
Indiana University

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Alumni Newsletter

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College of Arts & Sciences - Graduate School Alumni Association

Teaching workshop

During the week of August 4-8, **Paul Eisenberg**, professor of philosophy, and **Paul Syverson**, one of our advanced doctoral students, attended the Sixth International Workshop and Conference on Teaching Philosophy. The conference was sponsored by the American Association of Philosophy Teachers and was held on the campus of Culver-Stockton College in Canton, MO. Paul Eisenberg's participation was sponsored by the Philosophy Department and IU's Teaching Resource Center. He describes the conference as follows:

"Most of the conference was devoted to small workshops in which people met to discuss such matters as the following: extensive use of videotapes in a philosophy course, securing students' preparation for and participation in classes, a multidisciplinary approach to teaching the history of western philosophy, and techniques for teaching and topics to be taught in various courses in applied ethics. There were also various sessions in which the participants could play "philosophy games" designed to stimulate thought and initiate discussion of topics as diverse as those of ethical relativity, indeterminacy of translation, and the Prisoner's Dilemma.

"The conference was so fruitful that I decided, while there, to try to have IU host the next such conference, coming up in August, 1988. My hope is that, if indeed IU's bid is accepted by the executive committee of the Association, several of the IU faculty and many of the graduate students can be involved in the discussions and the workshops at that next conference."

Paul Syverson has taught and assisted in a number of different courses while pursuing his PhD with us. His participation was sponsored largely through the generous use of Mahlon Powell funds by Hector Castaneda. He describes his experiences during the week:



Paul Syverson

"The workshops covered a wide variety of topics and approaches. I even attended a workshop on teaching ethics to convicted felons in a prison setting. Hopefully, this workshop will not be directly applicable to teaching IU freshmen. Some of the workshops dealt with general teaching problems and techniques. These provided some useful insights, such as, how to lead an effective small group discussion. However, the workshops I found the most enlightening and potentially useful were the ones that focused on the actual experiences people have had, and techniques they had devel-

oped in specific types of classes.

"Because I was to be a lecturer in P150, Introduction to Logic, this fall, I was pleased at the number of workshops on logic and critical thinking. Unfortunately, much of what I learned was not applicable to my present situation. Some were on too broad a topic and others were not applicable to the large class size I now have. Some meetings were centered around the use of a particular text; I have decided to use a text I heard about in a workshop as the basis for the P150 study guide I am writing for an independent study course. Other things were more immediately applicable. Members of our department have not entirely agreed on the role of P150. This is understandable because it could conceivably fulfill a number of different goals. The workshop on designing syllabi for specific introductory logic and critical thinking courses helped me to become clearer on my goals in teaching P150 and clearer also in my approach to curriculum, grading and other matters. The conference provided a useful supplement to the comments, examples, and suggestions provided by the faculty of our own department, which will continue to constitute the largest influence on my teaching for some time to come."

Philosophy and computers

IU, like much of the rest of the world, is finding that things go better and faster with computers. A central office of academic computing has been involved for the past year in planning and implementing departmental computing plans on campus. Mike Dunn, a resident computernik, has spearheaded our planning and funding requests. This has taken considerable time and effort, especially

since the campus is still very much feeling its way. But thanks to Dunn's work, we now seem to be in the last stages of planning and near the first steps of implementation. Though it is still not clear exactly what will happen, our present proposal includes a "work station" for every faculty member. These will be microcomputers-probably with hard

(Continued on next page)

During the summer

Once again Sycamore Hall had a busy, philosophical summer. Two important, but by now regular, events were the holding of summer philosophy institutes. **Hector Castaneda** directed an NEH institute for college teachers of philosophy, and **Mike Morgan** organized an institute for high school students.

Castaneda has directed NEH philosophy institutes every other year for over a decade. He has produced more of these institutes for NEH than anyone else, in any field. One of them ran for a whole year, while the others have involved two months of intense work during summers. Each of these has accepted about a dozen students from among a considerable number of applicants. It is a testimony to the success of these institutes that Castaneda is much in demand, both from NEH and from potential applicants. This past summer, his topic was "Human Action: Self, Thinking, and Reality." The participants, as is now usual, represented a cross section of the nation. Rhode Island, Pennsylvania, Louisiana, Texas, Arkansas, Utah, California, and Washington were among the home states of Castaneda's students. Focusing on intentional action, the seminars also discussed the nature of mind, the connections among thinking, language, and reality, the structure of moral reasoning, and weakness of the will.

Mike Morgan's high school institute has now become a regular part of our summer, this year's being the seventh in the series. The institute is limited to 25 students, most of whom live in Indiana. But each year Morgan receives more applications from farther afield, and this year a number of other states were represented. The students live on campus for the week, making the institute 168 continuous on-call hours for Morgan.

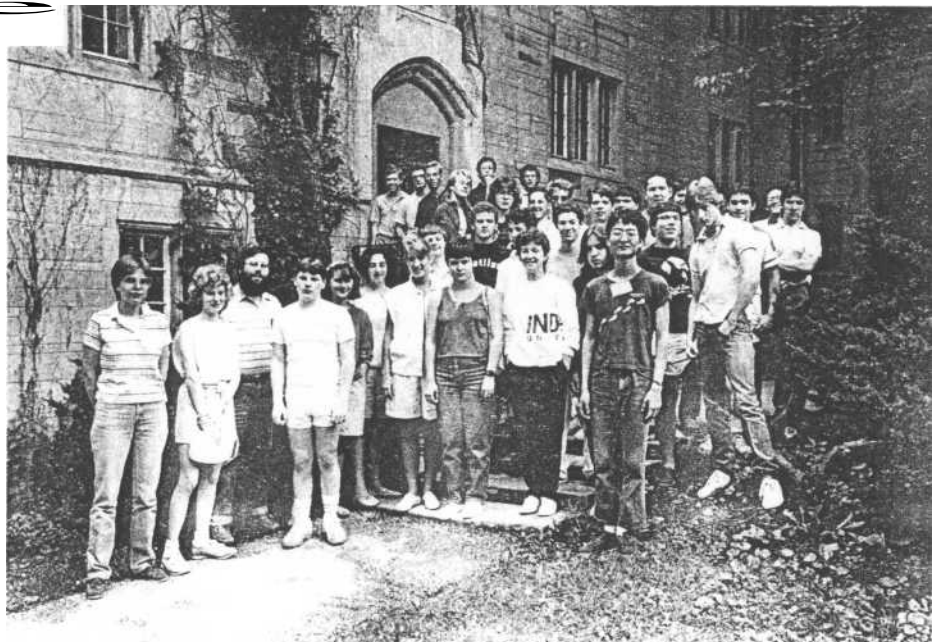
Computers (con't.)

disks-and dot matrix draft printers. In addition, a bank of three of these will house a laser printer capable of super quality production, including technical notation. All of this will happen later this year.

During the next two years we will acquire some super microcomputers, perhaps of the Apollo type. These can be networked together in a load-sharing manner, to form an extremely powerful computing facility. They will also be used to tie us into existing campus networks, including one with the computer science department and linguistics. We will also have partial control over a computerized classroom that can be used, for example, to aid in logic instruction.



Hector Castaneda (center) chats with members of his NEH summer seminar at a reception in their honor.



Michael Morgan (third from left) stands with his summer high school institute, class of 1986, outside Sycamore Hall.

Two of our graduate students, Monica Holland and James Rytting, served as counselors this year, helping out with all sorts of academic and personal problems. The students read primary philo-

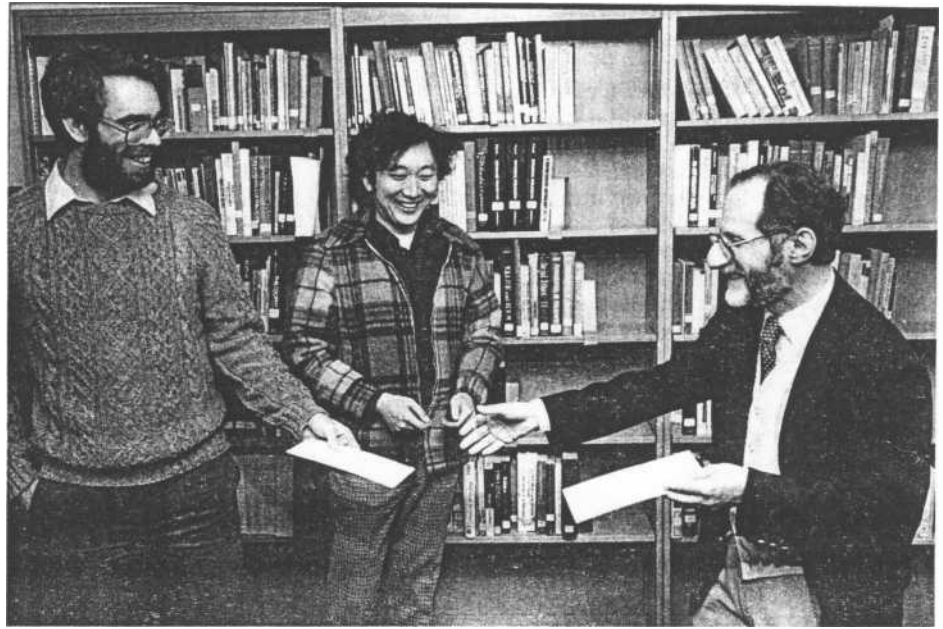
sophical texts on a variety of topics, which inevitably lead to animated discussions. Morgan has even been able to arrange complimentary texts for the students through Hackett Publishing.

In the mail

Two of our alumni in academic positions have landed prestigious grants during the past year. **Harold Kincaid** (PhD, 1982) has received two fellowships—an NEH summer stipend and a grant from the American Council of Learned Societies (ACLS) covering two quarters of this year. The summer support was for work on Hegel and 19th century philosophy. The larger grant from ACLS is for research on reduction and explanation in the social and biological sciences. This project extends Harold's dissertation work, and some of the results will be published in a December paper in *Philosophy of Science* and an article in the fall issue of *Behaviorism*. A paper Kincaid delivered at last year's APA meetings in St. Louis is also part of this effort.

Bill Rapaport (PhD, 1976), who is now in the faculty of SUNY, Buffalo's computer science department, received a major NSF grant for work with propositional attitudes. He will design and produce a computer system capable of representing, and reasoning about, intelligent agents and their cognitive states. **Randy Dipert** (PhD, 1978) is working with Rapaport, and together they have written a paper on "Intending and Acting," concerned with the relationship of planning to intentional action.

Glenn Lesses (PhD, 1980) has moved from Spring Hill College to join the fac-



Paul Eisenberg (right), Philosophy's Director of Graduate Studies, congratulates the graduate winners of the Oscar Ewing Essay Contest, Clarence Brannan (left) and Yin - Bin Ning (center), at Founders Day ceremonies.

ulty of The College of Charleston, South Carolina.

Michael Pendlebury (PhD, 1980) is one of two principal editors of a new journal, *Philosophical Papers*. Pendlebury is a faculty member of the Univer-

sity of the Witwatersrand in South Africa.

Three of our recent graduates have been honored in the past year by election to Phi Beta Kappa. The three are **David Tull** (BA, 1985), **Dan Boucher**

Books and publications

Although books have been a major medium for philosophical communication at least since Aristotle, journal publication in philosophy greatly expanded during the 20th century. And most of the philosophical publications produced by IU's department presently take the form of shorter journal articles. Yet a number of our faculty have bucked this trend during the last year or so, producing books of note. In part, this phenomena may be explained as the result of years of work and organization on ranges of related topics. But perhaps it also marks a swing away from the shorter publications to works of a longer, more considered kind.

Nino Cocchiarella's volume on *Logical Investigations of Predication Theory and the Problem of Universals* was recently published as the second volume of *Indices*, a series of monographs in philosophical logic and formal linguistics produced by Bibliopolis of Naples, Italy. Cocchiarella's work is a formal consideration of philosophical theories of predication and universals. It develops a

number of second order logics in terms of which various positions are described and evaluated.

The Self Imagined is the title of **Karen Hanson's** recent book from Routledge & Kegan Paul. Her work concerns issues of understanding, describing and imagining the self as well as related topics such as autonomy, self-unification, social control, habit and freedom. The book contains, as a starting point, a critical examination of relevant theories of George Herbert Mead.

Paul Spade has co-authored a critical edition of Johannis Wyclifs *Summa insolubilium*, which is published in the Medieval & Renaissance Texts & Studies series from Binghamton, NY. The edition also contains an introduction of Spade's, part of which establishes Wyclifs authorship of the text. Spade describes this as "probably the slickest piece of historical detective work" he has ever done.

Mike Morgan has edited a reader on *The Jewish Thought of Emil Fackenheim*, published by Wayne State Univer-

sity Press. The volume, done in collaboration with Fackenheim, also includes an introduction by Morgan.

Reinhardt Grossmann's text, *Phenomenology and Existentialism*, published in 1984 by Routledge & Kegan Paul, has been such a success that a second printing is in press. And Stanford University Press is planning to initiate a series in philosophy. One of the first things they are hoping to do is to reissue **Hector Castaneda's** book, *Thinking and Doing*. This work, originally published by Reidel in 1975, has now been translated into Spanish and will be published in that form by the Institute of Philosophical Research of the National University of Mexico.

Castaneda also has, in the works at the University of Minnesota Press, a collection of papers entitled *Language and Experience*. And Milton Fisk is completing a book-length manuscript, *The State and Justice*, an essay in political theory that will soon be ready for publication.

(BA, 1986) and **Victor Katz** (BA, 1986). Katz, now pursuing graduate work in philosophy at the University of Illinois, Chicago, won the A&S-Graduate School Alumni Association Award for Excellence in Philosophy, presented in a ceremony on Founders Day last spring. **Timothy Day** (PhD, 1986) was the graduate recipient. Day is now a faculty member at the University of Missouri, Columbia.

Also on Founders Day we announced and honored the winners of the year's Oscar Ewing essay competition. The undergraduate award went to **Robert Noel**, now a senior philosophy major, who wrote an essay surveying theories of man, war and peace. At the graduate level **Clarence Brannan and Yin-Bin Ning** were named co-winners. They are both graduate students in philosophy.

John Gray (BA, 1984) writes from Cambridge, MA, where he attends Harvard Law School. He divided last summer between law offices in D.C. and Philadelphia. He plans to be married next June; his fiancée teaches history at Bryn Mawr. **Phil Halfacre** (BA, 1986) sent a beautiful card from Mount Saint Mary's Seminary, near Gettysburg. He will enter the priesthood upon completion of seminarian studies.

Tell us about yourself.. .

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Your news

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Philosophy alumni newsletter

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