 Presidents of System Member Universities defines the duties of the President. The appointment of the President follows conditions set forth in System Policy 01.03 Appointing Power and Terms and Conditions of Employment, section 2.2.

**Personnel**

The institution is led by the President and members of his cabinet:

- Michael K. Young, President
- Karan L. Watson, Provost and Executive Vice President
- Jerry R. Strawser, Executive Vice President for Finance and Administration and CFO
- Michael Benedik, Vice Provost
- M. Dee Childs, Vice President for Information Technology and CIO
- Michael G. O’Quinn, Vice President for Government Relations
- Dr. Douglas Palmer, Interim Vice President and COO, TAMU-Galveston
- Barbara A. Abercrombie, Vice President for HR & Organizational Effectiveness
- Jessica Rubie, Associate Vice President for Strategic Initiatives
- Christine Stanley, Vice President and Associate Provost for Diversity
- Amy B. Smith, Senior Vice President and Chief Marking & Communications Officer
- Glen A. Laine, Vice President for Research
- Carrie L. Byington, Senior Vice President TAMU Health Science Center, Dean of the College of Medicine, and Vice Chancellor for Health Services
- Daniel J. Pugh, Sr., Vice President for Student Affairs
- Gen Joe E. Ramirez, Jr. Commandant, Corps of Cadets
- Amy B. Smith, Senior Vice President and Chief Marketing and Communications Officer
- Scott Woodward, Director of Athletics

**Programs, Degrees, Diplomas, and Certificates**

See the Institutional Summary submitted to SACSCOC

**Finances**

See the Financial Profile 2016 submitted to SACSCOC
GENERAL INFORMATION

Name of Institution  Texas A&M University

Name, Title, Phone number, and email address of Accreditation Liaison  
Michael T. Stephenson  
Associate Provost for Academic Affairs and SACSCOC Accreditation Liaison  
979.845.4016  
mstephenson@tamu.edu

Name, Title, Phone number, and email address of Technical Support person for the Compliance Certification  
Alicia M. Dorsey  
Assistant Provost for Institutional Effectiveness  
979.862.2918  
amdorsey@tamu.edu

IMPORTANT:

Accreditation Activity (check one):

☑ Submitted at the time of Reaffirmation Orientation
☑ Submitted with Compliance Certification for Reaffirmation
☐ Submitted with Materials for an On-Site Reaffirmation Review
☐ Submitted with Compliance Certification for Fifth-Year Interim Report
☐ Submitted with Compliance Certification for Initial Candidacy/Accreditation Review
☐ Submitted with Merger/Consolidations/Acquisitions
☐ Submitted with Application for Level Change

Submission date of this completed document:  September 29, 2015
EDUCATIONAL PROGRAMS

1. Level of offerings (Check all that apply)

☐ Diploma or certificate program(s) requiring less than one year beyond Grade 12
☐ Diploma or certificate program(s) of at least two but fewer than four years of work beyond Grade 12
☐ Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution
☐ Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer
☒ Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent
☒ Professional degree program(s)
☒ Master's degree program(s)
☐ Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
☒ Doctoral degree program(s)
☐ Other (Specify) ______

2. Types of Undergraduate Programs (Check all that apply)

☐ Occupational certificate or diploma program(s)
☐ Occupational degree program(s)
☐ Two-year programs designed for transfer to a baccalaureate institution
☒ Liberal Arts and General
☒ Teacher Preparatory
☒ Professional
☐ Other (Specify) ______

GOVERNANCE CONTROL

Check the appropriate governance control for the institution:

☐ Private (check one)

☐ Independent, not-for-profit

Name of corporation OR
Name of religious affiliation and control: ______

☐ Independent, for-profit *

If publicly traded, name of parent company: ______
Directions:
Please address the following and attach the information to this form.

1. History and Characteristics
Provide a brief history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.

2. List of Degrees
List all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas. For each credential offered, indicate the number of graduates in the academic year previous to submitting this report. Indicate term dates.

3. Off-Campus Instructional Locations and Branch Campuses
List all locations where 50% or more credit hours toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. Report those locations in accord with the Commission’s definitions and the directions as specified below.

Off-campus instructional sites—a site located geographically apart from the main campus at which the institution offers 50% or more of its credit hours for a diploma, certificate, or degree. This includes high schools where courses are offered as part of dual enrollment. For each site, provide the information below. The list should include only those sites reported and approved by SACSCOC. Listing unapproved sites below does not constitute reporting them to SACSCOC. In such cases when an institution has initiated an off-campus instructional site as described above without prior approval by SACSCOC, a prospectus for approval should be submitted immediately to SACSCOC.
### Institutions with Off-Campus Instructional Sites

Institutions with off-campus instructional sites at which the institution offers 25-49% credit hours for a diploma, certificate, or degree—including high schools where courses are offered as dual enrollment—are required to notify SACSCOC in advance of initiating the site. For each site, provide the information below.

<table>
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<tr>
<th>Name of Site</th>
<th>Physical Address (street, city, state, country) Do not include PO Boxes.</th>
<th>Date Notified SACSCOC by SACSCOC</th>
<th>Date Implemented by the institution</th>
<th>Educational programs offered (specific degrees, certificates, diplomas) with 25-49% credit hours offered at each site</th>
<th>Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
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### Branch Campus

A branch campus—an instructional site located geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, and (4) has its own budgetary and hiring authority. **The list should include only those branch campuses reported and approved by SACSCOC.** Listing unapproved branch campuses below does not constitute reporting them to SACSCOC. A prospectus for an unapproved branch campuses should be submitted immediately to SACSCOC.

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<th>Date Implemented by the institution</th>
<th>Educational programs (specific degrees, certificates, diplomas) with 50% or more credits hours offered at the branch campus</th>
<th>Is the campus currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
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### 4. Distance and Correspondence Education
Provide an initial date of approval for your institution to offer distance education. Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this description to one page, if possible.

5. Accreditation

(1) List all agencies that currently accredit the institution and any of its programs and indicate the date of the last review by each.

(2) If SACS Commission on Colleges is not your primary accreditor for access to USDOE Title IV funding, identify which accrediting agency serves that purpose.

(3) List any USDOE recognized agency (national and programmatic) that has terminated the institution’s accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).

(4) Describe any sanctions applied or negative actions taken by any USDOE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDOE to the institution.

6. Relationship to the U.S. Department of Education

Indicate any limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. Report if on reimbursement or any other exceptional status in regard to federal or state financial aid.

Document History
Adopted: September 2004
Revised: March 2011
Revised: January 2014
1. History and Characteristics

Provide a brief history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.

History. Texas A&M University was established in 1871 as the state’s first public institution of higher education and opened for classes in 1876. We are now one of a select few institutions in the nation to hold land grant, sea grant (1971) and space grant (1989) designations. We are also one of few universities to host a presidential library; the George Bush Presidential Library and Museum opened in 1997. A mandatory military component was a part of the land grant designation until 1965 and today we are one of only three institutions with a full-time corps of cadets, leading to commissions in all branches of service. We have two branch campuses, one in Galveston, Texas, (established in 1962, officially merged with Texas A&M in 1991) and one in Doha, Qatar (established in 2003). In 2001 we were admitted to the Association of American Universities (AAU) and in 2004 to Phi Beta Kappa. We are classified by the Carnegie Foundation as a Research University (very high research activity).

Mission. Texas A&M University is dedicated to the discovery, development, communication, and application of knowledge in a wide range of academic and professional fields. Its mission of providing the highest quality undergraduate and graduate programs is inseparable from its mission of developing new understandings through research and creativity. It prepares students to assume roles in leadership, responsibility and service to society. Texas A&M assumes as its historic trust the maintenance of freedom of inquiry and an intellectual environment nurturing the human mind and spirit. It welcomes and seeks to serve persons of all racial, ethnic and geographic groups as it addresses the needs of an increasingly diverse population and a global economy. In the 21st century, Texas A&M University seeks to assume a place of preeminence among public universities while respecting its history and traditions.

Enrollment Profile.
77.42% Undergraduate, 18.41% Graduate, 4.02% Professional, and 0.14% Post-Doc Certificate

Undergraduate Students:
93.58% Texas Residents, 3.96% non-Texas Residents, 2.46% non-Texas, non-US Residents; 62.41% White, 3.11% Black, 22.33% Hispanic, 6.21% Asian

Graduate Students:
45.09% Texas Residents, 16.57% non-Texas Residents, 38.34% non-Texas, non-US Residents

Admissions Process. Selective. Automatic admission for Texas resident applicants in the top 10% of their high school graduating class; automatic admission for applicants who rank in the top 25% of their high school graduating class and achieve a combined (old) SAT math and SAT critical reading score of at least 1300 with a test score of at least 600 in each component, or combined (newly redesigned) SAT math and SAT evidence based reading and writing (EBRW) score of at least 1360 with a test score of at least 620 in Math and 660 in EBRW, or 30 composite on the ACT with a 27 in the math and English components; review of all other applicants based on academic potential, distinguishing characteristics, exceptional circumstances and personal achievements.

Peer Institutions. Georgia Institution of Technology, Ohio State University, Pennsylvania State University, Purdue University, University of California- Berkeley, Davis, Los Angeles, San Diego, University of Florida, University of Illinois – Champaign/Urbana, University of Michigan, University of Minnesota, University of North Carolina – Chapel Hill, University of Texas – Austin, and University of Wisconsin – Madison.
2. List of Degrees
List all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas. For each credential offered, indicate the number of graduates in the academic year previous to submitting this report. Indicate term dates.

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| ENGINEERING             | PETROLEUM ENGINEERING        | BS                  | 45         | 114          | 5            | 164 |
| ENGINEERING             | PETROLEUM ENGINEERING        | MENG                | 10         | 16           | 9            | 35 |
| ENGINEERING             | PETROLEUM ENGINEERING        | MS                  | 22         | 15           | 28           | 65 |
| ENGINEERING             | PETROLEUM ENGINEERING        | PHD                 | 3          | 6            | 5            | 14 |
| ENGINEERING             | RADIATIONAL HEALTH ENGINEERING | BS               | 4          | 15           |              | 19 |
| ENGINEERING             | SAFETY ENGINEERING           | MS                  | 7          | 2            | 1            | 10 |
| GEOSCIENCES             | ATMOSPHERIC SCIENCE          | MS                  | 3          | 2            | 6            | 11 |
| GEOSCIENCES             | ATMOSPHERIC SCIENCE          | PHD                 | 1          | 1            |              | 3 |
| GEOSCIENCES             | ENVIRONMENTAL GEOSCIENCE     | BS                  | 18         | 21           | 1            | 40 |
| GEOSCIENCES             | GEOGRAPHIC INFORMATIONAL STUDIES | BS            | 4          | 7            | 2            | 13 |
| GEOSCIENCES             | GEOGRAPHY                    | BS                  | 3          | 12           | 2            | 17 |
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| GEOSCIENCES             | GEOPHYSICS                   | BS                  | 11         | 21           | 2            | 34 |
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| GEOSCIENCES             | METEOROLOGY                  | BS                  | 4          | 14           | 1            | 19 |
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| GEOSCIENCES             | SPATIAL SCIENCES             | BS                  | 1          |              |              | 1 |
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| LIBERAL ARTS            | ANTHROPOLOGY                 | MA                  | 3          | 1            | 2            | 6 |
| LIBERAL ARTS            | ANTHROPOLOGY                 | PHD                 | 2          | 4            | 3            | 9 |
| LIBERAL ARTS            | CLASSICS                     | BA                  | 3          | 1            | 2            | 6 |
| LIBERAL ARTS            | CLINICAL PSYCHOLOGY          | PHD                 |            |              | 2            | 2 |
| LIBERAL ARTS            | COMMUNICATION                | BA                  | 88         | 147          | 36           | 271 |
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| LIBERAL ARTS            | ECONOMICS                    | BS                  | 68         | 95           | 36           | 199 |
| LIBERAL ARTS            | ECONOMICS                    | MS                  | 30         | 55           |              | 85 |

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3. **Off-Campus Instructional Locations and Branch Campuses**

List *all locations* where 50% or more credit hours toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. Report those locations in accord with the Commission’s definitions and the directions as specified below.

**Off-campus instructional sites**—a site located geographically apart from the main campus at which the institution offers *50 % or more* of its credit hours for a diploma, certificate, or degree. This includes high schools where courses are offered as part of dual enrollment. For each site, provide the information below. *The list should include only those sites reported and approved by SACSCOC*. Listing unapproved sites below does not constitute reporting them to SACSCOC. In such cases when an institution has initiated an off-campus instructional site as described above without prior approval by SACSCOC, a prospectus for approval should be submitted immediately to SACSCOC.

**Off-Campus Instructional Locations – 50% or more.**

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<th>Date Implemented by the Institution</th>
<th>Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site</th>
<th>Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
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<td>PHARMACY PHMD&lt;br&gt; MEDICINE MD</td>
<td>Yes</td>
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<tr>
<td>College of Medicine - Temple</td>
<td>2401 S. 31st Street Temple, TX 76508</td>
<td>2000</td>
<td>2000</td>
<td>MEDICINE MD&lt;br&gt; MEDICAL SCIENCES PHD&lt;br&gt; NURSING BSN</td>
<td>Yes</td>
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<tr>
<td>Clinical Learning Resource Center</td>
<td>Health Professions Building 3950 North A. W. Grimes Blvd. Round Rock, TX 78665</td>
<td>2011</td>
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<td>MEDICINE MD&lt;br&gt; MEDICAL SCIENCES PHD&lt;br&gt; NURSING BSN</td>
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<tr>
<td>Rural Public Health - McAllen Teaching Site</td>
<td>2101 South McColl Road McAllen, TX 78503</td>
<td>2011</td>
<td>2010</td>
<td>HEALTH POLICY AND MANAGMENT MPH&lt;br&gt; HEALTH PROMOTION AND COMMUNITY HEALTH SCIENCES MPH&lt;br&gt; NURSING BSN</td>
<td>Yes</td>
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<tr>
<td>Texas A&amp;M University School of Law</td>
<td>1515 Commerce St Fort Worth, TX 76102</td>
<td>2013</td>
<td>2013</td>
<td>HEALTH CARE LAW JM&lt;br&gt; INTELLECTUAL PROPERTY ML&lt;br&gt; INTELLECTUAL PROPERTY ML&lt;br&gt; JURISPRUDENCE MJ&lt;br&gt; LAW JD&lt;br&gt; LAWS ML</td>
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<tr>
<td>Houston Methodist Hospital</td>
<td>6670 Bertner Avenue, R2-216 Houston, TX 77030</td>
<td>2015</td>
<td>2015</td>
<td>MEDICINE MD&lt;br&gt; MEDICAL SCIENCES PHD&lt;br&gt; NURSING BSN</td>
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<tr>
<td>Baylor University Medical Center</td>
<td>3500 Gaston Avenue Dallas, TX 75246</td>
<td>2012</td>
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<td>MEDICINE MD&lt;br&gt; MEDICAL SCIENCES PHD&lt;br&gt; NURSING BSN</td>
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## Off-Campus Instructional Locations – 25%-49%.

<table>
<thead>
<tr>
<th>Name of Site</th>
<th>Physical Address (street, city, state, country) Do not include PO Boxes.</th>
<th>Date Notified SACSCOC</th>
<th>Date Implemented by the institution</th>
<th>Educational programs offered (specific degrees, certificates, diplomas) with 25-49% credit hours offered at each site</th>
<th>Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
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<tbody>
<tr>
<td>Department of State Health Services</td>
<td>1100 West 49th Avenue, Austin, TX. 78756</td>
<td>2011</td>
<td>2004</td>
<td>HEALTH POLICY &amp; MANAGEMENT - MPH</td>
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## Branch Campuses

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<th>Name of Branch Campus</th>
<th>Physical Address (street, city, state, country) Do not include PO Boxes.</th>
<th>Date Approved by SACSCOC</th>
<th>Date Implemented by the institution</th>
<th>Educational programs (specific degrees, certificates, diplomas) with 50% or more credit hours offered at the branch campus</th>
<th>Is the campus currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
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<tr>
<td>Texas A&amp;M University at Galveston</td>
<td>200 Seawolf Pkwy, Galveston, TX 77553</td>
<td>1992</td>
<td>1991</td>
<td>MARINE BIOLOGY BS</td>
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<td>OFFSHORE &amp; COASTAL SYSTEMS ENGINEER BS</td>
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<td>MARINE BIOLOGY MS</td>
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<td>MARINE BIOLOGY PHD</td>
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<td></td>
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<td>MARINE ENGINEERING TECHNOLOGY BS</td>
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<td>MARINE FISHERIES BS</td>
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<td>MARINE RESOURCES MANAGEMENT MMR</td>
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<td>MARINE SCIENCES BS</td>
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<td>MARINE TRANSPORTATION BS</td>
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<td>MARITIME ADMINISTRATION &amp; LOGISTICS MML</td>
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<td>UNIVERSITY STUDIES – BS</td>
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4. Distance and Correspondence Education

Provide an initial date of approval for your institution to offer distance education. Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this description to one page, if possible.

**Initial Approval in February 2000**

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<thead>
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<th>Credit Bearing Degree Programs</th>
<th>Site</th>
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<tr>
<td>AGRICULTURAL SYSTEMS MANAGEMENT MS</td>
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<td>ANALYTICS MS</td>
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<td>COMPUTER ENGINEERING MENGR</td>
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<td>Synchronous course offered worldwide via PC or LMS</td>
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<td>RECREATION &amp; RESOURCES DEVELOPMENT</td>
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<td>Program</td>
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<td>PC or LMS</td>
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<td>WILDLIFE SCIENCE</td>
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<td>APPLIED BEHAVIOR ANALYSIS</td>
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<td>EDUCATION FOR HEALTHCARE PROFESSIONALS</td>
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<td>NATIONAL SECURITY AFFAIRS</td>
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<td>PUBLIC HEALTH</td>
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<td>REGULATORY SCIENCE IN FOOD SYSTEMS</td>
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<td>SAFETY ENGINEERING</td>
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5. Accreditation

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<tr>
<th>Accreditation Council for Pharmacy Education</th>
<th>Accreditation Details</th>
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<tr>
<td></td>
<td>The pharmacy professional degree program</td>
<td>April 2014</td>
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<tr>
<td>American Council for Construction Education</td>
<td>The B.S. and M.S. curriculum in construction science</td>
<td>2011 (B.S.)</td>
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<td></td>
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<td>2012 (M.S.)</td>
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<tr>
<td>American Psychological</td>
<td>The clinical psychology program</td>
<td>April/May 2015</td>
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<tr>
<td>Association</td>
<td>in the Department of Psychology and the counseling psychology and school psychology program in the Department of Educational Psychology</td>
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<td>American Veterinary Medical Association Council on Education</td>
<td>The veterinary medicine degree program</td>
<td>Last Review: 2013</td>
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<tr>
<td>Association to Advance Collegiate Schools of Business (AACSB)</td>
<td>The business baccalaureate, master’s, and doctoral programs in Mays Business School</td>
<td>Last Review: Fall 2012</td>
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<tr>
<td>Commission on Accreditation for Dietetics Education</td>
<td>The dietetic track in the nutritional sciences curriculum and the dietetic internship program</td>
<td>Last review: January 2015</td>
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<tr>
<td>Commission on Accreditation of Athletic Training Education (caATE)</td>
<td>Athletic Training (College of Education)</td>
<td>Last Review: 2013</td>
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<tr>
<td>Commission on Accreditation of Healthcare Management Education</td>
<td>The Master of Health Administration</td>
<td>Last Review: Fall 2010</td>
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<tr>
<td>Commission on Collegiate Nursing Education and the Texas Board of Nursing</td>
<td>The nursing degree programs</td>
<td>Last Review: July 2013</td>
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<tr>
<td>Commission on Dental Accreditation (CODA)</td>
<td>The degree programs in dentistry and dental hygiene and the certificate programs in the ten advanced dental graduate education programs</td>
<td>Last Review: August 2013</td>
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<td>Commission on English Language Program Accreditation (CEA)</td>
<td>The English Language Institute</td>
<td>Last review: 2013</td>
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<tr>
<td>Computing Accreditation Commission of ABET</td>
<td>The computer science program</td>
<td>Last review: 2010</td>
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<td>Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association</td>
<td>Texas A&amp;M University School of Law</td>
<td>Last review: 2010</td>
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<td>Council on Education for Public Health</td>
<td>The School of Public Health degree programs</td>
<td>Last Review: April 2011</td>
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<tr>
<td>Engineering Accreditation Commission of ABET</td>
<td>Undergraduate programs in aerospace, biological and agricultural, biomedical, chemical, civil, computer, electrical, industrial, mechanical, nuclear, ocean, petroleum and radiological health engineering</td>
<td>Last Review: 2010-2011 (College Station) and 2015 (Qatar)</td>
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<td>Engineering Accreditation Commission of ABET</td>
<td>Maritime systems engineering (Offshore and Coastal Systems Engineering) – TAMU Galveston</td>
<td>Last review: 2010-11</td>
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<td>Organization Name</td>
<td>Program Description</td>
<td>Last Review:</td>
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<td>Engineering Technology Accreditation Commission of ABET</td>
<td>The electronic systems engineering technology program, the manufacturing and mechanical engineering technology program,</td>
<td>2013-2014 (College Station) and 2015 (Qatar)</td>
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<td>Marine engineering technology – TAMU Galveston</td>
<td>2013-14</td>
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<td>Forensic Science Education Programs Accreditation Commission (FEPAC)</td>
<td>The forensics and investigative sciences program</td>
<td>Last Site Visit: October 2011 Accreditation dates: 1/2012-1/2017)</td>
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<td>Institute of Food Technologists</td>
<td>The food science and technology curriculum</td>
<td>December 2011</td>
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<td>Landscape Architectural Accreditation Board</td>
<td>The curriculum in landscape architecture</td>
<td>July 2015</td>
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<td>Liaison Committee on Medical Education</td>
<td>The medical education degree program</td>
<td>August 2012</td>
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<td>National Architectural Accrediting Board</td>
<td>The curriculum in architecture</td>
<td>March 2013</td>
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<tr>
<td>Network of Schools of Public Policy, Affairs, and Administration</td>
<td>The Master of Public Service and Administration degree in the Bush School of Government and Public Service</td>
<td>April 2014</td>
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<td>National Recreation and Park Association</td>
<td>The curriculum in recreation, park and tourism sciences</td>
<td>June 2010</td>
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<td>Planning Accreditation Board</td>
<td>The Master of Urban Planning curriculum</td>
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<td>Society for Range Management</td>
<td>The curriculum in rangeland ecology and management</td>
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<td>Society of American Foresters</td>
<td>The curriculum in forestry</td>
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<tr>
<td>State Board of Educator Certification Texas Education Agency</td>
<td>Programs in professional education and degrees conferred by Texas A&amp;M University</td>
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</tbody>
</table>

(2) If SACS Commission on Colleges is not your primary accreditor for access to USDOE Title IV funding, identify which accrediting agency serves that purpose.

Not applicable.

(3) List any USDOE recognized agency (national and programmatic) that has terminated the institution’s accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).

None.
(4) Describe any sanctions applied or negative actions taken by any USDOE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDOE to the institution.

None.

6. Relationship to the U.S. Department of Education.

Texas A&M University does not have any limitations or suspensions, nor have we been terminated by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. We are not on reimbursement nor do we have any other exceptional status in regard to federal or state financial aid.