



Department of Philosophy

**Guide for
Graduate Students
of Philosophy**

2008

DEPARTMENT OF PHILOSOPHY, UNIVERSITY OF MIAMI

GUIDE FOR GRADUATE STUDENTS OF PHILOSOPHY

Fall 2008

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1. INTRODUCTION

Welcome to the graduate program in the Department of Philosophy at the University of Miami. This booklet is designed to familiarize you with the policies, requirements, and opportunities you will have as a graduate student here.

The Ph.D. program in philosophy is primarily designed for students interested in advanced study of the subject with a view to seeking a professional career in philosophy, normally by teaching at a college or university. As a result, being a graduate student in philosophy is rather different from being an undergraduate. The program is designed not only to give you classroom education in advanced philosophy, but also to prepare you for a productive and fulfilling career as a professional teacher and researcher in philosophy. Your graduate education thus cannot be fully described in a list of duties and requirements, since your most important professional development will come from your experience in engaging in individual philosophical research, working closely with faculty members, acquiring experience in presenting your work and preparing it for publication, as well as from your training and experience in teaching philosophy to the next generation of students. We have tried to design the program in a way that will facilitate that development.

While you will be assigned an official mentor, you should really consider the entire faculty as professional mentors and as part of your philosophical community. You should always feel free to approach any of us for philosophical discussions, comments on your work, tips about teaching, about applying for jobs, or any other philosophical or professional matters on which we might be useful. You should also not hesitate to contact the Director of Graduate Studies (DGS) with any questions about the nature of the program. We are here to help with all facets of your development as philosophers and as professionals in the field.

2. DEGREE REQUIREMENTS

2.1. Ph.D. Degree Requirements (effective Fall 2004)

2.1.1. Course requirements:

The 500-level courses (and associated breadth requirements) are designed to provide the broad education needed to be professionally conversant in many areas of philosophy (which may come up even if you specialize in another area) and to prepare you for teaching introductory classes in a wide range of areas. We have designed the 500-level courses especially to provide this kind of broad coverage of what anyone in the field ought to know about each special area. (These courses are also open to advanced undergraduate majors.)

The 600-level courses (and associated credit requirement) are designed to provide the opportunity to go into greater depth about particular areas of philosophical research. These should familiarize you with serious contemporary research on a focused topic (often closely related to faculty members' current research), and may help provide you with the opportunity to write a focused seminar paper suitable to submit for a conference or publication.

In principle, entering students should focus first on their 500-level courses, then moving onto the 600-level courses. But this is only a rule of thumb, and if a 600-level

course comes up that is of particular interest, students at any level should certainly not hesitate to enroll in it, as the offerings of any particular course may be infrequent.

Course Requirements for Students entering with a Bachelor's Degree:

Credit requirement: Students must accumulate a minimum of 45 course credits in philosophy with satisfactory grades; normally this is equivalent to 15 graduate courses. At least 24 of the 45 credits must be for courses at the 600 level. At least 27 of these credits must be earned while in residence.

Distribution requirement: Students are required to pass the following 500-level courses:

Logic Requirement: PHI 510

Ethics Requirement: PHI 530 or 533

One course from the Epistemology and Metaphysics Group: PHI 540-545

Two courses from the History Group: PHI 560-583

Research requirement: In addition, students are required to enroll in and complete 15 credits of PHI 730 (Doctoral Dissertation Research).

Course Requirements for Students entering with an M.A. Degree in Philosophy:

Credit requirement: A student who enters the program with an M.A. degree in philosophy from another university must earn at least 27 course credits* from the University of Miami, at least 15 of which must be derived from 600 level courses. All 27 of these must be earned while in residence.

Distribution requirement: Such students must *either* pass the 500-level courses listed above, *or*, through transcripts and consultation with the DGS, apply for and receive transfer credit for equivalent graduate courses passed as part of their M.A. degree. (*Note: if no distribution transfer credits are received, students entering with an M.A. will need to take at least 30 credits from U.M. in order to fulfill both the distribution requirement and the 600-level requirement).

Research requirement: Students are required to enroll in and complete 15 credits of PHI 730 (Doctoral Dissertation Research).

2.1.2. *The Qualifying Examination:*

The qualifying examination requirement is designed to give students the background they need to prepare them for writing a dissertation in a specific area of philosophy, and also serves to evaluate whether each student is capable of writing a good dissertation in her/his chosen field. The examinations are on a general area of philosophy close to the student's proposed dissertation topic or intended area of specialization, for example, epistemology, philosophy of mind, metaphysics, or ethics and political philosophy, so that preparing for the exam helps students master the material they need to know to write the dissertation. (The area need not be confined to a single traditional sub-discipline, however; where a student's intended specialization overlaps with more than one traditionally-defined area, the qualifier may be designed around relevant material from

each area.) The questions are based on a list of core texts in the area in question chosen for each student individually. The examinations are designed to measure the student's philosophical skills and sophistication, knowledge of the main issues and literature in the area of specialization, and preparation and overall ability to write a good dissertation in that area.

Procedures: Students should consult with their mentor and/or other faculty members with related interests about declaring their chosen area of specialization. They must inform the DGS of their intended area of specialization no later than November 1st of their 5th semester in residence (of the 3rd semester in residence for students entering with an M.A.), so that their committee may be organized and a reading list compiled. The reading list will be forwarded to the student by the end of the same (Fall) semester and is to be used in guiding the student's preparation for the exam.

Students must take the qualifying examination during their 6th semester in residence (or the 4th semester in residence for students entering with an M.A.). The qualifying exam is an eight hour written examination, held for four hours on each of two consecutive days—normally first two reading days at the end of Spring semester. Sample qualifying exams are available on request to give students an idea of the format and scope of qualifying exams.

The answers are evaluated by a 3-member committee appointed for each examination. Students who fail the qualifying examination *may* be permitted *at most one* retake of the exam, at the discretion of the exam's grading committee. (Those whose exams are particularly poor may not be given the opportunity to retake, but may instead be asked to leave the program). Retakes must be completed no later than the semester following the first attempt (i.e. the 7th semester in residence, or 5th for students entering with an M.A.). Exams cannot be rescheduled except in documented exceptional circumstances (of illness or family emergency). A missed exam counts as a failed exam.

Once a student has passed the qualifying exam and all course requirements, she/he may apply for the M.A. degree (see §2.2 below). Consult with the Office Manager for the paperwork and procedures.

2.1.3. *The Dissertation Proposal*

After passing the qualifying examinations, a student should begin work on a dissertation proposal. The dissertation proposal requirement is intended to help the student design an interesting and manageable dissertation project, and to help give the student guidance and direction in embarking on this major project. Students should submit their proposals during their 7th semester in residence (5th for students entering with an M.A.).

Choosing a topic: While a student cannot formally submit a proposal to the department before passing the qualifying examinations, it is advisable to think about the topic of one's dissertation and the nature of the proposal in the earlier stages of one's studies, and discuss possible dissertation topics with the members of the faculty. Sometimes good

seminar papers give rise to good dissertation proposals and good dissertations. The subject of one's dissertation should fall in some faculty member's area of expertise. Research is usually a collective and collaborative enterprise, and it can therefore be a good idea to tie the subject of one's dissertation to some faculty member's ongoing research project, though this is certainly not required.

The Proposal document consists of three parts:

1. A narrative of 2000-4000 words. This should:
 - a. describe the project to be undertaken
 - b. motivate the project by demonstrating its broader philosophical relevance
 - c. show how the project to be undertaken compares to, differs from, and will provide a novel contribution to existing literature
 - d. clearly state what thesis will be defended and
 - e. provide an outline of *how* the thesis is to be defended, so that the committee can evaluate whether or not the project is likely to succeed.

The narrative should be written in a style that is accessible to professional philosophers in areas other than that of the proposal, and must be detailed enough to convince the committee that there is a workable and valuable project.

2. A tentative chapter outline, showing the planned organization and material to be covered.
3. A bibliography (normally 2-4 pages double-spaced) of the major literature to be consulted in writing the dissertation.

Procedures:

Before submitting the proposal to the department, a student should discuss it informally with the professor whom the student would like to be his or her dissertation advisor, and with 3-4 others the student would potentially like to have on his or her committee. Once it meets their tentative approval, it is to be submitted to the DGS, who organizes a relevant committee (in consultation with the student and involved faculty).

The proposal will be distributed to members of the committee and made available to all members of the department faculty. After evaluating the proposal, the committee will normally share feedback with the student about the project's direction and feasibility. If the proposal is approved, the committee members normally become the internal members of a Dissertation Committee (See 2.1.4 below for more details on the dissertation committee.) The dissertation advisor helps the student secure an additional, external, member of the dissertation committee: either a philosopher at another institution who works on the topic, or (in cases of interdisciplinary dissertations) a professor from another department at U.M.

Once a student has passed the qualifying examination and dissertation proposal and settled the members of the dissertation committee, he/she should immediately apply for candidacy for the Ph.D. See the DGS and Office Manager for the relevant details and forms.

2.1.3 *The Language Requirement:*

The language requirement is designed to ensure that students have the tools they need to conduct research in their area of choice. Thus a student who submits a dissertation proposal must possess the foreign language proficiency (if any) required by the proposed dissertation topic. This is determined by the dissertation proposal committee on the basis of examinations or coursework.

2.1.4. *The Doctoral Dissertation:*

The dissertation is a proof of a student's ability to do sustained original philosophical research, and is considered the main indicator of his or her professional competence. It is the central and most important part of doctoral studies, and plays the primary role in job applications and setting up one's future research program. The rest of the graduate education can be regarded as being built around this central core.

Procedures: The student should work closely with her/his Dissertation Committee at all stages of writing. The Dissertation Committee consists of the student's dissertation director and two other members of the department, and an external member from another department or university.

Students in the dissertation phase should meet regularly with their directors to discuss their research, and should also confer with other members of their committees (and any other faculty who might be helpful) about suggested literature, possible objections, organizational issues, etc. Students should show committee members drafts of their work as it proceeds (and substantially before they plan to defend the thesis). The dissertation must be based on original research, acceptable to the committee, and must be defended successfully in an oral examination.

2.1.5. *Requirements of the Graduate School:*

The student must also satisfy the general requirements of the Graduate School as stated in the Bulletin for Graduate Studies. Those nearing the end of the dissertation phase should consult these requirements as they prepare their dissertations for official submission.

2.2. M. A. Degree Requirements

The requirements for the Master of Arts degree can be satisfied in two ways, viz., by passing the course credit requirements for a Ph.D. degree and the qualifying examination, or by satisfying a reduced course credit requirement and presenting and successfully defending an M.A. thesis.

2.2.1. The first option: M.A. in progress to the Ph.D.

This option is designed for students working towards the Ph.D. to acquire their M.A. degree along the way. Students who originally intended to pursue the Ph.D. but elect to leave the program early may also be awarded the M.A. by satisfying the following requirements:

2.2.1.1. Course credit and distribution requirements as in 2.1.1.

2.2.1.2. A comprehensive examination as described above under 2.1.2.

2.2.1.3. The general requirements of the Graduate School as specified in the Graduate Bulletin.

2.2.2. The second option: Terminal M.A.

This option is designed for students entering the program who are interested only in pursuing the M.A. degree. It may be completed in as little as two years.

2.2.2.1. A reduced course credit requirement: at least 24 course credits (normally, 8 graduate courses), at least 12 of which must be at the 600 level.

2.2.2.2. Presentation and defense of an acceptable Master's thesis based on original research.

2.2.2.3. The general requirements of the Graduate School as specified in the Graduate Bulletin.

2.3 Special exceptions and appeals

Students in difficult or exceptional personal circumstances may appeal to the Director of Graduate Studies for exceptions to the above departmental regulations, and the DGS will forward legitimate appeals to the department for consideration and a vote. It should be emphasized, however (what should be analytic) that exceptions to the above regulations and practices will be made only in truly *exceptional* circumstances.

3. PROGRESS THROUGH THE PROGRAM

The Ph.D. program is designed to be completed in five years (four for students entering with an M.A.). The duration of study depends largely on how long it takes a student to write a good dissertation proposal and dissertation.

3.1 Faculty Mentors:

Upon entry to the program, the DGS will assign each student a mentor from among the faculty (taking into account the student's declared interests). The student should meet with his or her faculty mentor at least twice a semester to discuss his or her plans, concerns, and progress through the program. Mentors may be changed on request from either the student or the mentor. Once the student is at the dissertation phase, the student's dissertation director will play the role of mentor.

3.2 Annual Evaluations:

During the spring semester of each year, and prior to making decisions about renewals of assistantships, the faculty will meet as a whole to discuss and evaluate the progress of each graduate student. Each student will be provided a written report of his/her progress by his/her mentor, and should meet with his/her mentor

to discuss the report. This is the student's opportunity to get holistic feedback about his/her progress, strengths, and areas for improvement.

3.3 An ideal timetable of study: (For students entering without an M.A. in philosophy)

First year

Fall semester: 3 courses (9 credits), with emphasis on 500-level distribution requirements

Spring semester: 3 courses, including the obligatory course in logic (9 credits)

Second year

Fall semester: 3 courses (9 credits)

Spring semester: 3 courses (9 credits)

Third year

Fall semester: 3 courses (9 credits)

By November 1st, notify Director of Graduate Studies of area of intended specialization and intention to take qualifying examination the following semester. Begin preparation for qualifying exam.

Spring semester: PHI 730 (9 credits)

Prepare for and take qualifying examination.

Think about topics for the dissertation (begin proposal during Summer).

Summer:

Submit paperwork for M.A. degree (after passing qualifying exam).

Begin work on dissertation proposal in consultation with potential committee members

Fourth year

Fall semester: PHI 730 (3 credits.)

Submit dissertation proposal for formal approval, finalize dissertation committee, and apply for candidacy (after passing proposal).

Pass language requirement (where appropriate).

Begin writing dissertation.

Spring semester: PHI 730 (3 credits)

Work on central chapters of dissertation (a central argumentative chapter should be completed to use as writing sample and submit for publication and conferences, especially the Eastern APA).

Fifth year

Fall Semester: PHI 730 (1 credit.)

Continue work on dissertation.

Submit job applications.

Do mock interview and in-house job talk.

Spring Semester: PHI 730 (1 credit.)

Finalize dissertation in consultation with committee.

Schedule and prepare for dissertation defense.

Submit dissertation for formal approval, consulting requirements of the Graduate School and the Library.

3.3.1 A note on students who enter the program with an M.A. in Philosophy

If a student enters the program with an M.A. degree, the time required by full time coursework is reduced by approximately one year, so that the timetable above for the 3rd to 5th years should instead be read as covering the 2nd to 4th years.

4. FINANCIAL AID AND TEACHING ASSISTANTSHIPS

4.1. Financial Aid: Assistantships and Fellowships

Students who have been admitted into the program are normally offered support in the form of university fellowships or teaching assistantships. Once they have enrolled, they can also apply for special awards, for example, summer internships for applied ethics.

During their first year of study, teaching assistants do not teach; instead they assist faculty members with their teaching, grading, and/or research projects. After the first year, graduate assistants teach 1 section of an introductory (100-level) course during each semester. (University fellowships do not carry any teaching duties for the first three years; after that, fellows are eligible for an assistantship for their final two years provided they meet the renewal criteria below.)

Assistantships can be renewed up to four times, for a total period of 5 years (4 years for students who enter the program with an M.A. degree and follow the 27 course credit schedule). The renewal of an assistantship or a fellowship depends on the student's academic performance. An assistantship or a fellowship can be renewed only if the student:

- (i) maintains a satisfactory (3.0) grade point average, and after the first year a 3.3 grade point average
- (ii) remains in full-time status
- (iii) does not carry more than 2 grades of 'I' (incomplete work) on the transcript, and
- (iv) is making satisfactory and timely progress towards the Ph.D. The satisfactoriness of progress towards degree will be evaluated during the annual evaluation meeting, before fellowships are renewed. (See §3.2 above).

Failure to properly fulfill assigned duties of teaching or assisting also constitutes grounds for non-renewal of the assistantship.

4.2 Teaching

For new T.A.s, teacher training will be offered. The Graduate School offers official (required) training for new T.A.s before the beginning of their first semester teaching (i.e. normally before the beginning of their second year). Students who are teaching (or will be teaching in the next semester) should also attend the department's ongoing teaching development seminars, where they can share experience and get specific advice about designing a philosophy syllabus, exams, papers, and other matters.

T.A.s' teaching will be evaluated both by students in their courses and by faculty members, who will provide advice on teaching and detailed written evaluation of their performance as teachers. Students are also encouraged to consult any faculty member any time for advice about teaching (including both course design and any particular problems that arise)—we are your mentors for the teaching side as well as research side of the profession. Be sure to keep copies of all of your teaching evaluations, since these will be important for your job dossier (see §6 below).

5. EXTRACURRICULAR PHILOSOPHY

As a graduate student, the distinction between curricular and extracurricular philosophy becomes blurred. An essential part of your education and preparation to enter the profession is done outside of your coursework and dissertation, in the form of presenting your own papers, discussing those of others, and sending your work out for publication. The Philosophy Department at the University of Miami offers a number of avenues for this kind of philosophical development, and taking advantage of them is central to a student's success in the program and later success in the profession.

5.1 Departmental Colloquia and Friends of Philosophy

The department organizes frequent colloquia in which visiting philosophers present their current work. Past colloquium speakers include some of the best-known philosophers of the United States as well as distinguished philosophers from other countries (Nancy Cartwright, David Chalmers, Keith de Rose, Kit Fine, Bas van Fraassen, Clark Glymour, Alvin Goldman, Jaakko Hintikka, Keith Lehrer, Saul Kripke, Ruth Millikan, Thomas Nagel, Graham Oddie, David Papineau, Nicholas Rescher, Kristin Shrader-Frechette, John Searle, Ted Sider, Patrick Suppes, David Wiggins and others). Graduate students are strongly encouraged to attend and participate in the colloquia. Colloquia are followed by receptions for further discussion, and dinner with the speaker (two graduate students may sign up for each dinner at department's expense). These provide opportunities not only to broaden your knowledge of important contemporary work in philosophy, but also to get to know philosophers at other institutions who may have interests similar to yours, and may even be willing to serve as an outside member of your dissertation committee, comment on some of your work, or write you a letter of reference.

The department also has a supporting organization called "The Friends of Philosophy" whose membership and meetings are open to all persons interested in philosophical questions. The Friends of Philosophy organizes dialogues, lectures, symposia, and discussions intended for a wide (non-academic as well as academic) audience.

5.2 The Forum and Graduate Student Conference

The graduate students of the Department of Philosophy maintain a regular informal departmental discussion group, the Miami Forum, which organizes philosophical lectures and debates for students and faculty. Graduate students at all stages are encouraged to present their work at the Forum. This is an excellent opportunity to get feedback on your developing work 'in house' and get practice at presenting papers and defending your ideas.

The graduate students also host an annual conference on epistemology, including an external keynote speaker and graduate students from other institutions (whose papers are selected competitively). U.M. graduate students are encouraged to serve as commentators, help referee submitted papers and organize the conference, and/or otherwise participate fully in all the conference has to offer. The conference is normally held in January.

5.3 Other Conferences and Publication

Graduate students are strongly encouraged to submit their work for conferences (whether to graduate conferences or regular conferences, including the APA). Students entering the job market should especially consider submitting papers to the Eastern APA for the year they will be interviewing (the submission deadline falls in February for the meeting the following December). For students whose papers are accepted, funding for travel to conferences is available through the department and/or by application through GAFAC (the Graduate Activities Fund)—see the GAFAC website for details:

http://www.miami.edu/UMH/CDA/UMH_Main/0,1770,9627-1;9625-3,00.html

Students are also expected to submit their papers (or separated dissertation chapters) for publication to journals. Having one or more paper accepted for publication by a good journal is often the crucial factor that makes a difference to job applications. Note that it often takes more than 6 months to even get a reply from a major journal, so this should be done at least a year before entering the job market. Students with papers they are considering submitting should consult with their mentor/director, and should feel free to consult with any faculty members they think may be able to help them by commenting on the paper and helping to maximize its chances of acceptance. Faculty members are also happy to offer advice on which journals to send it to, and on any other details of the procedure.

6. JOB PLACEMENT PROCEDURES

The job application process in philosophy is a long one. Most advertisements for tenure-track jobs appear in the October and November issues of *Jobs for Philosophers* (published by the APA), with first interviews held at the Eastern APA between Christmas and New Year's, and second interviews on campus January-February, for jobs that begin the following Fall semester.

So that your materials and letters can be prepared, you must decide early whether you intend to go on the market, i.e. if you hope to start a full time job in Fall 2007, you must decide by the end of Spring semester 2006 that you will apply for jobs in Fall 2006.

Students intending to go on the job market:

1. Must inform the Placement Director of their intention to enter the market by the end of Spring semester before submitting applications in the Fall, so that s/he can familiarize them with the necessary procedures and instructions about preparing their dossiers and writing samples over the summer. They should also join the APA at this time. Note that dossiers will include your teaching evaluations, so those should be filed away carefully. They also include a writing sample. It's a good idea to solicit feedback on the writing sample over the summer from faculty members and/or external philosophers.

2. Must attend the annual seminar on preparing for the job market. More detailed information will be given out there about the timing and procedures.

3. Will be given ‘mock interviews’ by members of the philosophy faculty in the Fall to prepare them for their interviews at the Eastern APA.

4. Will be offered the opportunity to present their ‘job talk’ (normally a part of the dissertation) as a colloquium at the University of Miami, in practice for their campus visits.

7. COURSES

For descriptions of the courses, see the current Bulletin of Graduate studies.

7.1. 500-Level Courses

These courses are open to advanced undergraduate students as well as graduate students. The courses 510-592 listed below are 3-credit courses.

- 510 Formal Logic
- 530 Ethical Theory
- 533 Political Philosophy
- 540 Epistemology
- 541 Mind and Language
- 543 Induction, Probability, and Scientific Method
- 545 Metaphysics
- 555 Philosophy of Education
- 560 History of Logic
- 562 History of Ethics
- 570 Presocratics and Plato
- 571 Aristotle and Hellenistic Philosophy
- 572 Medieval Philosophy
- 573 Early Modern Philosophy
- 575 Kant
- 581 Pragmatism
- 582 History of Analytic Philosophy
- 583 The Phenomenological Tradition
- 591-592 Special Topics
- 594 Independent Study

7.2. 600-Level Courses (seminars) and 700-Level Courses (research)

- 610 Topics in Logic
- 630 Ethics
- 633 Social and Political Philosophy
- 636 Values, Norms, and Actions
- 640 Epistemology
- 641 Philosophy of Language
- 643 Philosophy of Science
- 644 Philosophy of Mind
- 645 Metaphysics

- 651 Philosophy of Art
- 652 Philosophy of Religion
- 671 Ancient Philosophy
- 675 Modern Philosophy
- 682 The Origins of Contemporary Continental and Analytic Philosophy
- 691-692 Special Topics
- 694 Independent Study

- 710 Master's Thesis (1-6 cr.)
- 720 Research in Residence (0 cr.)
- 725 Continuous Registration - Master's Study (0 cr.)
- 730 Doctoral Dissertation (1-15 cr.)
- 750 Research in Residence

Full-time residence requires 9 credits per semester, in other words, 3 ordinary 3-credit courses. However, if a student has completed the coursework, a single 730 dissertation credit per semester is sufficient to establish residence. No credits are granted for 720, 725 and 750 courses, but registration under these labels is sufficient to support full-time residence, so after completing all course requirements, students may simply enroll in one credit of 730 or 750 per semester. The Ph.D. degree in philosophy requires 60 credits (45 course credits and 15 dissertation credits).

8. THE FACULTY AND THEIR AREAS OF SPECIALIZATION

8.1. Regular Faculty

Otávio Bueno (Ph.D., University of Leeds), Professor. Philosophy of Science, Metaphysics, Epistemology, Philosophy of Mathematics, Philosophy of Logic.

Elijah Chudnoff (Ph.D., Harvard University), Assistant Professor. Epistemology, Philosophy of Mind.

Bradford Cokelet (Ph.D., Northwestern University), Assistant Professor. Normative Ethics, Moral Psychology, History of Ethics.

Edward Erwin (Ph.D., Johns Hopkins University), Professor. Philosophy of Psychology, Philosophy of Language, Epistemology.

Simon Evnine (Ph.D., University of California, Los Angeles), Associate Professor. Epistemology, Metaphysics, Philosophy of Mind.

Susan Haack (Ph.D., Cambridge University), Distinguished Professor of Philosophy and Law. Philosophy of Logic and Language, Epistemology and Metaphysics, Philosophy of Science, Pragmatism, Philosophy and Literature.

Risto Hilpinen (Ph.D., University of Helsinki), Professor, Cooper Senior Scholar in Arts and Sciences. Philosophical Logic, Epistemology and Philosophy of Science, Philosophy of Action, Pragmatism.

Keith Lehrer (Ph.D., Brown University), Research Professor. Epistemology, Free Will, Rational Consensus, and Thomas Reid.

Peter Lewis (Ph.D., University of California, Irvine), Associate Professor. Philosophy of Physics, Philosophy of Science, Epistemology.

Colin McGinn (B.Phil., Oxford University), Professor, Cooper Senior Scholar in Arts and Sciences. Philosophy of Mind (consciousness, intentionality, imagination), Metaphysics, Epistemology, Philosophical Logic, Ethics, Aesthetics (film, literature), Wittgenstein.

Mark Rowlands (D.Phil., Oxford University), Professor. Philosophy of Mind, Philosophy of Psychology, Cognitive Science, Moral Philosophy.

Harvey Siegel (Ed.D., Harvard University), Professor. Philosophy of Science, Epistemology, Philosophy of Education.

Michael Slote (Ph.D., Harvard University), UST Professor of Ethics. Ethics, Social and Political Philosophy.

Nicholas Stang (Ph.D., Princeton University), Assistant Professor. Kant, Analytic Metaphysics, Early Modern Philosophy.

Amie Thomasson (Ph.D., University of California-Irvine), Professor, Parodi Senior Scholar in Aesthetics. Metaphysics, Philosophy of Mind, Phenomenology, Philosophy of Art.

Matthew Walker (Ph.D., Yale University), Post-doctoral Fellow. Ancient Philosophy, Ethics (including Moral Psychology).

8.2. Professors with Secondary Appointments

Fred Frohock (Ph.D., University of North Carolina), Professor, and Chair of Political Science. Political Theory, Law, Bioethics.

Kenneth Goodman (Ph.D., University of Miami), Professor, Co-Director of the University of Miami Ethics Programs, and Director of the University of Miami Bioethics Program. Bioethics, Computing and Philosophy, Professional Ethics, Philosophy of Science.