

WSU Five-Year Program Review

Self-Study: Fall 2011

Department/Program: Political Science and Philosophy/Philosophy Program

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A. Introductory Statement

The Philosophy Program at Weber State University is housed in the Department of Political Science and Philosophy. The program has three full-time tenure-line faculty and employs a varying number of adjuncts from semester to semester. As the result of a university-wide initiative to have programs re-evaluate what degrees they will offer, as appropriate for their discipline, the philosophy program began offering only a B.A., beginning summer 2011. (Prior to this time, we offered both a B.S. and B.A.) Students also have the option to minor in philosophy.

Though we have only offered a major for five years, our number of majors and graduates has continued to grow. During our first year offering a bachelor's degree, we had 5 majors and graduated 1. These numbers have increased to 31 current majors and 5 graduates during the 2010-2011 academic year (see Appendix A).

B. Mission Statement

The philosophy program seeks to impart knowledge and skills that fall under the three following general categories:

- (1) Liberal Education: teaches the ideas of influential past and contemporary thinkers who have sought to understand the world and our experience of it. These ideas concern such topics as the nature of truth and reality, the limits of knowledge, standards of right and wrong, the experience of beauty, and world religions.
- (2) Methodology: emphasizes methods of sound practical reasoning, deductive logic, and language analysis.
- (3) Application: critically analyzes non-philosophical disciplines. For example, the philosophy of democracy analyzes the value assumptions behind democratic forms of government, while medical ethics seeks to identify and resolve dilemmas arising from conflicts between medical technology and the quality of life.

A major in philosophy first and foremost exposes students to the intellectual history of Western Civilization, though it does not limit itself to this tradition. Students in our program complete coursework in at least one major historical period (Ancient, Medieval, or Early Modern), while taking other classes that regularly include thinkers from various historical eras.

But the philosophy major does much more than provide students with a thorough understanding of Western intellectual history. Students who major in philosophy also learn to apply principles of sound reasoning. Not only is a course dealing specifically with logic part of the requirements, but all courses also emphasize logic methodology and critical thinking. In addition, philosophy majors engage speculative questions in courses in metaphysics and epistemology, further developing the abstract reasoning skills and cognitive abilities central to the discipline.

Finally, philosophy majors train in value theory. Not only must all majors take a course in ethics or aesthetics, but they will also consider questions of good and evil/right and wrong in no fewer than a half dozen courses in ethics, religion and politics. In sum, a philosophy major offers students the opportunity to learn the foundations of an intellectual discipline that forms a central part of a liberal education, while at the same time developing practical, marketable skills including:

Critical thinking skills: logical analysis is at the heart of philosophical discourse. Students in our program are required to take at least one course in logic (deductive logic or critical thinking). These courses help students identify, reconstruct, and evaluate arguments, skills that transfer directly to their other coursework and to their careers.

Communication skills: the practice of philosophy requires students both to evaluate the arguments of others and to construct and present their own reasoned opinions. This is most often done in written form, though philosophy classes also require that students discuss issues with each other and with their professors in a less formal setting.

Creative thinking skills: because philosophy presents “perennial problems” of being, knowledge, and value, students are encouraged to explore and develop their own solutions to these problems, as well as to engage critically the reasoning of others. Both of these tasks require students to engage in creative thought experiments and to construct their own arguments.

Research skills: philosophy is sometimes misunderstood as involving undisciplined speculation about the meaning of life. To the contrary, philosophical problems are rigorously defined by professional philosophers, and the practice of philosophy requires that one understand the development and direction of philosophical discourse. Students who work in philosophy, especially at advanced levels, need to familiarize themselves with the research methods of, and resources available to, the profession.

The ability to understand the interrelations between various fields/subjects: as suggested by the course listings in philosophy programs around the country, philosophy serves as the foundation of virtually every other field. Students who study philosophy come to see the relations between these foundations and thus gain an appreciation of how seemingly disparate fields are often closely related at a fundamental level. In a professional setting, philosophy students are thus well prepared to make connections between ideas that, on the surface, are not obviously related.

In offering a B.A. in philosophy at WSU, we help impart the above-referenced skills to our students, as well as to expose them to a discipline that asks them to examine the most fundamental questions at the heart of the world’s intellectual traditions.

C. Curriculum

Curriculum Map

All philosophy majors are required to take Introduction to Philosophy, either Critical Thinking or Deductive Logic, either History of Philosophy: Classical and Medieval or History of Philosophy: Modern, either Ethical Theory or Aesthetics, either Metaphysics or Epistemology, and the Senior Capstone Seminar. These are the core courses within the program for which we have identified learning outcomes:

Core Courses in Program	Program Learning Outcomes				
	Learning Outcome 1a	Learning Outcome 1b	Learning Outcome 2a	Learning Outcome 2b	Learning Outcome 2c
PHIL HU1000 Introduction to Philosophy	1	1	1	1	1
PHIL HU1120 Contemporary Moral Problems	1	1	1	1	1
PHIL HU1250 Critical Thinking			3		2
PHIL QL2200 Deductive Logic			3		
PHIL 3010 History of Philosophy: Classical and Medieval	3	2	2	2	2
PHIL 3020 History of Philosophy: Modern	3	2	2	2	2
PHIL 3600 Ethical Theory	2	3	2	3	3
PHIL 3650 Aesthetics	2	3	2	3	3
PHIL 4510 Metaphysics	2	3	3	3	3
PHIL 4520 Epistemology	2	3	3	3	3
PHIL4900 Capstone Seminar		3	3	3	3

Note: 1= introduced, 2 = emphasized, 3 = mastered

Learning Outcome 1: “Knowledge of”

- 1a. Historical Knowledge
- 1b. Topical Knowledge

Learning Outcome 2: “Knowledge how”

- 2a. Critical Thinking
- 2b. Reading Comprehension
- 2c. Philosophic Writing Skills

Curriculum Overview

Major Course Requirements for BA Degree

Core Courses Required (9 credit hours)

- PHIL HU1000 Introduction to Philosophy (3)
- PHIL HU1250 Critical Thinking (3)
or PHIL QL2200 Deductive Logic (3)
- PHIL 4900 Senior Capstone Seminar (3)

Electives (27 credit hours minimum)

Select a minimum of 27 credit hours from the following list, of which at least 24 must be upper division, including one of either PHIL 3010 or 3020, one of either PHIL 3600 or 3650, and one of either PHIL 4510 or 4520.

- PHIL HU1120 Contemporary Moral Problems (3)
- PHIL 2920 Short Courses, Workshops, Institutes and Special Programs (1-3)
- PHIL 3010 History of Philosophy: Classical & Medieval (3)
- PHIL 3020 History of Philosophy: Modern (3)
- PHIL 3100 Philosophy of Language (3)
- PHIL 3150 Existentialism (3)
- PHIL 3200 Philosophy of Democracy (3)
- PHIL 3300 Great Issues in Philosophy (3)
- PHIL 3350 Medical Ethics (3)
- PHIL 3400 Great Thinkers of Philosophy (3)
- PHIL 3500 Philosophy of Western Religion (3)
- PHIL DV3550 Philosophy of Eastern Religion (3)
- PHIL 3600 Ethical Theory (3)
- PHIL 3650 Aesthetics (3)
- PHIL 4250 Philosophy of Law (3)
- PHIL 4510 Metaphysics (3)
- PHIL 4520 Epistemology (3)
- PHIL 4830 Directed Readings (1-2)
- PHIL 4920 Short Courses, Workshops, Institutes and Special Programs (1-3)

Course Rotation

All upper-division core courses are offered on a two-year rotating schedule, allowing our majors to complete their degrees within a four-year time period. Upper-division elective courses are offered as faculty time and interest permits (though generally on a two-year rotation as well), while lower-division core courses are taught continually. Following is the planned upper-division course rotation for the full-time faculty for the next four years:

	Dr. Greene	Dr. Willard	Dr. Fudge
Fall 2012	Epistemology (Choice)	Western Religion	Aesthetics
Spring 2013	Medical Ethics	Early Modern (Choice)	Philosophy of Democracy Senior Capstone
Fall 2013	Philosophy of Language (Choice)	Metaphysics	Ethics
Spring 2014	Ancient Philosophy	Eastern Religion Senior Capstone	Philosophy of Law (Choice)
Fall 2014	Epistemology	Western Religion	Aesthetics (Choice)
Spring 2015	Medical Ethics Senior Capstone	Early Modern (Choice)	Philosophy of Democracy
Fall 2015	Philosophy of Language (Choice)	Metaphysics	Ethics
Spring 2016	Ancient Philosophy	Eastern Religion (Choice)	Philosophy of Law Senior Capstone

Note1: “Choice” means the faculty member can choose which upper-division course to teach (generally Great Thinkers of Philosophy or Great Issues in Philosophy).

Note2: Highlighted courses are upper-division core courses.

D. Student Learning Outcomes and Assessments

In accordance with the mission of the philosophy department, it is expected that students graduating with a B.A. in philosophy will have gained both “Knowledge Of” and “Knowledge How” with respect to philosophy. The specific expectations are delineated as follows:

Knowledge Of:

Knowledge of philosophy is understood to consist of two distinct (though not necessarily mutually exclusive) subcategories: (1) Historical knowledge, (2) Topical knowledge. Owing to the nature of the philosophy program at WSU, it would be unreasonable to expect a strict uniformity of knowledge amongst our graduates; as such the following disjunctive breakdown is suggested:

1. *Historical knowledge:* Familiarity with the basic ideas present in at least three of the following thinkers: Socrates, Plato, Aristotle, Augustine, Aquinas, Descartes, Locke, Berkeley, Hume, and Kant.
2. *Topical knowledge:* An understanding of the basic issues in at least three of the following areas: Metaphysics, Epistemology, Philosophy of Religion, Philosophy of Law, Philosophy of Language, Medical Ethics, Ethical Theory, Aesthetics, Political Theory, and Existentialism.

Knowledge How:

In contrast with students as they enter our program students should have a demonstrably increased capacity in the following three areas:

1. *Critical thinking ability:* A graduate of our program should have developed heightened critical thinking skills.
2. *Reading comprehension:* A graduate of our program should have an improved ability to engage logically rigorous texts.
3. *Writing skills:* A graduate of our program should have developed a writing ability which reflects careful attention to language, logic, and subtleties of reasoning.

While these do not, perhaps, exhaust the list of skills that a properly trained philosophy student should improve, they are at the core of philosophical training. Both knowledge of and knowledge how are assessed in the following ways: portfolio analysis (written papers and exams in courses), and written area exams and a sustained research paper developed in the Senior Capstone Seminar.

The Senior Capstone Seminar is the primary means by which we assess student learning. All students seeking a B.A. in philosophy must complete this course, ideally during the spring semester of their final year. (Until 2010, minors were also required to take the course, and some still choose to take it as an elective.) In addition to completing a capstone project (a major research paper), students must successfully complete area exams in metaphysics, epistemology, logic, and ethics (see Appendix G). Students take these exams through ChiTester (WSU’s online testing program), can take them as many times as needed to pass, and can use any of their research materials as a resource. In assessing these exams, faculty look for both demonstrated topical knowledge and reasoning skills commensurate with what is expected of a college graduate in philosophy. The following summarizes the results of the course since the previous program review:

Semester Offered	# of Students Enrolled	# of Students Passing the Area Exams	# of Students Passing the Capstone Project	# of Students Passing the Course
Spring 2007:	3	3	3	3
Spring 2008:	4	4	4	4
Spring 2009:	7	Not administered	6	6
Spring 2010:	5	5	5	5
Spring 2011:	6	5	6	5

- In spring 2007, all three students passed the logic, ethics, metaphysics, and epistemology exams on the first try. All three completed their capstone projects. All three successfully completed the course.
- In spring 2008, all four students passed the ethics, metaphysics, and epistemology exams on the first try. Three of the four passed the logic exam on the first try. The other student passed the logic exam on the second try. All four completed their capstone projects. All four successfully completed the course.
- In spring 2009, area exams were not administered.
- In spring 2010, all five students passed the logic, ethics, metaphysics, and epistemology exams on the first try. All five completed their capstone projects. All five successfully completed the course.
- In spring 2011, all five students passed the metaphysics and epistemology exams on the first try. Four passed the logic exam on the first try. The other passed the logic exam on the second try. Four passed the ethics exam on the first try. The other failed to pass the ethics exam. All six successfully completed their capstone projects. Five successfully completed the course.

Measures of Program Effectiveness

In addition to learning outcomes, several measures are used to measure program effectiveness:

- (1) Student assessment of faculty: each semester, students have the opportunity to evaluate the teaching performance of faculty in their classes (complete student evaluations are kept on file in the main Political Science and Philosophy department office and are available for review by the committee);

- (2) The success of students gaining admission to professional programs in philosophy, law school and other fields;
- (3) Overall satisfaction of students with program, as determined by exit interview;
- (4) Participation rates of students on Ethics Bowl teams and the Philosophy Club;
- (5) Faculty participation at regional and national conferences, and publication of books and peer-reviewed articles (see Appendix J);
- (6) Continued success of WSU-sponsored philosophy clubs, teams, and organizations.

Evidence of Learning: General Education Courses

During the fall 2008 semester, two sections of PHIL1000 Introduction to Philosophy were assessed to measure the effectiveness of the course in meeting general education learning outcomes. At the beginning of the semester, and then again later in the semester in an embedded test question, students were presented the following basic passage from Descartes' *Meditations on First Philosophy* and asked the question that follows it:

“The first observation I make at this point is that there is a great difference between the mind and the body, inasmuch as the body is by its very nature always divisible, while the mind is utterly indivisible. For when I consider the mind, or myself in so far as I am merely a thinking thing, I am unable to distinguish any parts within myself; I understand myself to be something quite single and complete.”

What philosophical position is Descartes arguing for in this passage? Is this a good argument? State why or why not. What does Descartes mean by the terms “mind” and “body”? What historical positions is Descartes' argument in opposition to?

In administering this test, we were able to show that students going through the class satisfied the following goals of the general education assessment committee:

Area 1: Students will demonstrate improvement in at least two of the following skills:

- A. oral, written, or graphic communication
- B. reasoning at an abstract level
- E. critical thinking, cognitive learning, and problem solving

Area 2: Students will demonstrate improved knowledge and understanding in at least two of the following content areas:

- G. key terminology and/or vocabulary in a particular discipline in the arts or humanities
- I. the methodologies used in a particular discipline in the arts or humanities or methodologies common in multiple arts and humanities disciplines

Area 3: Students will demonstrate improved ability to do at least two of the following:

- M. demonstrate an understanding of how the arts and humanities disciplines express and solve problems
- O. integrate knowledge and forge relationships with other disciplines

Students showed improvements in areas A, B, E, I, and M by showing a marked improvement in being able to identify, represent, and critically analyze arguments. Student answers on the post-tests routinely restated Descartes' argument in standard logic form and brought the methods of logical analysis to bear on it, skills that were notably lacking in their pre-test answers. Students showed significant improvement in area G by using terminology such as "dualism," "materialism," "valid," and "Scholasticism" in their answers. Finally, students showed improvement in area O by integrating knowledge from psychology (specifically, experimental results from split brain patients) in their answers and showing how it is relevant to the analysis of mind/body dualism.

To measure these learning outcomes more precisely, a rubric was developed after the fact (see Appendix H), and the pre- and post-tests were re-graded in accordance with it. The rubric contains four items, each graded on a scale from 0-10: the ability to reconstruct and represent an argument (learning outcome A), the ability to critically evaluate an argument (learning outcomes B, E, I, and M), the ability to employ discipline-specific terminology (item G), and the ability to integrate knowledge from other disciplines into one's analysis (item O). Though students were not explicitly asked in the test to reconstruct the argument contained in the passage or to employ any particular terminology, they showed marked improvement with respect to all four items, as follows:

Learning Objective	Pre-Test Average	Post-Test Average
Demonstrate the ability to reconstruct and represent an argument.	3.1	7.2
Demonstrate proficiency at critically evaluating a philosophical argument.	3.25	7.45
Demonstrate knowledge of discipline-specific terminology.	.1	7.8
Demonstrate the ability to integrate knowledge from other disciplines into one's analysis.	.45	5.7

One of our action items going forward is to develop new gen ed assessment instruments that more directly address the learning objectives of the respective courses.

High Impact Learning

Ethics Bowl

The Intercollegiate Ethics Bowl is a national debate format competition where students develop and sharpen both their critical reasoning skills and their public speaking skills while gaining insight into the complex nature of contemporary moral dilemmas and scenarios. Modeled on television's *College Bowl*, the Ethics Bowl requires student teams of 4 to 5 members to compete against teams from other universities by analyzing ethical dilemmas posed by a panel of judges. The given dilemmas raise ethical issues that range over a wide variety of topics such as the classroom (e.g., cheating or plagiarism), personal relationships (e.g., dating or friendship), professional ethics (e.g., engineering, architecture, business, the military, law, medicine, etc.), as well as social and political ethics (e.g., free speech, gun control, health care, etc.). Each team receives a set of ethical issues in advance of the competition, and questions posed to teams at the competition are taken from that set. A panel of judges evaluates answers; rating criteria are intelligibility, focus on ethically relevant considerations,

avoidance of ethical irrelevance, and deliberative thoughtfulness. The Ethics Bowl is open to all undergraduate students in the fall for the regional events. Students then compete for spots on the national team in the spring. A brief description from the Intercollegiate Ethics Bowl appears here: (<http://ethics.iit.edu/index1.php/Programs/Ethics%20Bowl>).

Each year approximately 10 to 15 WSU students participate in regional ethics bowl competitions. Four or five students represent Weber at the national competition. Weber hosts (along with Utah Valley State College and Westminster College) the Wasatch Regional Ethics Bowl. On those years when it is held at Weber our students are actively involved in the production and organization of the competition.

Participating students have the unique opportunity to take skills learned in various disciplines and apply them to questions not normally posed in classes. For example, a chemistry student has the opportunity to argue whether the use of DDT in Africa should be banned or a criminal justice student has the opportunity to argue whether the death penalty should apply in child rape cases. Students also work closely with faculty and one another to master the theoretical material and practical skills required to solve moral dilemmas and to prepare a team position on each case. The result of this preparation is a group presentation much like the kinds of projects that many of these students will be involved in once they enter the workforce. Thus the Ethics Bowl also teaches students to work together as a team in ways that are necessary in any workplace.

Discussion of the Ethics Bowl cases is not limited to those students and faculty members participating in the Ethics Bowl. Once the cases are given to the teams for preparation, the team members begin discussing them with their friends, roommates, and classmates. Segments of the university come alive with talk of controversial issues such as those raised by privacy rights in libraries, photojournalists taking pictures of dying children in Africa, water rights in areas where ranchers and farmers are competing with native tribes and wildlife refuges, and the like. Faculty from across the university as well as community members have been involved in helping teams develop their positions as well as judging regional competitions.

The WSU Intercollegiate Ethics Bowl Team was formed in the fall of 2001. The 2002, 2003, 2005 and 2006 national teams from Weber State finished around 15th in the nation, the 2004, 2007 and 2008 teams were undefeated in qualifying rounds and placed in the top eight in the nation. The 2009 team finished 11th in the nation. In the 2004 fall tournaments, two WSU teams competed for the top spot at the Wasatch Front Intercollegiate Regional Ethics Bowl and the traveling WSU team won the California Regional Ethics Bowl held in San Jose, California. In the 2005 and 2006 fall tournaments the WSU team was a semi-finalist in the Wasatch competition and won the California tournament for the second straight year. In the 2007 and 2008 fall tournaments WSU won the Wasatch competition and finished second in the 2007 California competition. The 2009 Weber team finished second in the Wasatch Bowl, and second in the nation at the National Championships. The 2010 team finished third in the Wasatch Bowl. This year's team, the 2011 team, won the Wasatch tournament and will compete at nationals in Cincinnati in March of 2012.

Since the Intercollegiate Ethics Bowl is a competitive activity, one indicator of the extent to which we have met our mission is success at the regional and national competitions. Here we can look at how well the team performed in competitions. Where did the team rank in the region and in the nation? What was their overall record? Did they handle themselves in professional manner? Did they exhibit

good sportsmanship? Did they reflect positively on WSU, etc.? Our teams have been successful in these respects. As suggested above, we are consistently one of the top teams in the country.

While these are important and informative considerations, they do not provide the best means for evaluating the success of the program, as a number of external factors (such as the cases randomly chosen for the competition, the make-up of the panel of judges that a particular team draws, the strength of other teams, etc.) can affect (adversely or positively) the outcome of a given competition. Thus we primarily assess our ability to meet our mission in terms of the advantages of the program detailed in the previous sections of this questionnaire. Ethics Bowl provide students with the opportunity to master practical and theoretical material necessary for moral decision-making, and to develop their public speaking skills. We assess the success of the program in terms of how well we are able to help the students do this. Specifically, the team coach, Dr. Greene, pays careful attention to the types of responses that students give when confronted with moral issues and cases early in the year, focusing on the presentation, intelligibility, depth, clarity, sensitivity, and sophistication of the arguments they produce in response to these issues. He then monitors their progress (as do they) throughout the year. Invariably students begin to gain a healthy appreciation for the subtleties and difficulties associated with most contemporary moral dilemmas. The extent to which students are better able to apply sound moral reasoning and principles, identify the crucial elements of a genuine moral dilemma, and present their findings in a clear, concise, and intelligible manner ultimately determines the overall success of the Intercollegiate Ethics Bowl program.

Philosophy Club

The student philosophy club, NOUS, presents speakers between six and eight times per year. Typically around thirty persons attend and include students, faculty from across the university, and community members. The content of NOUS meetings varies from papers delivered by visiting scholars to student delivered papers to panel discussions of pressing philosophical issues. NOUS has raised funds to support the WSU Intercollegiate Ethics Bowl Team and participates regularly in the Weber State Greek Festival. Since 2011, NOUS meets weekly in student-centered and -led informal discussions. The club also participates in Soup Day and plans to undertake a service project in spring 2012.

E. Academic Advising

All new philosophy majors and minors are directed to meet with the program coordinator to go over program requirements, at which time an action plan is drawn up. As the student progresses through the program, she is encouraged to meet with the coordinator as necessary to revise the action plan and make sure all requirements are being met. The coordinator is expected to be fully trained on CatTracks (Weber State's online advising program), which is used to track student progress. In particular, the following two advising goals are consistently met:

- (1) Keeping majors informed (each advisee is urged to come in at least once a semester) as to where they are in their program (i.e., letting them know what requirements they have and have not satisfied), and letting them know when courses that they need will be offered.
- (2) Providing information about the program and the study of philosophy in general to prospective students. This is accomplished by keeping up to date and distributing a program pamphlet in our introductory classes, as well as having it available in the main department office and on the program coordinator's door.

The biggest change in advising since our previous program review has been the implementation of CatTracks, which makes unnecessary the keeping of paper records.

Beginning spring 2012, exit interviews will track student satisfaction with advising.

F. Faculty

Currently the department has 3 full-time philosophy faculty members. During the 2010-2011 academic year, we conducted a successful search to replace a retired faculty member.

In a typical semester we have twelve courses taught by regular full-time tenured/tenure track faculty members and four courses taught by part-time, non-tenure contract faculty members. From 2006-2007 to 2010-2011, student credit hours increased from 3,375 to 3,983, despite being down a full-time faculty member during the latter year.

Each of the full-time faculty members possesses a doctoral degree from a nationally ranked research institution. Each of the adjuncts employed possesses (at minimum) a Master's degree or equivalent. All three core faculty members have established records of publication and are regular participants in professional conferences (see attached cv's).

Full-time faculty are required to teach both upper and lower division courses each semester. Adjunct faculty are generally limited to teaching the following lower division courses: Introduction to Philosophy, Contemporary Moral Problems, Critical Thinking, and Deductive Logic.

Philosophy Faculty:

- (1) Dr. Robert Fudge, Associate Professor of Philosophy
Ph.D. Syracuse University, 2001
Areas of Specialization: Ethics, Aesthetics
- (2) Dr. Richard Greene, Professor of Philosophy
Ph.D. University of California, Santa Barbara, 1998
Areas of Specialization: Epistemology, Metaphysics, Philosophical Studies of Popular Culture
- (3) Dr. Mary Beth Willard, Assistant Professor of Philosophy
Ph.D. Yale University 2009
Areas of Specialization: Metaphysics (ontology), History of Philosophy (early modern), Aesthetics

The following core faculty members from the Political Science program occasionally teach courses in philosophy:

- (1) Dr. Rod Julander (Professor Emeritus)

Tenure track candidates are reviewed annually and receive a comprehensive review in their third and sixth years (the sixth year review is used to determine whether the candidate will receive promotion and tenure). During comprehensive review years candidates are advised of the process (including

notification of review dates) at the beginning of the year so that they have ample time to prepare a portfolio.

The department administers the Instructor and Course Evaluation Form to provide further data on teaching effectiveness. Program faculty have established a record of teaching excellence. The following chart summarizes the overall averages for each upper-division course evaluated between fall 2006 and spring 2011. (Comprehensive teaching evaluations are available in the department office.)

Course Number	Fall 06	Spring 07	Fall 07	Spring 08	Fall 08	Spring 09	Fall 09	Spring 10	Fall 10	Spring 11
3010	4.5									
3020			4.7				4.5			
3100					4.6					
3150			4.9*							
3200		4.6				4.9				4.7
3300			4.9				4.8	4.9		
3350	4.5									
3400	4.9									
3500		4.7								4.5
3550				3.9*						
3600			4.9				4.9			
3650	4.9				4.8				5.0	
4250				4.8				4.8		
4510				4.7				4.9		
4520		4.6								4.5

Note 1: evaluations followed by an asterisk were taught by a one-year replacement faculty member.
 Note 2: all ratings are based on a five-point scale.

Program faculty have also established a consistent record of research excellence. See Appendix K (Faculty Vitae) for details.

Adjunct faculty members are reviewed annually. This review consists of visits to the classroom by the program coordinator and examination of the Instructor and Course Evaluation Forms. Conversations with students are also used in the adjunct review process.

G. Support Staff, Administration, Facilities, Equipment, and Library

Support Staff

The department has one full-time Office Manager, Ms. Debra Strait, who supports both political science and philosophy faculty. The department has a department chair, and the philosophy program has a separate coordinator who handles scheduling, advising, and other administrative duties.

Three audits (fall, 2008 / summer, 2009 / spring, 2010) illustrate Ms. Strait's impact since her hire in 2009. The department now has organized storerooms, available records for all departmental business, supervision of the budget, relationships across campus, and a friendly face for students. Her professionalism stands as one of the most important improvements for the program since the last review. Ms. Strait has received top ratings in every aspect of the annual Performance Review and Enrichment Program (PREP) report.

Staff Development

While Ms. Strait has not taken any academic classes during her employment at WSU, she has continuously upgraded her skills by attending 18 workshops and trainings since beginning her employment. Some of the most useful include:

- Scholarship Nominations System (2011)
- Open Class Training (Adjunct pay) (2010)
- WSU Accounting: Budget Reports (2010)
- CatTracks 1010 Introduction; 2010 Advising; 5010 Exceptions Advising (2009)
- Civil Rights I & II (2009)
- New Employee Safety Training (2009)
- Record Keeping & Ethics (2009)
- Information Security Awareness (2009)

Adequacy of Administrative Support: the program has benefitted from sustained, positive support from the Development Office, the Dean's office, and the offices of the Provost and President.

Budget

Our budget data includes data for the entire Political Science and Philosophy Department. The budget formula is based on \$2,100 times the number of faculty positions (\$18,900), plus \$2,000 for departmental activities (Mock Trial, Model UN, and Ethics Bowl). Each faculty has available \$750 in travel funds, with a 3 year rollover option. As of November, 4th 2011, the department has \$24,378.90 in its budget. This figure reflects carryover from previous years, plus contributions of adjunct or overload salaries to the department budget by Adjunct Bob Hunter, Adjunct Rod Julander (Emeritus), and Political Science Professor and Department Chair Nancy Haanstad.

- A budgetary comparison of figures for the POLS/PHIL department over the last 5 years reveals the following:

<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>
\$19,054	\$20,900	\$20,900	\$20,900	\$20,900

- On July 1, 2009 all WSU budgets were swept as the Utah State Legislature determined, in such times of tight fiscal resources, that Higher Education should experience a close inspection of budgets, down to the departmental level. In that process, we spent approximately \$59,000. The bulk of it went into two projects: \$26,000 was placed in the D.C. Internship Fund (under the auspices of the Dean's Office), and \$33,950.22 was put into upgrading the departmental office and equipment. All furniture items, by WSU mandate, were acquired through the WSU purchasing office.
- The Dean's office has given us 2 extra adjuncts each academic year, plus additional adjuncts to cover for missing regular faculty. Faculty agreed not to request sabbaticals while the one of the three faculty lines remained unfilled. Due to the successful philosophy search conducted 2010-2011, Dr. Fudge applied for and received a sabbatical for spring 2012.

Program Support

The administration has given vital support for the development of The Richard Richards Institute for Politics, Decency and Ethical Conduct, on whose board faculty from both the Political Science and Philosophy programs have served. The RRI has proven to be a dynamic asset to the department, with effects extending across campus and into the community (see section H below). The RRI would not have come to fruition without the initial and continuing support of the administration.

During fall 2010, WSU hosted the Intermountain Philosophy Conference. The Provost's office provided \$600 for food, advertising, and administrative costs, while the College of Social and Behavioral Sciences Dean's Office contributed an additional \$600, of which just under \$100 was used.

Finally, the student Clubs and Organizations office has just granted NOUS \$245 to help fund speakers, travel, and other activities over the coming year.

Library

The Stewart Library at Weber State University provides a broad range of information resources and services on both the Ogden and Davis campuses. Collections include print, electronic, and audio-visual materials as well as an increasingly large number of electronic databases. Day, evening, and weekend hours are maintained to accommodate patron needs at both campuses. Off-campus access to resources and services is available twenty four hours a day, seven days a week through the library's website: <http://library.weber.edu>.

To ensure that the library's online and on-site resources are relevant to curricular needs, a librarian is assigned to each college. These subject librarians collaborate with faculty in developing the collection and consult regularly with them to assess their library needs. In addition to their collection management and faculty liaison responsibilities, subject librarians provide course-integrated instruction to inform students and faculty of library resources and services available in their areas of interest.

The Stewart Library maintains an up-to-date core collection of print monographs and edited collections that compares very favorably with collections at similar institutions that support an undergraduate major in philosophy. For materials not available in our collection, the library provides a very effective and efficient automated interlibrary loan service with an average turnaround of three to seven days. In addition, though the library's membership in the Utah Academic Library Consortium (UALC), students and faculty at Weber State University have borrowing privileges at all other academic libraries in Utah.

The library also maintains subscriptions to a representative core collection of journals in philosophy and related fields, with a special emphasis on titles that support undergraduate research and instruction. Access to the scholarly literature in philosophy is also supported by electronic subscriptions to various indexing and abstracting services, including Philosopher's Index. In addition, as a member of UALC, the library provides access to a growing collection of electronic journals in philosophy, including those available through EBSCO's Religion & Philosophy Collection, Project Muse, and JSTOR. Off-campus access to these electronic resources is available to students, staff, and faculty twenty four hours a day, seven days a week through the library website. For articles not available in print or electronic form directly through the library, our interlibrary loan service is able to deliver a majority of requested articles in electronic form within twenty four to forty eight hours.

In sum, it is clear that the Stewart Library more than adequately meets the needs of the philosophy program at Weber State. The library is also committed to working closely with the philosophy faculty in order to maintain and (as circumstances allow) enhance that level of support.

Facilities/Equipment

The Department of Political Science and Philosophy has a representative on the College of Social and Behavioral Sciences Computing Committee. Funding for technology is provided by the College, and so we don't have a budget for technology. We have in recent years received funding to upgrade each of our computers, monitors, and printers. All of our classrooms are now "smart" classrooms equipped with computers, projection equipment, and internet access. Moreover, we have two laptops and a projector for use in the department seminar room.

H. Relationships with External Community

Each WSU philosophy faculty makes a concerted effort to take philosophy outside of the classroom. In addition to serving the Weber State University community through the teaching of their course load, faculty find various ways to serve the broader Weber community and the Ogden area in general, including:

- (1) NOUS, the Weber State student philosophy club, hosts guest lecturers at a minimum of six times per year. All such lectures are open to members of the community and are frequently attended by former students, faculty members from other departments at Weber, faculty from other institutions, and interested parties from the Ogden/Salt Lake City metropolitan area. Recent speakers have included philosophy faculty, faculty from other departments, graduate students from the University of Utah, faculty from Utah State University, the University of Utah, and Salt Lake Community College, San Francisco State University, and community members.
- (2) Professor Glidden (Professor of Philosophy, Emeritus) sits on the MacKay-Dee Hospital Ethics Committee.
- (3) Professor Fudge is a regular participant in the Greek Readers Theater, which annually presents one of Aristophanes' plays on campus as part of the WSU Greek Festival, as well as at UniverseCity, a local downtown art gallery. The former draws many community members onto campus.
- (4) Professor Fudge serves as Vice President of the Ogden Symphony Ballet Association, which contracts with the Utah Symphony and Ballet West to bring 13 performances to campus each year. In conjunction with this, in spring 2011 he founded a student club, "Allegro!", which promotes student attendance at Utah Symphony/Ballet West performances on campus. During its first year, it has drawn close to 200 attendees.
- (5) In fall 2010 we hosted the Intermountain Philosophy Conference, a regional conference for professional philosophers, which was open to the general public.

- (6) Professors Fudge (2009-2011) and Willard (2011-present) have both served on the board of The Richard Richards Institute for Politics, Decency, and Ethical Conduct. The lead up to the \$100,000 RRI Endowment Fund was discussed above (Administrative Support). The inaugural celebration on April 3rd, 2009, featured Governor Jon Huntsman’s address to an audience of 300 community/campus members. In 2010-11, the RRI Board sponsored an ethics essay contest in 14 high schools by rewarding the student winners with \$1,000 scholarships to WSU. The essay contest collaborated with the popular “Keys to Success” program sponsored by the Ken Garff Automotive Group in numerous Utah high schools. This culminated in an Ethics Day banquet on campus attended by 175 community/campus members, and highlighted by the comments on ethics and politics by former Governor Olene Walker, who also bestowed scholarship awards. RRI Board members recruited the scholarship monies for the Ethics Awards from the local community. The 2012 Ethics Day goal calls for raising \$20,000 from community sponsors, and thus expand the program to 20 local high schools.

I. Results of Previous Program Reviews

Recommendation	Action Taken
1. Add an additional tenure-track position to broaden course offerings.	1. Budgetary limitations did not allow the program to expand its faculty. To the contrary, for much of the intervening period between reviews, the program was short a faculty member, who took a two-year leave and subsequent one-year terminal leave. However, a successful search conducted during the 2010-2011 academic year has brought stability back to the program. Despite this challenge, philosophy SCHs and majors have increased during the past five years, making a further case for an additional tenure line.
2. Offer upper division courses more frequently and add additional courses to the curriculum.	2. Staff size precludes us from offering additional sections of upper-division courses at this time. However, upper-division core courses are offered on a two-year rotation, ensuring that all majors can graduate in a timely manner. Since the last review, two new courses—Aesthetics and Philosophy of Language—have been added to the curriculum. In addition, we are in process of developing a course in the philosophy of mind, which we hope to add to the curriculum sometime in the next few years.
3. Explore creative ways to help the faculty with load reductions.	3. During the 2010-2011 academic year, the college’s former dean agreed to an informal 1 course per year reduction for the philosophy program coordinator. This reduction was formalized subsequent to the hiring of the college’s new dean (beginning fall 2011). In addition, faculty not serving as coordinator will rotate a 1 course per year reduction, in light of accrued directed readings credits from past years.

4. Allow more flexibility with respect to student credit hour expectations, in light of the new major.	4. Faculty were able to manage the transition to the new major without having to adjust credit hour expectations. Indeed, as noted above, total SCHs have increased since that time.
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J. Action Plan for Ongoing Assessment Based on Current Self Study Findings

Problem Identified	Action To Be Taken	Timetable
1. No established procedure for gathering/storing assessment outcome data for the Senior Capstone Seminar.	1. Assign Program Coordinator the task of gathering this information annually from the respective instructor.	1. Beginning spring 2012.
2. Insufficient evidence showing that gen ed courses meet established learning outcomes.	2. Develop and administer assessment vehicles for each of the gen ed courses.	2. Develop assessment vehicles more fully spring 2012; begin assessing courses fall 2012.
3. Feedback from program alumni is primarily anecdotal.	3. Develop an exit interview instrument for all graduates.	3. Beginning spring 2012.
4. Insufficient records kept on adjunct teaching.	4. Work with the office manager to establish a record-keeping system to track data on adjuncts.	4. Beginning spring 2012.
5. Learning outcomes not included on departmental syllabi.	5. Learning outcomes for all relevant classes will be identified and distributed to faculty for inclusion on the syllabi, with these latter collected and stored in the main department office.	5. Beginning spring 2012.
6. There is no established process for gathering and storing program assessment materials.	6. Create a Program Review file in the main department office where all assessment materials will be stored.	6. Beginning spring 2012.
7. As identified by the previous review team, the implementation of a philosophy major has created a pressing need for an additional faculty member to cover	7. Work with the Dean of Social and Behavioral Sciences to ensure he is aware of the need and determine a way to secure funding for an additional position.	7. Beginning spring 2012.

additional courses. This is especially so, given the very large number of student credit hours produced each semester.		
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K. Summary of Artifact Collection Procedure

Assessment information relating to the Senior Capstone Seminar is collected and stored by individual faculty members. As indicated above, the philosophy program lacks a proper system for gathering and storing student and program assessment data. Rectifying this is one of our priorities going forward.

APPENDICES

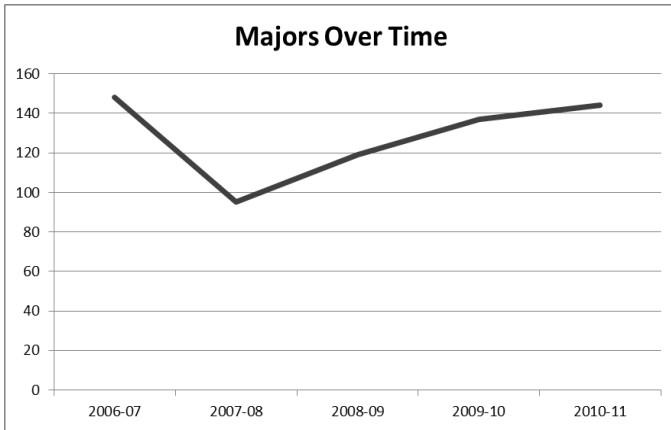
Appendix A: Student and Faculty Statistical Summary

Department of Political Science & Philosophy
Student and Faculty Statistical Summary
 (data provided by Institutional Research)

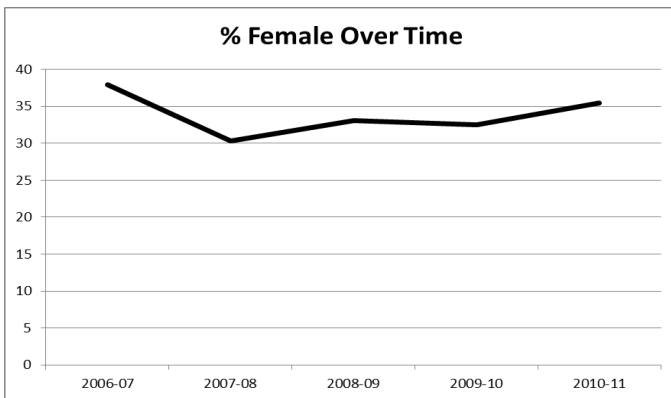
	2006-07	2007-08	2008-09	2009-10	2010-11
Student Credit Hours Total	8,129	8,341	8,540	10,140	10,055
Philosophy	3,375	3,482	3,238	4,151	3,983
Political Science	4,754	4,859	5,302	5,989	6,072
Student FTE Total	270.97	278.02	284.67	338.00	335.17
Student Majors					
Philosophy	5	17	23	26	31
Political Science	148	95	119	137	144
Program Graduates					
Philosophy					
Bachelor Degree	1	2	2	0	5
Political Science					
Bachelor Degree	24	18	18	24	16
Student Demographic Profile	153	112	142	163	175
Female	58	34	47	53	62
Male	95	78	95	110	113
Faculty FTE Total	16.93	16.75	17.11	15.65	NA
Adjunct FTE	7.32	7.14	7.43	7.54	NA
Contract FTE	9.61	9.61	9.68	8.11	NA
Student/Faculty Ratio	16.00	16.60	16.64	21.60	NA

*Student majors include pre-professional programs

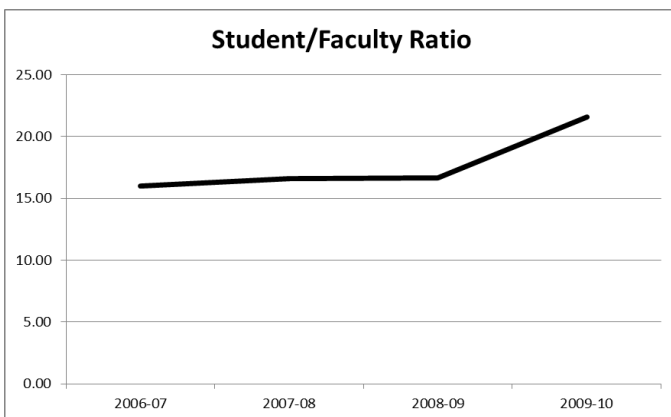
The 2006-2007 academic year was the first year WSU offered a philosophy major. As shown above, the number of majors has increased steadily during that time, despite inconsistent staffing.



The number of Political Science and Philosophy Department majors has risen significantly from 2007-08 to 2010-11, in part due to the implementation of the philosophy major.



The number of female students in PS&P has remained relatively steady over time.



The Political Science and Philosophy Department Student / Faculty ratio has changed in part because of a missing faculty member in POLS (2008-09 / 2010-11) and a missing faculty member in PHIL (2006-2008, 2009-11).

Appendix B: Contract/Adjunct Faculty Profile

Full-Time Faculty

Name	Gender	Ethnicity	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise
Fudge, Robert	M	White	Associate	Tenured	Ph.D.	7	Ethics, Aesthetics
Greene, Richard	M	White	Full	Tenured	Ph.D.	11	Epistemology, Metaphysics, Philosophy of Popular Culture
Willard, Mary Beth	F	White	Assistant	Tenure-eligible	Ph.D.	1	Metaphysics, History of Philosophy, Aesthetics

Adjunct Faculty

Name	Gender	Ethnicity	Highest Degree	Years Teaching	Courses Taught
Anna Vaughn	F	W	Ph.D.	1	1000
Diana Buccafurni	F	W	M.A.	2.5	1000, 1120
Nancy Greene	F	W	Ph.D.	4	1000, 1120
Michael Hermon	M	W	Ph.D.	3.5	1000, 1120, 1250, 2200
Shaun Miller	M	W	M.A.	3	1000, 1120, 1250
Joseph Ulatowski	M	W	Ph.D.	2	1000, 3010, 3020, 3150
John Ward	M	W	M.A.	1	1000
Ian Smith	M	W	Ph.D.	1	1000
Gordon Mower	M	W	Ph.D.	2.5	2200
Adam Joneskinski	M	W	M.A.	4	1000
Margaret Bowman	F	W	M.A.	1	1000, 1120
Justen Olsen	M	W	Ph.D.	1.5	1000
Michael Hill	M	W	J.D., M.A.	.5	1000
Rachael Robison	F	W	M.A.	.5	2200
Marc Nelson (starting SP12)	M	W	M.A.		Starting spring 2012
Rod Julander	M	W	Ph.D. Political Science, M.A. Philosophy	45	1000

Note: PHIL 1000 Introduction to Philosophy
 PHIL 1120 Contemporary Moral Problems
 PHIL 1250 Critical Thinking
 PHIL 3010 History of Philosophy: Classical and Medieval
 PHIL 3010 History of Philosophy: Modern
 PHIL 3150 Existentialism

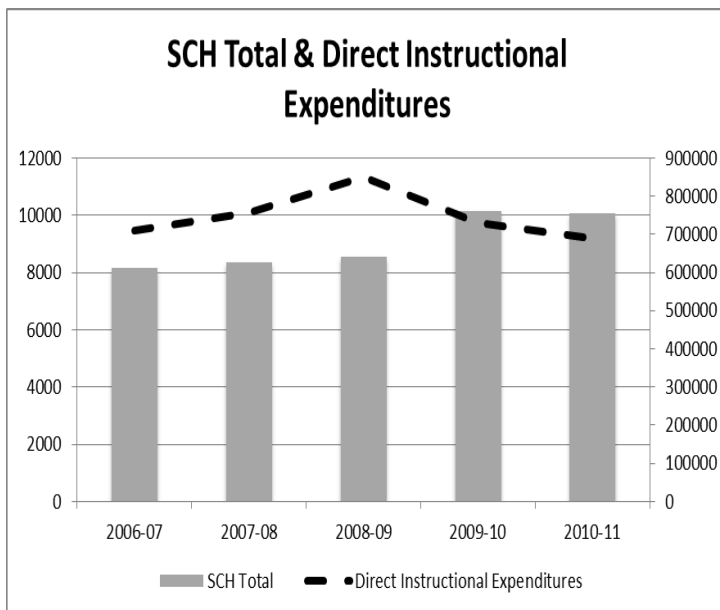
Appendix C: Staff Profile

Name	Gender	Ethnicity	Job Title	Years of Employment	Areas of Expertise
Terry Thiel	F	W	Admin. Assistant	08/2004-12/2008	
Debra Strait	F	W	Admin. Assistant	01/2009-current	Office Management

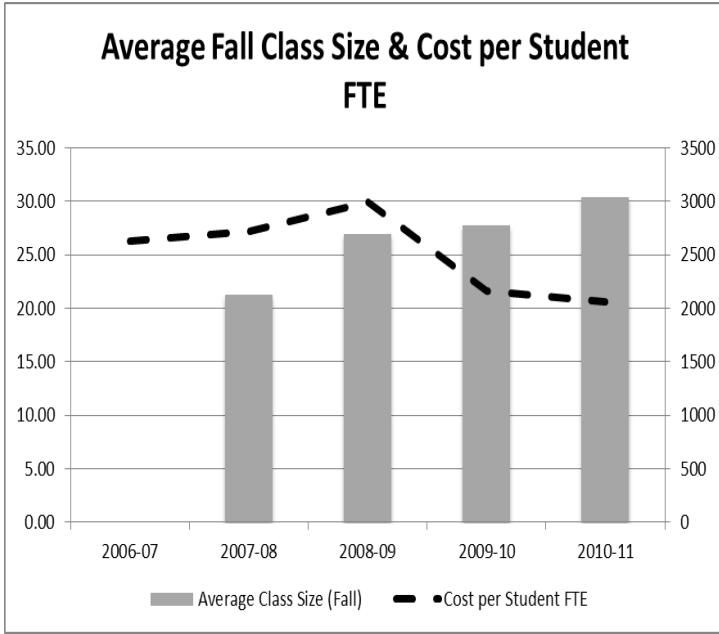
Appendix D: Financial Analysis Summary

Department of Political Science & Philosophy					
Cost	06-07	07-08	08-09	09-10	10-11
Direct Instructional Expenditures	710,954	756,688	850,882	729,668	690,836
Cost Per Student FTE	2,624	2,722	2,989	2,159	2,061
Funding	06-07	07-08	08-09	09-10	10-11
Appropriated Fund	710,954	756,688	850,882	729,668	690,836
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition					
Total	710,954	756,688	850,882	729,668	690,836

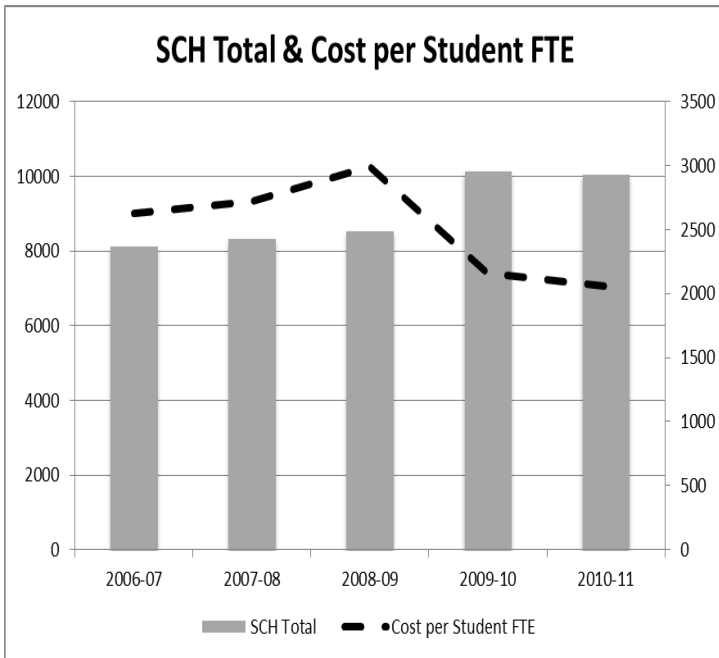
Note: Data provided by Provost's Office



The PS&P department's direct instructional expenditures have fallen from a high of \$850,882 (2008-09) to \$690,836 (2010-11), at the same time that SCH totals have significantly risen.



Average class sizes have risen from 21 to slightly over 30 in this five year period, while PS&P department expenditure per student has diminished from a high of \$2,989 to \$2,061.



The cost per student FTE has significantly decreased in PS&P from 2008-09 to 2010-11.

Appendix E: External Community Involvement Names and Organizations

Name	Organization
Dr. Robert Fudge	1. Ogden Symphony Ballet Association, Board Member and Vice President (2009-present) 2. Richard Richards Institute, Board Member (spring, 2009 – fall, 2011) 3. Greek Readers Theater Participant (ongoing)
Dr. Jocelyn Glidden (emeritus)	1. McKay-Dee Hospital Ethics Board member (ongoing)
Dr. Richard Greene	1. NOUS Faculty Advisor, fall 2006-spring 2011. 2. Intermountain Philosophy Conference organizer, fall 2010.
Dr. Mary Beth Willard	1. Richard Richards Institute, Board Member (fall, 2011 – present) 2. NOUS Faculty Advisor, fall 2011-present.

Appendix F. External Community Involvement Financial Contributions

Organization	Amount	Type
Richard Richards Institute for Politics, Decency, and Ethical Conduct (RRI)	\$100,000	Endowment
RRI	\$ 20,228	Expenses
RRI	\$ 8,897	Scholarship
Norris Leon Brace	\$ 20,228	Scholarship
Robert Memor Barker	\$ 7,604	Scholarship
Roydon and Paula Julander	\$ 3,164 (\$250,000)	Faculty Endowment (Estate Potential)
Jocelyn Glidden	\$ 14,604	Scholarship
Weber County Republican Women	\$ 300	Scholarship

Note: figures are for both political science and philosophy.

Appendix G: Area Exams

Exam 1: Logic

1. What is a valid argument? (Note this is a short answer question. You must answer three short answer questions. The short answer portion of the exam is worth 60%).
2. What is a sound argument? (Note this is a short answer question. You must answer three short answer questions. The short answer portion of the exam is worth 60%).
3. What is a strong argument? (Note this is a short answer question. You must answer three short answer questions. The short answer portion of the exam is worth 60%).
4. What is an abductive argument? (Note this is a short answer question. You must answer three short answer questions. The short answer portion of the exam is worth 60%).
5. What is a cogent argument? (Note this is a short answer question. You must answer three short answer questions. The short answer portion of the exam is worth 60%).
6. Distinguish inductive from deductive arguments. (Note this is a short answer question. You must answer three short answer questions. The short answer portion of the exam is worth 60%).
7. What is a fallacy? (Note this is a short answer question. You must answer three short answer questions. The short answer portion of the exam is worth 60%).
8. Briefly explain two of the following fallacies: slippery slope, composition, division, hasty generalization, false cause, ad hominem, red herring, the Socratic fallacy. (Note this is a short answer question. You must answer three short answer questions. The short answer portion of the exam is worth 60%).
9. On scratch paper construct a complete truth table for the following argument. (first premise: If A, then B if and only if not C; second premise: If C, then not B; third premise B or not A; conclusion: A and C). On your exam state whether the argument is valid or invalid. If it is invalid, tell which row or rows of the argument prove the argument to be invalid. Make sure that the first column of the truth table is for A, the second for B, and the third is for C (that way your truth table will correspond to the answer key). (Note this is an essay question. You must answer one essay question. The essay portion of the exam is worth 40%).
10. Describe the method of deduction (that is detail the process by which one goes from a passage in ordinary language, which contains an argument, to the final product of the method of deduction). Can the method of deduction be used to prove arguments invalid? What advantage(s) does the method of deduction have over the method of truth tables. (Note this is an essay question. You must answer one essay question. The essay portion of the exam is worth 40%).
11. How does Aristotelian logic differ from modern logic? What are its limitations? Describe Aristotelian logic (that is detail the process by which one goes from a passage in ordinary language, which contains an argument, to the final product of Aristotelian logic). (Note this is an essay question. You must answer one essay question. The essay portion of the exam is worth 40%).
12. Describe a method for determining the whether a particular inductive argument should be accepted. (Note this is an essay question. You must answer one essay question. The essay portion of the exam is worth 40%).

Exam 2: Ethics

1. What is Deontology? (Note this is a short answer question. You must answer three short answer questions. The short answer portion of the exam is worth 60%).
2. What is Consequentialism? (Note this is a short answer question. You must answer three short answer questions. The short answer portion of the exam is worth 60%).
3. What is Virtue Theory? (Note this is a short answer question. You must answer three short answer questions. The short answer portion of the exam is worth 60%).
4. What is Individual Ethical Relativism? (Note this is a short answer question. You must answer three short answer questions. The short answer portion of the exam is worth 60%).
5. What is Cultural Ethical Relativism? (Note this is a short answer question. You must answer three short answer questions. The short answer portion of the exam is worth 60%).
6. Explain the Divine Command Theory. (Note this is a short answer question. You must answer three short answer questions. The short answer portion of the exam is worth 60%).
7. What is Glaucon's challenge (from Plato's Republic)? (Note this is a short answer question. You must answer three short answer questions. The short answer portion of the exam is worth 60%).
8. State the main points of Socrates' reply to Glaucon's Challenge. (Note this is a short answer question. You must answer three short answer questions. The short answer portion of the exam is worth 60%).
9. Detail the main features of Hume's argument for moral subjectivism. What is Hume's empirical moral science? How does the empirical moral science tie in with his subjectivist views? (Note this is an essay question. You must answer one essay question. The essay portion of the exam is worth 40%).
10. State Thomson's Famous Violinist Example (FVE) regarding the permissibility of abortion. Under what circumstances does the FVE hold that abortion is permissible? State one objection to the FVE. (Note this is an essay question. You must answer one essay question. The essay portion of the exam is worth 40%).
11. Detail Marquis's argument for the view that abortion is impermissible. State and explain one of the main objections to Marquis's argument. (Note this is an essay question. You must answer one essay question. The essay portion of the exam is worth 40%).
12. Detail Rachel's argument regarding the permissibility of euthanasia. State and explain one of the main objections to Rachel's argument. (Note this is an essay question. You must answer one essay question. The essay portion of the exam is worth 40%).
13. Discuss two of the following positions regarding justice and economic distribution: Utilitarianism, Libertarianism, Egalitarianism, and Rawlsianism. State (for the two discussed) which principle(s) of justice should be employed in determining how social benefits and burdens should be distributed in a society. State how these principle(s) are arrived at. State and briefly explain one objection to each theory (only raise objections for the two theories discussed). (Note this is an essay question. You must answer one essay question. The essay portion of the exam is worth 40%).

Exam 3: Metaphysics

1. Briefly explain the Ontological Argument. (Note this is a short answer question. You must answer three short answer questions. The short answer portion of the exam is worth 60%).
2. Briefly explain the Teleological Argument. (Note this is a short answer question. You must answer three short answer questions. The short answer portion of the exam is worth 60%).
3. Briefly explain the Cosmological Argument. (Note this is a short answer question. You must answer three short answer questions. The short answer portion of the exam is worth 60%).
4. What is the Problem of Evil? (Note this is a short answer question. You must answer three short answer questions. The short answer portion of the exam is worth 60%).
5. How does Kant respond to the Ontological Argument? (Note this is a short answer question. You must answer three short answer questions. The short answer portion of the exam is worth 60%).
6. How does Gaunilo respond to the Ontological Argument?. (Note this is a short answer question. You must answer three short answer questions. The short answer portion of the exam is worth 60%).
7. How does Hume respond to the Cosmological Argument? (Note this is a short answer question. You must answer three short answer questions. The short answer portion of the exam is worth 60%).
8. State one objection to the Teleological Argument. (Note this is a short answer question. You must answer three short answer questions. The short answer portion of the exam is worth 60%).
9. Distinguish compatibilist, hard determinist, and libertarian positions with respect to free will. Why is it thought that free will is a necessary condition for there to be moral responsibility? (Note this is an essay question. You must answer one essay question. The essay portion of the exam is worth 40%).
10. What is Nagel's "bat" argument meant to show? What is Chalmers' "zombie" argument supposed to show? What is Jackson's "Mary" argument supposed to show? (Note this is an essay question. You must answer one essay question. The essay portion of the exam is worth 40%).
11. Distinguish dualism, behaviorism, reductive materialism, functionalism, and eliminative materialism. What does each of these positions have to say about qualia? State (no explanation necessary) the Multiple-Realizability Problem. (Note this is an essay question. You must answer one essay question. The essay portion of the exam is worth 40%).
12. What is the main problem of personal identity? Outline two or three of the main approaches to solving this problem. (Note this is an essay question. You must answer one essay question. The essay portion of the exam is worth 40%).
13. What is the Turing test? Is this test adequate for determining whether machines can think? Support your answer with reasons. (Note this is an essay question. You must answer one essay question. The essay portion of the exam is worth 40%).
14. State the Epicurean Argument for the view that death is not bad. State the Deprivation View for the badness of death. State one objection to the Deprivation View. (Note this is an essay question. You must answer one essay question. The essay portion of the exam is worth 40%).

Exam 4: Epistemology

1. Briefly state the traditional account of knowledge. (Note this is a short answer question. You must answer three short answer questions. The short answer portion of the exam is worth 60%).
2. Briefly explain foundationalism. (Note this is a short answer question. You must answer three short answer questions. The short answer portion of the exam is worth 60%).
3. Briefly explain the coherence theory of knowledge. (Note this is a short answer question. You must answer three short answer questions. The short answer portion of the exam is worth 60%).
4. Briefly explain reliabilism. (Note this is a short answer question. You must answer three short answer questions. The short answer portion of the exam is worth 60%).
5. Briefly distinguish internalism from externalism. (Note this is a short answer question. You must answer three short answer questions. The short answer portion of the exam is worth 60%).
6. Briefly explain the coherence theory of truth (Note this is a short answer question. You must answer three short answer questions. The short answer portion of the exam is worth 60%).
7. What is the Cogito? (Note this is a short answer question. You must answer three short answer questions. The short answer portion of the exam is worth 60%).
8. What is a skeptical hypothesis? (Note this is a short answer question. You must answer three short answer questions. The short answer portion of the exam is worth 60%).
9. Fully explain the Gettier problem. (Note this is an essay question. You must answer one essay question. The essay portion of the exam is worth 40%).
10. What role does skepticism play in Descartes's epistemology? How is the Evil Genius Argument better than the Dream Argument for Descartes's purposes? (Note this is an essay question. You must answer one essay question. The essay portion of the exam is worth 40%).
11. State and explain one version of Descartes's argument for Dualism. State and explain one objection to the version you discussed. (Note this is an essay question. You must answer one essay question. The essay portion of the exam is worth 40%).
12. State Hume's argument against induction (i.e., detail the Problem of Induction). How does Hume respond to this argument? (Note this is an essay question. You must answer one essay question. The essay portion of the exam is worth 40%).
13. Highlight the main tenets of Locke's epistemology. State and explain at least one criticism by Berkeley of Locke's epistemology. (Note this is an essay question. You must answer one essay question. The essay portion of the exam is worth 40%).
14. Highlight the main tenets of Berkeley's epistemology. State and explain at least one criticism by Hume of Berkeley's epistemology. (Note this is an essay question. You must answer one essay question. The essay portion of the exam is worth 40%).

Appendix H: Introduction to Philosophy Gen Ed Assessment Rubric

<u>Objective</u>	<u>Excellent</u>	<u>Average</u>	<u>Unacceptable</u>	<u>Score</u>
Demonstrate the ability to reconstruct and represent an argument.	Argument is clearly reconstructed and represented in logical form.	Argument is stated informally, with some incompleteness.	Argument is fundamentally misstated or not stated at all.	
	10 9 8 7	6 5 4 3	2 1 0	
Demonstrate proficiency at critically evaluating a philosophical argument.	Reasons given are directly relevant and support the claim.	Reasons are provided, but they do not bear directly on the claim or fail to support it adequately.	No reasons are given for the claim.	
	10 9 8 7	6 5 4 3	2 1 0	
Demonstrate knowledge of discipline-specific terminology.	Discipline-specific terminology is used explicitly and correctly.	Discipline-specific terminology is mentioned, but minimally, and perhaps with some mis-use.	No discipline-specific terminology is mentioned.	
	10 9 8 7	6 5 4 3	2 1 0	
Demonstrate the ability to integrate knowledge from other disciplines into one's analysis.	Substantive knowledge is clearly integrated, and its relevance is clearly stated.	Substantive knowledge is mentioned, but not well integrated.	No substantive knowledge from other disciplines is mentioned.	
	10 9 8 7	6 5 4 3	2 1 0	
Total Score:				

Appendix I: Ethics Bowl Press Release

WSU Ethics Bowl Team Wins Regional, Advances to National Competition

November 21, 2011

OGDEN, Utah – A Weber State University Intercollegiate Ethics Bowl team once again is headed to the national finals.

A WSU team topped nine others from seven schools to win the 11th annual Wasatch Regional Ethics Bowl Competition on Nov. 12. By winning at the regional contest, which WSU hosted, the five-member team advanced to the national championship competition, set for March 1, 2012, in Cincinnati.

The winning team won all five of its rounds.

With the victory, WSU has won the regional competition three times, and this is the fifth time in the past six years that WSU teams have advanced to the 32-team nationals.

“It was a solid performance by every member of the team that contributed to our going undefeated,” said Richard Greene, a philosophy professor who serves as the team’s faculty sponsor and head coach. “The competition is always tough, but I feel very good about our chances with this team. They work hard, they’re very bright, and they have a very good sense about how to compete in an Ethics Bowl.”

All of WSU’s team members are from Ogden: Brandi Christensen and Pieter Sawatzki, both juniors and philosophy majors; senior Anthony Tran, a philosophy and English major; senior Kevin Willardsen, a philosophy and quantitative economics major; and senior John Riley Piccolo, a philosophy major also seeking a Bachelor of Integrated Studies degree in Spanish, mathematics and economics.

The Nov. 12 regional included Carleton College, of Minnesota, plus teams from several Utah institutions: WSU, Westminster College, Utah Valley University, Utah State University, Salt Lake Community College and the University of Utah.

WSU finished second during its most recent national Ethics Bowl competition, in the spring of 2010. Piccolo and Willardsen were members of that team. WSU finished fifth at nationals in 2004, 2007 and 2008.

Several weeks before the national championship event, the teams of three to five members receive a set of cases raising moral dilemmas (for example, indigenous people vs. endangered species) and prepare an analysis of each case. At competition, teams compete head-to-head, with a moderator posing questions to each team about one of the scenarios. Teams have 10 minutes to craft a response, followed by a series of rebuttals by both teams. A panel of judges evaluates and scores each team’s performance and may drill team members about their positions. The teams then reverse roles with a new case and question.

The 16th national competition is part of the Association for Practical and Professional Ethics’ 21st annual meeting.

Visit weber.edu/wsutoday for more news about Weber State University.

Appendix J: The Review Team

- Dr. Charlie Huenemann, Professor of Philosophy and Associate Dean, College of Humanities and Social Sciences, Utah State University
- Dr. Karen Mizell, Professor of Philosophy, Utah Valley University
- Dr. Mikel Vauss, Professor of English, Weber State University
- Dr. Brooke Arkush, Professor of Anthropology, Weber State University

Appendix K: Faculty Vitae (Condensed)

Dr. Robert Fudge, p. 36

Dr. Richard Greene, p. 40

Dr. Mary Beth Willard, p. 47

DR. ROBERT S. FUDGE

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CURRENT POSITION

Associate Professor, Weber State University

AREAS OF SPECIALIZATION

Ethics, Aesthetics

AREAS OF COMPETENCE

Applied Ethics, Philosophy of Law, Philosophy of Democracy, Critical Thinking, Logic, Early Modern Philosophy

EDUCATION

Ph.D. Philosophy, Syracuse University, 2001.

M.A. Philosophy, Colorado State University, 1994.

B.A. Philosophy, Colorado State University, *summa cum laude*, 1991 (minor in economics).

PUBLICATIONS

“Value Incommensurability and the Challenges of Civic Engagement,” *Reflections on Technology and Democracy*, ed. Lee Trepanier (Cedar City, UT: Southern Utah University Press, 2010).

“On the Beauty and Sublimity of Golf” (with Joe Ulatowski), *Golf and Philosophy*, ed. Andy Wiebel (University of Kentucky Press, 2010).

“Sympathy, Beauty, and Sentiment: Adam Smith's Aesthetic Morality,” *The Journal of Scottish Philosophy*, 7:2 (2009): 133-146.

“Whisper Things into My Brain: Metallica, Emotion, and Morality,” *Metallica and Philosophy*, ed. William Irwin (Blackwell, 2007), pp. 5-15.

“A Vindication of Strong Aesthetic Supervenience,” *Philosophical Papers*, 34 (2005): 149-171.

“Problems with Contextualizing Aesthetic Properties,” *The Journal of Aesthetics and Art Criticism* 61 (2003): 67-70 (with response by Marcia Eaton).

“Imagination and the Science-Based Aesthetic Appreciation of Unscenic Nature,” *The Journal of Aesthetics and Art Criticism* 59 (2001): 275-285.

“On Harwood’s Plural Voting System” (with Carol Quinn), *Journal of Social Philosophy* 32 (2001): 500-504.

“A Dialogic Approach to Introducing Informal Fallacies,” *Teaching Philosophy* 24 (2001): 371-377.

“Motivating Employees to Act Ethically: An Expectancy Theory Approach” (with John Schlacter), *Journal of Business Ethics* 18 (1999): 295-304.

REVIEWS

Review of Ryan Patrick Hanley, *Adam Smith and the Character of Virtue*, in *The Journal of Scottish Philosophy*, 8:2 (2010): 213-216.

Review of Knud Haakonssen, ed., *The Cambridge Companion to Adam Smith*, in *The Journal of Scottish Philosophy*, 5:2 (2007): 213-217.

Review of James Young, *Art and Knowledge*, in *The Journal of Aesthetics and Art Criticism*, 63 (2005): 198-200.

Review of Ananta Ch. Sukla, ed., *Art and Experience*, in *The Journal of Aesthetics and Art Criticism*, 63 (2005): 89-90.

Review of Arnold Berleant, ed., *Environment and the Arts: Perspectives on Environmental Aesthetics*, in *Environmental Values*, 13 (2004): 121-123.

Review of Emily Brady and Jerrold Levinson, eds., *Aesthetic Concepts: Essays after Sibley*, in *The Journal of Aesthetics and Art Criticism*, 61 (2003): 301-302.

Review of Richard Brandt, *Facts, Values, and Morality*, in *Philosophy in Review* 18:1 (1998): 8-9.

PRESENTATIONS

“The Aesthetic/Institutional/Art-Type Theory of Art,” The University of Maryland, October, 2011.

“Eliminating Light Pollution: Always a Good, Only Sometimes a Duty,” Colorado State University Department of Philosophy, October 2009.

“The Creature Reads the Classics,” Weber Reads *Frankenstein*, Weber State University, January 2009.

“Definitions of Art: Six Central Issues,” WSU Philosophy Club, November 2008.

“Value Incommensurability and the Challenges of Civic Engagement,” Utah Academy of Sciences, Arts, and Letters, University of Utah, March 2008.

“Value Incommensurability and the Challenges of Civic Engagement,” Grace A Tanner Symposium on Democracy and the Media, Southern Utah University, January 2008.

“Adam Smith’s Aesthetic Morality,” Utah State University Philosophy Club, September 2007.

“Mimesis, Katharsis, and Empathy: Reflections on Morality and Metallica,” WSU Greek Festival, September 2006.

“In Defense of Strict Evolutionism,” WSU Honors Issues Forum debate, Evolution vs. Creation, September 2006.

“Adam Smith and the Euthyphro Problem,” Eighteenth-Century Scottish Studies Society, April 2006.

“Kandinsky and Definitions of Art,” in conjunction with the WSU production of John Guare’s play, “Six Degrees of Separation,” Fall 2005.

“Adam Smith’s Aesthetic Morality,” WSU Philosophy Club, September 2005.

“The Elements of Aesthetic Appreciation,” American Society for Aesthetics Eastern Division, April 2004.

“Finding Beauty in Nature: Philosophical Aesthetics and the World Environmental Crisis,” The Hawaii International Conference on Arts and Humanities, January 2004.

“Is There an Appropriate Aesthetic Appreciation of Nature?,” Brooklyn College, December 2003.

“Appreciation: Moral and Aesthetic,” College of William and Mary Colloquium Series, October 2003.

“Problems with Epistemologizing Aesthetic Properties,” American Society for Aesthetics Eastern Division, April 2002.

“Moral Appreciation,” James Madison University, March 2002.

“Value and Understanding in Aesthetic Appreciation,” College of William and Mary Colloquium Series, November 2001.

“Value and Understanding in Aesthetic Appreciation,” Virginia Philosophical Association, October 2001.

“What Cognitive Science Can Teach Us about Musical Ontology,” Hampden-Sydney College, October 2001.

“Aesthetic Appreciation and Imperceptible Properties,” Syracuse University *Pathways to Knowledge* lecture series, April 2000.

“Civil Rights Laws, Employment Practices, and the Just Society,” Marquette University Conference on Business Ethics, March 2000.

“Sound Structures, Musical Ideas, and the Ontology of Musical Works,” Syracuse University Arts and Aesthetics Research Group, November 1996.

“Justice as Natural, Justice as Conventional: Hume’s Paradox,” Syracuse University Graduate Philosophy Conference, April 1994.

GRANTS AND AWARDS

The Jennings G. Olson Award for Faculty Research, WSU College of Social and Behavioral Sciences, Spring 2011.

Hemingway Vitality Grant to fund travel to the 2010 American Society for Aesthetics Pacific Division Meeting, Fall 2009.

WSU Online Master Teacher Certification, Spring 2008.

Weber Writes Grant, WSU Research, Scholarship, and Professional Growth Committee, Spring 2006.

Hemingway New Faculty Grant, WSU Research, Scholarship, and Professional Growth Committee, Spring 2006.

The College of William and Mary Teaching Project Grant, Fall 2002–Spring 2003.

National Endowment for the Humanities Institute on “Art, Mind, and Cognitive Science,” Summer 2002.

Syracuse University Creative Research Grant, Spring 2000.

Syracuse University Certificate in University Teaching, Fall 1999.

Syracuse University Fellow, Fall 1994–Spring 1995, Fall 1996–Spring 1997.

Syracuse University Philosophy Department Summer Grant, 1996, 1998.

Alvin York Bell Memorial Award for Outstanding Graduate Achievement, Colorado State University, Spring 1994.

Curriculum Vitae

Richard Victor Greene

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Areas of Specialization

Epistemology, Metaphysics

Areas of Competence

History of Ancient Philosophy, History of Modern, Early Analytic Philosophy, Political Philosophy, Deductive Logic, Critical Thinking, Business Ethics, Professional Ethics, Environmental Ethics, Medical Ethics

Educational Record

Ph.D. Philosophy, University of California, Santa Barbara, 1998.
Dissertation: *A Qualified Rejection of the Principle of Epistemic Closure*
Supervisor: Anthony Brueckner.

M.A., C.Phil. Philosophy, University of California, Santa Barbara, 1995.
Thesis: "Problems with Plantinga's Solution to the Gettier Problem."

M.A. Philosophy, San Francisco State University, 1992.
Thesis: "A Critical Analysis of Lakoff's Experientialism."

B.S. Business Administration, California State University, Stanislaus, 1989.

Honors

1. Best Paper, Letters Division-Philosophy 2004, awarded by the Utah Academy of Sciences, Arts, & Letters.
2. Best Paper, Letters Division-Philosophy 2002, awarded by the Utah Academy of Sciences, Arts, & Letters.
3. Professor of the Year 2000-2001, awarded by the San Jose State University Department of Philosophy.
4. Outstanding Faculty Member 1997–1998, awarded by the University of California, Santa Barbara Residence Hall Association and the Office of Residential Life.

5. Ralph W. Church Fellowship, University of California, Santa Barbara 1997.

Publications

26. *Dexter and Philosophy* (Popular Culture & Philosophy Series), R. Greene & R. Robison, and George Reisch (Eds.), Open Court Publishers Press, (2011).

25. “Is Dexter Morgan *Practically* Perfect in Every Way? In *Dexter and Philosophy* (Popular Culture & Philosophy Series), R. Greene & R. Robison, and George Reisch (Eds.), Open Court Publishers Press, (2011).

24. “Twelve-Bar Zombies: Wittgensteinian Reflections on The Blues” *The Blues and Philosophy* (Philosophy for Everyone Series), A. Fairweather (Ed.), Blackwell-Wiley, (2010).

23. *Zombies, Vampires and Philosophy* (Popular Culture & Philosophy Series), R. Greene & K. Silem Mohammad (Eds.), Open Court Publishers Press, (2010). This is an updated and expanded edition of our *The Undead and Philosophy*. It contains a number of new articles and additional front-matter.

22. “Why the Dead Choose Death” in *The Golden Compass and Philosophy* (Popular Culture & Philosophy Series), R. Greene & R. Robison (Eds.), Open Court Publishers Press, (2009).

21. *The Golden Compass and Philosophy* (Popular Culture & Philosophy Series), R. Greene & R. Robison (Eds.), Open Court Publishers Press, (2009).

20. “I’m Not That Girl’: Actions, Nature, and Reputation in *Wicked*” in *The Wizard of Oz and Philosophy* (Popular Culture & Philosophy Series), R. Auxier and P. Seng (Eds.), Open Court Publishers Press, (2008).

19. “Quentin Tarantino and the Ex-Convict’s Dilemma” in *Quentin Tarantino and Philosophy* (Popular Culture & Philosophy Series), R. Greene & K. Mohammad (Eds.), Open Court Publishers Press, (2007).

18. *Quentin Tarantino and Philosophy* (Popular Culture & Philosophy Series), R. Greene & K. Mohammad (Eds.), Open Court Publishers Press, (2007).

17. “A Review of Duncan Pritchard, *Epistemic Luck*” *Polish Journal of Philosophy*, volume 2, number 1 (Spring 2008) with Rachel Robison.

16. “A Worry About Safety” *Southwest Philosophy Review* volume 23, number 1 (January 2007).

15. “The Pupkin Gambit: Rationality and Irrationality in *The King of Comedy*” in *The Philosophy of Martin Scorsese*, Mark T. Conard (Ed.), University Press of Kentucky, (2007).

14. “The Badness of Undeath” in *The Undead and Philosophy* (Popular Culture & Philosophy Series), R. Greene & K. Mohammad (Eds.), Open Court Publishers Press, (2006).

13. *The Undead and Philosophy* (Popular Culture & Philosophy Series), R. Greene & K. Mohammad (Eds.), Open Court Publishers Press, (2006).
12. "A Puzzle About Epistemic Standards," *Southwest Philosophy Review* vol. 21, number 1 (January 2005).
11. "A Review of Marilyn E. Coors, *The Matrix: Charting an Ethics of Inheritible Genetic Modification*" *Politics and the Life Sciences*, forthcoming.
10. "Does the Non-Identity Problem Block a Class of Arguments Against Cloning?," *International Journal of Applied Philosophy*, volume 18, number 1 (Spring 2004).
9. "Warranted Regretability Maneuvers and the Deprivation View of Death's Badness," in *Death and Anti-Death: One Hundred Years After N. F. Fedorov (1829-1903)*, Charles Tandy (Ed.), Ria University Press/Universal Publishers (2003).
8. "Is Tony Soprano Self-Blind?" in *The Sopranos and Philosophy* (Popular Culture & Philosophy Series), R. Greene & P. Vernezze (Eds.), Open Court Publishers Press, (2004).
7. *The Sopranos and Philosophy* (Popular Culture & Philosophy Series), R. Greene & P. Vernezze (Eds.), Open Court Publishers Press, (2004).
6. "Constitutive Theories of Self- Knowledge and the Regress Problem," *Philosophical Papers*, volume 32, number 2 (July 2003).
5. "Contextualism and the Fixed Standards Objection," *The Journal of the Utah Academy*, (2003).
4. "Immortality, Death, and our Obligations to Future Generations," in *The Philosophy of Robert Ettinger*, Charles Tandy & Scott R. Stroud (Eds.), Ria University Press/Universal Publishers (2003).
3. "Morality on Television: The Case of Buffy the Vampire Slayer," in *Buffy the Vampire Slayer and Philosophy: Fear and Trembling in Sunnydale* (Popular Culture & Philosophy Series), J. B. South (Ed.), Open Court Publishers Press, (2003) with Wayne Yuen.

An earlier version of this paper ("Why We Can't Spike Spike: Moral Thems in *Buffy the Vampire Slayer*") appeared in *Slayage: The Online Journal of Buffy Studies*, vol. 2 (<http://slayage.tv>). The earlier version has subsequently been translated into German and appears in *Buffyverse* (<http://www.buffyverse.info/article.php?sid=1482&mode=thread&order=0>).
2. "A Rejection of the Epistemic Closure Principle," *Southwest Philosophy Review* vol.17, number 2 (July 2001).
1. "Two Notions of Warrant and Plantinga's Solution to the Gettier Problem," *Analysis* 57 (April 1997) with N. A. Balmert.

Professional Activity

46. "Proposition Sensitive Variantism." Presented at the 5th annual Intermountain Philosophy Conference held at Brigham Young University, November 2010.
45. "Epistemic Standards," Presented at Utah State University; Spring 2011.
44. Hosted the the 4th annual Intermountain Philosophy Conference held at Weber State University, November 2010.
43. "Tewlve-Bar Zombies; wittgensteinian Reflections on the Blues. Presented at the 4th annual Intermountain Philosophy Conference held at Weber State University, November 2010.
42. "Variantism and Skepticism," Presented at BYU; Spring 2010.
41. "Chicken Soup for the Soulless," Presented at SLCC; Spring 2010.
40. Chaired session on skepticism at the Pacific Division meeting of the American Philosophical Association; Spring 2010.
39. "Moorean Bootstrapping (Sort of)," Presented at the 3rd annual Intermountain Philosophy Conference held at Utah State University, November 2009.
38. "Moorean Bootstrapping (Sort of)," Society for Skeptical Studies group meeting at the Pacific Division Meeting of the American Philosophical Association; Spring 2009.
37. "A Reply to Matheson" comments delivered at the Pacific Division meeting of the American Philosophical Association; Spring 2009.
36. "Variantism and Skepticism," Society for Skeptical Studies group meeting at the Pacific Division Meeting of the American Philosophical Association; Spring 2008.
35. "A Reply to Mion" comments delivered at the Pacific Division meeting of the American Philosophical Association; Spring 2008.
34. "A Worry About Safety," Society for Skeptical Studies group meeting at the Pacific Division Meeting of the American Philosophical Association; Spring 2007.
33. "A Reply to Weinberg on the Non-Identity Problem" comments on delivered symposium paper at the Pacific Division meeting of the American Philosophical Association; Spring 2007.
32. Chaired group meeting of the Society for Skeptical Studies at the Pacific Division meeting of the American Philosophical Association; Spring 2007.
31. "A Worry About Safety," delivered at the Annual Meeting of the Utah Academy of Sciences, Arts, and Letters; Spring 2007.

30. "A Worry About Safety," delivered at The Annual Meeting of the Southwestern Philosophical Society; Fall 2006.
29. "A Worry About Safety," delivered at Northwest Philosophy Conference; Fall 2006.
28. Chaired group meeting of the Society for Skeptical Studies at the Pacific Division meeting of the APA; Spring 2006.
27. "Ethics and Torture," delivered to the Weber State University Honors Program; Spring 2006.
26. "Philosophy 101: Baseball, The Sopranos, and Philosophy" seminar given at the Smithsonian Institution in Washington DC as part of their Resident Associates Program; Spring 2006.
25. "Epistemic Standards," Society for Skeptical Studies group meeting at the Pacific Division Meeting of the American Philosophical Association; Spring 2005.
24. Chaired group meeting of the Society for Skeptical Studies at the Pacific Division meeting of the American Philosophical Association; Spring 2005.
23. Chaired group meeting of the Society for Skeptical Studies at the Eastern Division meeting of the American Philosophical Association; Fall 2004.
22. "A Puzzle About Epistemic Standards," delivered at The Annual Meeting of the Southwestern Philosophical Society; Fall 2004.
21. "A Puzzle About Epistemic Standards," delivered at Northwest Philosophy Conference; Fall 2004.
20. "A Puzzle About Epistemic Standards," delivered at the Annual Meeting of the Utah Academy of Sciences, Arts, and Letters; Spring 2004.
19. Chaired group meeting of the Society for Skeptical Studies at the Pacific Division meeting of the American Philosophical Association; Spring 2004.
18. "Does the Non-Identity Problem Block a Class of Arguments Against Cloning delivered at the Annual Meeting of the Utah Academy of Sciences, Arts, and Letters; Spring 2003.
17. "Does the Non-Identity Problem Block a Class of Arguments Against Cloning," delivered at Northwest Philosophy Conference; Fall 2002.
16. "A Reply to Card's Criticism of Marquis's Conservative View on Abortion," comments on delivered paper at Northwest Philosophy Conference; Fall 2002.
15. "A Reply to Black on Skepticism and Warranted Assertion," comments on delivered paper at Mountain-Plains Philosophy Conference; Fall 2002.
14. "Contextualism and the Fixed Standards Objection," delivered at the Annual Meeting of the Utah Academy of Sciences, Arts, and Letters; Spring 2002.

13. "Response to Brueckner," comments on delivered paper at Utah Conference on Self Knowledge; Spring 2002.
12. Chaired colloquium on Testimony and Belief at the Pacific Division meeting of the APA; Spring 2002.
11. Chaired group meeting of the Society for Skeptical Studies at the Pacific Division meeting of the American Philosophical Association; Spring 2002.
10. Committee Member, Ethics Committee, McKay-Dee Hospital Center (Ogden, Utah); Fall 2001 to present.
9. Executive Director, Society for Skeptical Studies; Fall 2000 to present.
8. "Contextualism, Skepticism, and Closure," invited paper, San Francisco State University Philosophy Colloquium; Spring 2001.
7. "Contextualism, Skepticism, and Closure," San Jose State University Philosophy Colloquium; Spring 2001.
6. "Some Problems With Contextualist Solutions to Skeptical Problems," Weber State University; Spring 2001.
5. "Worries About Contextualist Solutions to Skeptical Problems," Society for Skeptical Studies group meeting at the Pacific Division Meeting of the American Philosophical Association; Spring 2001.
4. Chaired Colloquium on Epistemic Justification at the Pacific Division meeting of the APA; Spring 2001.
3. Founded Society for Skeptical Studies; Fall 2000.
2. Chaired session at the Santa Barbara City College Conference on Virtue Epistemology; Fall 1999.
1. Chaired group session at the Pacific Division meeting of the APA; Spring 1991.

Teaching Experience

1. Associate Professor of Philosophy, Weber State University–Ogden, UT (2001 to present).
2. Lecturer, San Jose State University–San Jose, CA (1999-2001).
3. Lecturer, California State University, Stanislaus–Turlock, CA, (1999-2001).
4. Lecturer, California State University, Hayward–Hayward, CA (1999).
5. Lecturer, Laney College–Oakland, CA, (1999).

6. Lecturer, Oxnard College–Oxnard, CA, (1998).
7. Lecturer, Santa Barbara City College–Santa Barbara, CA, (1996-1998).
8. Teaching Associate (academic title for courses independently taught),
University of California, Santa Barbara–Santa Barbara, CA, (1996-1998).
9. Teaching Assistant, University of California, Santa Barbara, (1994-1998).

Mary Beth Willard

Weber State University
Department of Philosophy
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Education

- 2009 Yale University
Ph.D., philosophy, May 2009
M.Phil., philosophy, December 2005
- 2001 University of Notre Dame
B.A., philosophy, summa cum laude

Area of Specialization

Metaphysics (ontology), Aesthetics, History of Philosophy (early modern)

Areas of Competence

Philosophy of Religion

Dissertation

Fictional Characters as Abstract Artifacts

Fictional discourse is discourse that appears to refer to fictional characters. I argue that the theory providing the best analysis of fictional discourse is artifactualism, which postulates that: fictional characters exist; fictional characters are artifacts or abstract representations; and fictional characters are created through the intentional actions of an author. I defend this position by first evaluating and rejecting two competing theories of fictional discourse, one anti-realist (fictionalism) and one realist (neo-Meinongianism). I then develop positive arguments on behalf of artifactualism and formulate new principles governing the individuation of fictional characters.

Advisor: Michael Della Rocca

Committee: Zoltán Gendler Szabó, George Bealer, Tamar Szabó Gendler

Academic Employment

- 2011- Weber State University
Assistant Professor of Philosophy
- 2009-2011 Franklin & Marshall College
Visiting Assistant Professor

Presentations/Conferences

Carolina Metaphysics Workshop

Invited Audience Participant, June 2011

“Historical Criticism and the Puzzle of Imaginative Resistance”

American Society for Aesthetics, Eastern Division Meeting, April 2011

“Commentary on ‘Temporal Wholes, Constituent Ontology, and the Special Composition Question’”

Mountain-Plains Philosophy Conference, October 2010

“Commentary on ‘Belief and Assent’ (Steinberg)”

Pittsburgh Area Philosophy Colloquium, September 2010

“On the Creation of Abstract Artifacts”

Pittsburgh Area Philosophy Colloquium, September 2010

“Sherlock Holmes and the Case of the Curious Ontology”

American Society for Aesthetics, Eastern Division Meeting, April 2010

“Fictional Realism Rescued”

American Philosophical Association, Pacific Division Meeting, April 2007

“Fiction, Pretense & Non-Comprehensiveness”

PhilMiLCog 2006, University of Western Ontario

Other Research Projects

Hypatia-Heloise Project

A research project into women philosophers of the 17th, 18th and 19th centuries, conducted under the auspices of the Hackman Scholars program at Franklin & Marshall College

Teaching Experience

Visiting Assistant Professor, Franklin & Marshall College

PHI 100: Introduction to Philosophy (Fall 2009-10, Spring 2010)

PHI 210: History of Ancient Philosophy (Fall 2009)

PHI 213: History of 17th and 18th Century Philosophy (Spring 2010-11)

PHI 373: Free Will, God, and Evil (Spring 2010)

PHI 272: Eastern Philosophy (Fall 2010)

PHI 235: Early Modern Women Philosophers (Fall 2010)

PHI 271: Metaphysics (Spring 2011)

Instructor, Yale University

Phil 432: Metaphysics of Fiction (Fall 2008)

Phil S-114a: Free Will, God, and Suffering (Summer 2007)

Phil S-114b: Free Will, God, and Evil (Summer 2006)

Teaching Assistant, Yale University

Phil 343: Philosophy of Art (Spring 2009)

Phil 207b: Nietzsche (Spring 2007)

Phil 126b: Modern Philosophy (Spring 2006)

Phil 210a: Eastern Philosophy (Fall 2005)

Phil 326/Rel 820a: Philosophy of Religion (Fall 2004, Fall 2006)

Phil 325b: Philosophy of Law (Spring 2005)

Awards and Grants

Yale Teaching Prize Fellowship (2008)
Yale University Summer Fellowship (2003-2004)
Summer Language Institute Fellowship (2003)
Richard J. Franke Fellowship (2002-2003)
Yale University Fellowship (2002-2005, 2007-2008)

Professional Memberships

American Philosophical Association
American Society for Aesthetics