

# WILLIAM CORNWELL, PH.D.

---

Department of Philosophy  
Salem State College  
Salem, MA 01970 (USA)  
Voice: (978) 542-6060  
Fax: (978) 542-2408  
Email: [wcornwell@salemstate.edu](mailto:wcornwell@salemstate.edu)  
Web page: <http://w3.salemstate.edu/~wcornwell/>

---

## AREAS OF SPECIALIZATION

---

Epistemology and philosophy of mind

---

## AREAS OF COMPETENCE

---

Ethics (including just war theory and business ethics), history of philosophy, logic, metaphysics, philosophy of language, philosophy of science, and political philosophy

---

## EMPLOYMENT

---

**Salem State College**, Salem, MA. 2005-present. Assistant Professor, tenure-track (4/4 load).

**United States Military Academy (“West Point”)**, West Point, NY. 2002-2005. Assistant Professor, non-tenure-track (4/4 load), 2003-2005; Instructor (4/4 load), 2002-2003.

**Mary Washington College** (now University of Mary Washington), Fredericksburg, VA. 1999-2000. Senior Lecturer (4/4 load).

**Drew University**, Madison, NJ. 1998-1999. Lecturer (3/2 load).

**University of Connecticut**, Storrs, CT. 1991-1997. Teaching Assistant (part-time).

---

## EDUCATION

---

**Ph.D.**, Philosophy, University of Connecticut, 2003

TITLE: “KNOWLEDGE WITHOUT JUSTIFICATION”

Major advisor: Dr. Ruth Garrett Millikan

Assistant Advisors: Dr. Crawford Elder and Dr. John Troyer

**M.A.**, Philosophy, University of Connecticut, 1993

**B.A. with distinction**, Philosophy, San José State University, 1990

---

## PUBLICATIONS (PEER-REVIEWED)

---

“The Burden of Autonomy: Non-combatant Immunity and Humanitarian Intervention.” *Ethical Perspectives* 12.3 (September 2005): 341-355.

“Where Ethics and Epistemology Meet: Michael R. DePaul’s *Balance and Refinement*.” *Journal of Value Inquiry* 31.3 (September 1997): 399-406.

“Epistemological Holism and Semantic Holism.” In *Perspectives on Coherentism*, ed. Yves Bouchard (Aylmer: Éditions du Scribe, 2002).

“Is Perception Inferential?” In *Experience and Analysis: Papers of the 27<sup>th</sup> International Wittgenstein Symposium: August 8-14, 2004: Kirchberg am Wechsel*, ed. Johann Christian Marek and Maria Elisabeth Reicher (Kirchberg am Wechsel, Austria: Austrian Ludwig Wittgenstein Society, 2004).

---

### SELECT PRESENTATIONS (PEER-REVIEWED)

---

“Dirty Hands Syndrome and the Waning of Trust in Government.” Oxford Round Table, Oxford University. 08/2007.

“The Organism as Servant of Many Masters.” American Philosophical Association Central Division Meeting. Chicago, IL. 05/1998.

“Can the Ethical Naturalist Respond to Moore’s Open-Question Objection?” Society of Value Inquiry in conjunction with the American Philosophical Association Central Division Meeting. Chicago, IL. 04/2005.

“Some Problems with Peter Abelard’s Moral Theory.” International Conference on Ancient and Medieval Philosophy. Fordham University in New York, NY. 10/2004.

“The Burden of Autonomy: Noncombatant Immunity and Humanitarian Intervention.” *Jus in Bello: The Ethics and Conduct of War*. Institute of Applied Ethics at the University of Hull in England. 09/2004. The talk also was delivered as part of Salem State College’s First Lecture Series in 03/2006.

“Doin’ What Comes Natur’lly: Hobbes and the State of Nature.” 28<sup>th</sup> Conference on Value Inquiry. Lamar University in Beaumont, TX. 04/2000.

“Making Sense of the Other: Husserl, Carnap, Heidegger, and Wittgenstein.” The Twentieth World Congress of Philosophy. Boston, MA. 08/1998. See the *Proceedings of the Twentieth World Congress of Philosophy*. [www.bu.edu/wcp/Papers/Comp/CompCorn.htm](http://www.bu.edu/wcp/Papers/Comp/CompCorn.htm).

“Are There Any Immoral Acts? A Study of Abelard’s *Ethics*.” Representation and Interpretation in the 12<sup>th</sup> Century: An Interdisciplinary Conference. D’Youville College in Buffalo, NY. 04/1995.

“Pragmatism, Naturalism, and Political Philosophy.” 22<sup>nd</sup> Annual Meeting of the Society for the Advancement of American Philosophy. Waltham, MA. 03/1995.

“Ethical Nonobjectivism and Social Pluralism.” 22<sup>nd</sup> Conference on Value Inquiry. Drew University in Madison, NJ. 04/1994.

---

### PRESENTATIONS (INVITED)

---

“Can Fregean Senses Save the Ethical Naturalist from Moore’s Open-Question Argument?” American Society for Value Inquiry Session in conjunction with the APA Central Division Meeting (Chicago, IL). Forthcoming in 04/2005.

Member of symposium, “Understanding Disabilities: Visible and invisible.” Salem State College (Salem, MA): 11/2005.

---

### HONORS

---

Main speaker for the Salem State College convocation, 09/2007

Outstanding Scholar Fellowship, University of Connecticut, 1991-1994. Given to three outstanding incoming graduate students each year.

Doctoral Dissertation Fellowship, University of Connecticut  
Dean's Scholar, San José State University  
Member, Golden Key National Honor Society

---

## CURRENT PROFESSIONAL MEMBERSHIPS

---

American Philosophical Association  
New England Educational Assessment Network

---

## UNDERGRADUATE COURSES TAUGHT

---

---

### SALEM STATE COLLEGE

---

#### REALITY AND KNOWLEDGE (PHL 315)

This upper-division course that I proposed and developed for Salem State College will be offered for the first time in fall 2007 and will have 20 students. The class is centered on developments in analytic philosophy. About half of the course focuses on metaphysics and the other half on epistemology. Each student writes one research paper on a metaphysical topic and one research paper on an epistemological topic. Students also give presentations and take a midterm exam and a final exam. The required texts are *Riddles of Existence: A Guided Tour of Metaphysics* by Earl Conee and Theodore Sider (New York: Oxford U.P., 2005), *Mind and Brain: A Dialogue on the Mind-Body Problem* by Rocco J. Gennaro (Indianapolis: Hackett, 1996), and *Problems of Knowledge: A Critical Introduction to Epistemology* by Michael Williams (New York: Oxford U.P., 2001).

#### SOCIAL AND POLITICAL PHILOSOPHY (PHL 305/305A)

I teach this upper-division course every fall. The course always includes substantial readings from philosophers such as Plato, Aristotle, Hobbes, Locke, Bentham, Mill, Rousseau, Marx, and Rawls, but I also assign Peter Wenz's monograph *Political Philosophies in Moral Conflict* (Boston: McGraw-Hill, 2007), which gives students interesting case studies and includes discussions of contemporary theories of justice such as feminism, communitarianism, and environmentalism. Students typically write a paper of about 12-15 pages, give one or two presentations, and take a midterm exam and a final exam. I put online many resources such as PowerPoint slides on different philosophers and theories, as well as information on writing philosophy papers.

#### ETHICS (PHL 307)

Ethics is an upper-division course that is taught by different faculty members each spring. Enrollment usually is 15-20 students. Some have a background in philosophy; others never have taken a philosophy course but need to complete an ethics class for their major programs. Because of the wide range of philosophical abilities in the class, it is difficult to teach. I encourage students with no prior philosophical training to switch to a lower-division ethics course, and I teach PHL 307 at level appropriate to more advanced students. The objective of the course is to ensure that majors in Value and Inquiry and minors in philosophy have a relatively sophisticated understanding of utilitarianism, deontological ethics, virtue ethics, and some contemporary developments in moral theory. Consequently, I have students read sections of Aristotle's *Nicomachean Ethics*, Kant's *Grounding for the Metaphysics of Morals*, and Mill's *Utilitarianism*. I also have students read essays in analytic philosophy that further develop or attack the theories mentioned above (virtue ethics, utilitarianism, and deontological ethics) and essays that develop more recent positions in ethics and meta-ethics such as emotivism and error theory. Students write a 10-12 page argumentative paper, give one or two presentations, and take a midterm exam and a final exam. I sometimes lecture and sometimes use the Socratic method in this course. I put many resources online such as PowerPoint slides on philosophical topics and on how to write philosophy papers.

## SYMBOLIC LOGIC (PHL 325)

I teach this upper-division course every spring to a class of 8-15 students that typically is about one-third math majors, one-third computer-science majors, and one-third philosophy minors and other students. The course has no prerequisites and takes students through quantifiers with overlapping scope. After an overview of basic principles of logic, students study how to symbolize sentences and arguments into propositional logic and how to use the truth-table method and the truth-tree (or “tableau”) method to test for truth-functional truth, truth-functional falsity, truth-functional indeterminacy, truth-functional equivalence, truth-functional consistency, truth-functional inconsistency, truth-functional validity, truth-functional invalidity, and truth-functional entailment. Students next study predicate logic and learn the mechanics and limitations of the truth-functional expansion method and the interpretation method when testing for quantificational truth, quantificational falsity, quantificational indeterminacy, quantificational equivalence, quantificational consistency, quantificational inconsistency, quantificational validity, quantificational invalidity, and quantificational entailment. The final weeks of the course are spent on the truth-tree method for predicate logic. Symbolization into predicate logic is studied throughout the section on predicate logic. The textbook is *The Logic Book* (4<sup>th</sup> ed.) by Merrie Bergmann, James Moor, and Jack Nelson (Boston: McGraw-Hill, 2005). I often collect homework in the class to gauge students’ understanding, and the homework assignments are graded by whether students made a good-faith effort to complete the homework set. Students also take a series of exams in the class. For students who do not do well on an exam, I give them the opportunity to take an equivalent exam on the same material on the condition that the second grade will replace the first one, regardless of which grade is higher. I put detailed lecture notes online for students and am always eager to give students individualized attention outside of class. Despite the rigor and difficulty of the course, my teaching evaluations have been excellent.

## PRINCIPLES OF LOGIC (PHL 201)

Principles of Logic is a lower-division course required of majors in some programs such as Criminal Justice. Most students are not in the course by choice, so keeping students motivated can be a challenge. The course is designed to be a hybrid of formal logic, informal logic, and critical reasoning. I always teach basic concepts of logic (e.g., validity and soundness), recognizing arguments and their structures, definitions, formal and informal fallacies, and inductive reasoning. The first year that I taught the course, I also taught categorical propositions, categorical syllogisms, and Venn diagrams, but I was not pleased with how that section of the course went. More recently, I replaced categorical logic with propositional logic and thought that students’ interest and comprehension were higher. I use *The Power of Logic* (3<sup>rd</sup> ed.) by Stephen C. Layman (Boston: McGraw-Hill, 2005), but I am contemplating switching to *A Concise Introduction to Logic* (9<sup>th</sup> ed.) by Patrick Hurley (Belmont, CA: Thomson, 2006), which has better electronic supplemental resources. I sometimes collect homework to ensure that students are making a good-faith effort to complete the assignments, and students also take a series of exams that culminates in a comprehensive final exam.

## BUSINESS ETHICS (PHL 203): TRADITIONAL (FACE-TO-FACE) CLASSES

Business Ethics is a lower-division course that I teach every semester, sometimes as an online course (see below). The face-to-face course usually has about 30 students. Most of the students are business majors with no background in philosophy. I use two textbooks: *Ethical Insights: A Brief Introduction* (2<sup>nd</sup> ed.) by Douglas Birsch (Boston: McGraw-Hill, 2002) and *Moral Issues in Business* (10<sup>th</sup> ed.) by William H. Shaw and Vincent Barry (Belmont, CA: Thomson/Wadsworth, 2007). The first weeks are spent reading chapters from Birsch’s introductory monograph to get a foundation in major ethical theories. Students then take up a variety of topics in the Shaw and Barry volume: theories of distributive justice; the setting of wages; corporate responsibilities toward consumers, workers, shareholders, and society; layoffs and downsizing; discrimination in hiring; privacy in the workplace and other personnel issues; bribes and kickbacks; sales and marketing; whistle blowing; globalization; and environmentalism. Students write about and discuss case studies and also are graded on quizzes, class participation, a midterm exam, and a final exam. The traditional (face-to-face) classes have a variety of formats: Sometimes I lecture, sometimes I use the Socratic method, and sometimes students work in groups to discuss some topic or case study. I also have shown documentaries that examine marketing, labor issues, environmental problems, and other topics. Because I also teach this course online, I have many electronic resources such as PowerPoint slides and study guides that I put online for students in the face-to-face classes.

## BUSINESS ETHICS (PHL 203): ONLINE CLASSES

The material that I teach in this course is the same as what I teach in the traditional face-to-face course (see above), but these sections are taught entirely via the WebCT platform. Students must moderate or participate in weekly discussion boards on case studies and must take weekly quizzes, a midterm exam, and a final exam. For each assigned chapter in the textbooks, I provide an extensive PowerPoint presentation and a study guide. Each online section has about 20 students.

---

## WEST POINT

---

### PHILOSOPHY OF MIND (EP 366)

I taught this upper-division course in spring 2005 and had a highly capable group of 16 students, including a Truman Scholar and a Marshall Scholar. I emphasized developments in analytic philosophy, and topics included personal identity, substance dualism, supervenience theory, behaviorism, identity theories, functionalisms, qualia, consciousness, theories of content, instrumentalism, eliminative materialism, and psychological explanation. Each student wrote two 5-8 page papers, gave a presentation, and took a midterm exam and a final exam. The required textbooks were *Philosophy of Mind and Cognition* by David Braddon-Mitchell and Frank Jackson (Malden, MA: Blackwell, 1996), *Philosophy of Mind: Classical and Contemporary Readings*, edited by David J. Chalmers (Oxford: Oxford U.P., 2002), and *A Dialogue on Personal Identity and Immortality* by John Perry (Indianapolis: Hackett, 1978). I sometimes lectured and sometimes used the Socratic method.

### INTRODUCTION TO PHILOSOPHY (PY 201)

Introduction to Philosophy was required for all cadets sophomore year. The course began with an overview of formal and informal logic and then examined ethical theory, especially deontological, utilitarian, and virtue ethics. The course concluded with an examination of just war theory, including theories of *jus ad bellum*, i.e., when it is morally justified to fight a war, and theories of *jus in bello*, i.e., theories of how warfare can be conducted morally. Major topics in just war theory include human rights, humanitarian intervention, preemptive warfare, terrorism, guerilla warfare, torture, targeting, use of proportionate force, refusal to follow illegal orders, war crimes, and nuclear deterrence. I taught this course every semester from fall 2002 to spring 2005, which overlapped the immediate aftermath of 9/11, the beginning of the Iraq War, and the disclosure of the Abu Ghraib scandal. These were intense years to be teaching just war theory to cadets, most of whom were likely to be sent into the world's hotspots to do the bidding of their country. I consider myself fortunate to have been at West Point during that time and to have had the opportunity to deepen my understanding of just war theory through discussions with officers, specialists on international law, and cadets. The textbooks that I used evolved over time, but in my final semester at West Point I used *The Elements of Reasoning* (4<sup>th</sup> ed.) by Ronald Munson, David Conway, and Andrew Black (Belmont, CA: Wadsworth/Thomson Learning, 2004), *Ethical Theory: Classical and Contemporary Readings*, edited by Louis P. Pojman, (Belmont, CA: Wadsworth/Thomson Learning, 2003), *PY201 Just War Reader* (Mason, OH: Thomson Custom Publishing, 2004), and *Just and Unjust Wars: A Moral Argument with Historical Illustrations* (3<sup>rd</sup> ed.) by Michael Walzer (New York: Basic Books, 1977). I sometimes lectured and sometimes used the Socratic method.

### INTRODUCTION TO COMPOSITION (EN 101)

All freshmen at West Point have to pass or test out of Introduction to Composition, which I taught in fall 2003. The class size was limited to 18 cadets. I used two textbooks: *Patterns for College Writing: A Rhetorical Reader and Guide* (8<sup>th</sup> ed.) and *A Writer's Resource: A Handbook for Writing and Research*. Students also had to subscribe to *Newsweek*, which was a source for composition topics. Student work was assessed for the quality of its content, organization, correctness (i.e., grammar, spelling, and diction.), and style. The primary forms of writing studied in the class were narration, process, cause and effect, definition, and argumentation. In addition to working on frequent writing assignments which I would supervise at various stages of the writing process, students took a midterm exam and a final exam. Students also had many journal assignments that were less polished pieces of writing to help them develop their voices and to give them a low-risk platform for experimentation. My experience teaching composition courses enables me to give better feedback on students' essays in philosophy classes.

## ADVANCED COMPOSITION (EN 302)

All juniors at West Point have to pass or test out of Advanced Composition. The course always has a geopolitical or historical theme, and when I taught the course in spring 2004, the theme was the United Soviet Socialist Republic. Consequently, I had students read Soviet literature and history and watch some classic Soviet films such as *Battleship Potemkin*, *October*, and *Ballad of a Soldier*. As students worked on their writing skills, they also came to better understand and appreciate another culture. Students had to write five essays, which I could help them with at every stage of development, and take a midterm exam and a final exam. The essays required greater analytical penetration than writing assignments for Introduction to Composition, but the basic components of written excellence were the same: Good content, organization, correctness (i.e., grammar, spelling, and diction), and style. Class size was limited to 18 students.

---

## MARY WASHINGTON COLLEGE

---

### ANALYTIC PHILOSOPHY (PHILOSOPHY 407)

This upper-division course gave advanced undergraduates an overview of major trends in analytic philosophy, particularly in philosophy of language, epistemology, and metaphysics. Assigned authors included Mill, Frege, Russell, Wittgenstein, Schlick, Ayer, Carnap, Tarski, Quine, Strawson, Grice, Austin, Davidson, Kripke, and Putnam. All readings were from *Contemporary Analytic Philosophy*, edited by James Baillie (Upper Saddle River, NJ: Prentice Hall, 1997). Each student wrote a 20-25 page essay, gave a presentation, and took a midterm exam and a final exam. The class had about ten students and was run as a seminar.

### INTRODUCTORY LOGIC (PHILOSOPHY 151)

Although billed as an introductory class, the catalog's course description made it clear that Introductory Logic is a course in propositional and predicate logic. Consequently, the course was similar to Symbolic Logic, which I teach at Salem State College (see description above).

### IDEAS AND CULTURE: THE PHILOSOPHICAL TRADITION (PHILOSOPHY 102)

This introductory philosophy class reviewed important works of Western philosophy up to the present. The readings that I chose were focused on metaphysics and epistemology and were from the Pre-Socratics, Plato, Aristotle, Sextus Empiricus, Descartes, Locke, Berkeley, Hume, Kant, Hegel, Kierkegaard, Nietzsche, Clifford, James, and Sartre. Students wrote three short papers and took one exam plus a final exam. The class would have up to about 30 students, and I sometimes lectured and sometimes used the Socratic method.

---

## DREW UNIVERSITY

---

### HISTORY OF ANCIENT AND MEDIEVAL PHILOSOPHY (PHIL 36)

This was a standard course in ancient and medieval Western philosophy, with an emphasis upon metaphysics and epistemology. All of the students were philosophy majors. The readings included the Pre-Socratics, Plato, Aristotle, Hellenistic philosophers, Augustine, and Aquinas. The class had about six students and was run seminar style. Students wrote a series of papers and also took a midterm exam and a final exam.

### HISTORY OF MODERN PHILOSOPHY (PHIL 38)

This course picked up where Ancient and Medieval Philosophy left off and, like the earlier course, emphasized metaphysics and epistemology. All of the students were philosophy majors. They read Bacon, Descartes, Hobbes, Locke, Berkeley, Hume, Spinoza, Leibniz, and Kant. The class had a small number of students and was run seminar style. Students wrote a series of short papers and took a midterm exam and a final exam.

## EXISTENTIALISM (PHIL 114)

Existentialism was an upper-division course. Students read Kierkegaard, Nietzsche, Husserl, Heidegger, Sartre, de Beauvoir, and Camus, with reading selections drawn from a variety of sources (essays, novels, monographs, etc.). The required books were *Existentialist Philosophy: An Introduction* (2<sup>nd</sup> ed.), edited by Nathan L. Oaklander (Upper Saddle River, NJ: Prentice Hall, 1996) and Albert Camus' novels *The Stranger* and *The Plague*. The class had about 15 students and was run seminar style. Each student wrote two six-page papers and a 15-page paper. I was gratified by students' enthusiasm: Freedom, authenticity, mortality, and the meaning of life are topics that engage young adults.

---

## UNIVERSITY OF CONNECTICUT

---

### PHILOSOPHY AND RELIGION (PHIL 105)

Philosophy of Religion was a lower-division course that covered important historical texts, such as Anselm's *Proslogion* and Hume's *Dialogues Concerning Natural Religion*, and contemporary essays in the analytic tradition. The topics studied were largely metaphysical and epistemological (e.g., whether God exists, whether belief in God requires evidence and what sorts of evidence would be acceptable, puzzles about God's foreknowledge, etc.). Each class usually had about 30 students, and I used a combination of lectures and the Socratic method. Usually I required two 5-page essays, quizzes, a midterm exam, and a final exam.

### PROBLEMS OF PHILOSOPHY (PHIL 101)

I taught this lower-division course different ways in different semesters, but the readings always were by major Western philosophers and mostly were on metaphysical and epistemological topics. Students had to write papers and take a midterm exam and a final exam. I assigned primary texts to introduce students to significant writers in the Western canon and to push students to improve their reading abilities by tackling difficult texts. I sometimes lectured and sometimes used the Socratic method. Each class usually had about 30 students.

### PHILOSOPHY AND SOCIAL ETHICS (PHIL 104)

Although the readings for Philosophy and Social Ethics varied somewhat from semester to semester, the course always had an historical focus. Various readings would come and go from the syllabus, but I always included Plato's *Republic*, Locke's *Second Treatise of Government*, Kant's *Grounding for the Metaphysics of Morals*, Mill's *Utilitarianism*, and readings on social contract theory. Major themes of the course were the cases for and against legal paternalism, the nature of happiness and pleasure and their relation to a moral life, the proper motivation for moral action, the nature of justice and human rights, and the types (if any) of intrinsically wrong actions or motives. I chose primary source readings because I wanted students to become familiar with the intellectual heritage of the West and to improve their reading abilities by grappling with difficult prose. I usually required that each student write three 5-page essays and take a final exam.

## ADMINISTRATIVE DUTIES, CURRICULAR DEVELOPMENT, AND SERVICE TO FACULTY

---

---

### SALEM STATE COLLEGE

---

Acting Chairperson for the Philosophy Department (spring 2007). As Acting Chair, I oversaw three job searches, scheduled courses, evaluated part-time faculty, worked closely with the Dean, hired secretarial help, organized an all-day departmental retreat for strategic planning and assessment, authored the department's annual report, handled student complaints, was the channel of communication between the administration and the philosophy faculty members, and so forth.

Member of the college's Curriculum Committee (2007-2008). The committee must approve proposals for new courses, course deletions, changes to course titles or descriptions, etc.

Member of the School of Arts and Sciences Communications Team (2007-present). Responsibilities of the team include producing a biannual publication for the School of Arts and Sciences, sponsoring an annual faculty lecture series, and communicating the School's mission and accomplishments to internal and external constituents.

Member of Philosophy Department faculty search committees (2005-2006, 2006-2007, 2007-2008)

Developer of two new, approved courses: Reality and Knowledge, and Philosophy of Science (to be offered for the first time in spring 2009). I also currently am developing a course proposal for Philosophy of Mind.

Participant in the Online Course Development Program (spring 2006), where I developed online sections of Business Ethics, the first online sections offered by the Philosophy Department. I taught my first online sections in fall 2006 and will teach online sections in fall 2007 and spring 2008.

Head of the Philosophy Department's assessment initiative (spring 2007, spring 2008). Responsibilities include developing a curriculum matrix and establishing assessment procedures (e.g., student surveys and pre- and post-tests) for the Value and Inquiry major program, the philosophy minor program, and for key service courses.

Webmaster for the Philosophy Department (2006-present)

Presenter at the Online Course Development Program (spring 2007)

Presenter at the Future is Now 3.0 at session on creating online courses (2006)

Member of the college's Enrollment and Retention Committee (2005-present)

Departmental undergraduate research liaison with the School of Arts and Sciences (2005-2006)

---

#### WEST POINT

---

Departmental Faculty Research Coordinator: Publicized research opportunities, helped faculty secure funding for research, and compiled departmental research profile (2003-2005)

Organizer for my department's 2-week-long Arriving Faculty Workshop (2004)

Presenter each term to the philosophy seminar for faculty at West Point (fall 2002-spring 2004)

Organizer of summer philosophy reading group (2003)

Member of committee to select my department's best senior thesis (2004)

Author of report on the academic climate in four companies of the Corps of Cadets (2003)

Presenter at workshops on the teaching of ethics (2004), the teaching of logic (2003), and the teaching of composition at West Point (2003)

Member of textbook selection committee for Introduction to Philosophy (2003, 2004)

Monthly department security officer (2002-2005)

---

#### UNIVERSITY OF CONNECTICUT

---

Assistant for guest-speaker program (Fall 1992-Fall 1994)

---

#### SERVICE TO STUDENTS

---

Academic advisor (Salem State College, 2007-present; West Point, fall 2003; U. of Connecticut, fall 1992-fall 1994)

Head of the Philosophy Club (Salem State College, 2005-present; West Point, 2003-2005; Drew University, 1998-1999). Duties at West Point included bringing on campus guest speakers such as Seyla Benhabib, Ruth Garrett

Millikan, Henry Shue, Margaret Gilbert, John Greco, and Louis Pojman. Activities at Salem State have included film nights with discussions after the movies.

Chaperone on three occasions for West Point cadets attending philosophy conferences (2003-2005)

Advisor for four West Point cadets' senior honor theses (2003, 2004)

Instructor for mini-class for applicants and their families at "Inside Drew" (1998)

---

### PROFESSIONAL AND COMMUNITY SERVICE

---

Referee for *Res Publica: The Journal of Legal and Social Philosophy* (2007)

Referee for business ethics textbook proposal for Prentice-Hall (2006)

Reviewer of logic textbook for Thomson/Wadsworth (2006)

Referee for papers for the 2005 Joint Services Conference on Professional Ethics

Member of the Salem Award Committee, [www.salemaward.org](http://www.salemaward.org), for the promotion of justice, tolerance, and human rights (2006-present). Duties include helping to select award recipients and to arrange and publicize the awards ceremony. Recipients have been international leaders in the fight for human rights, and I was pleased to have nominated our most recent recipients, the two lawyers who won the landmark Supreme Court case *Hamdan v. Rumsfeld* (2006), which established that detainees at Guantanamo Bay must be accorded rights guaranteed by the Geneva Conventions.

---

### CONFERENCE SESSIONS CHAIRED

---

"Subjectivism and Going Haywire." American Philosophical Association Central Division Meeting. Chicago, IL. 04/2005.

"Values and Valuing." American Society for Value Inquiry Session in conjunction with the American Philosophical Association Central Division Meeting. Chicago, IL. 04/2005.

Session on theories of perception. 27<sup>th</sup> International Wittgenstein Symposium. Kirchberg am Wechsel, Austria. 09/2004.

"Applied Values and Virtues." International Society for Value Inquiry. Boston, MA. 08/1998.

"Values: East and West." 24<sup>th</sup> Conference on Value Inquiry. Buffalo, NY. 04/1996.

"Political Discourses." 23<sup>rd</sup> Conference on Value Inquiry. Lodi, NJ. 04/1995.

---

### GRADUATE SEMINARS TAKEN

---

---

#### PHILOSOPHY OF MIND

---

Philosophy of Mind (Dr. Jerome Schaffer, U. of Connecticut)

Philosophy of Psychology (Dr. Ruth Garrett Millikan, U. of Connecticut)

---

#### EPISTEMOLOGY

---

Theory of Knowledge (Dr. John Troyer, U. of Connecticut)

---

## METAPHYSICS

---

Metaphysics (Dr. Donald Baxter, U. of Connecticut)

---

## PHILOSOPHY OF LANGUAGE

---

Philosophy of Language (Dr. Ruth Garrett Millikan, U. of Connecticut)

---

## LOGIC

---

Logic (Dr. Samuel Wheeler, U. of Connecticut)

Properties of Formal Systems (Dr. Scott Lehmann, U. of Connecticut)

---

## MORAL AND POLITICAL PHILOSOPHY

---

Moral Philosophy (Dr. Joel Kupperman, U. of Connecticut)

Recent Social and Political Philosophy (Dr. John Troyer, U. of Connecticut)

---

## HISTORY OF PHILOSOPHY

---

Ancient Philosophy: Aristotle (Dr. Lee Miller, SUNY at Stony Brook)

Medieval Philosophy (Dr. Arthur Stephen McGrade, U. of Connecticut)

History of Philosophy: Abelard (Dr. David Luscombe, U. of Sheffield)

The British Empiricists (Dr. Donald Baxter, U. of Connecticut)

Kant (Dr. Crawford Elder, U. of Connecticut)

---

## ANALYTIC PHILOSOPHY

---

Contemporary Philosophy (Dr. Anne Hiskes, U. of Connecticut)

Wittgenstein (Dr. John Troyer, U. of Connecticut)

---

## CONTINENTAL PHILOSOPHY

---

Existentialism and Phenomenology (Dr. Crawford Elder, U. of Connecticut)

Heidegger (Dr. Garry Brodsky, U. of Connecticut)

---

## LANGUAGES

---

German for Academic Purposes I (U. of Connecticut)

German for Academic Purposes II (U. of Connecticut)

## REFERENCES

---

**Dr. Ruth Garrett Millikan**

Dept. of Philosophy, Unit 2054  
University of Connecticut  
Storrs, CT 06269-2054 (USA)

(860) 486-4592 (voice)  
(860) 486-0387 (fax)  
[Ruth.Millikan@uconn.edu](mailto:Ruth.Millikan@uconn.edu)

**Dr. Louis Pojman**

Deceased; formerly at West Point; letter of recommendation is on file at the University of Connecticut.

**Dr. Thomas Magnell**

Chair  
Dept. of Philosophy  
Drew University  
Madison, NJ 07940-4000 (USA)

(973) 408-3843 (voice)  
(973) 408-3939 (fax)  
[tmagnell@drew.edu](mailto:tmagnell@drew.edu)

**Dr. Craig Vasey**

Chair  
Dept. of Classics, Philosophy, and Religion  
University of Mary Washington  
1301 College Ave.  
Fredericksburg, VA 22401 (USA)

(540) 654-1342  
(540) 654-1080  
[cvasey@umw.edu](mailto:cvasey@umw.edu)

**Dr. Crawford Elder**

Chair  
Dept. of Philosophy, Unit 2054  
University of Connecticut  
Storrs, CT 06269-2054 (USA)

(860) 486-3659 (voice)  
(860) 486-0387 (fax)  
[Crawford.Elder@uconn.edu](mailto:Crawford.Elder@uconn.edu)

**Dr. John Troyer**

Dept. of Philosophy, Unit 2054  
University of Connecticut  
Storrs, CT 06269-2054 (USA)

(860) 486-3668 (voice)  
(860) 486-0387 (fax)  
[John.Troyer@uconn.edu](mailto:John.Troyer@uconn.edu)

**Dr. Robert Tully**

Dept. of English & Philosophy  
United States Military Academy  
West Point, NY 10996 (USA)

(845) 938-3410 (voice)  
(845) 938-2562 (fax)  
[Robert.Tully@usma.edu](mailto:Robert.Tully@usma.edu)

**Dr. Daniel Zupan**

College Dean  
Valley Forge Military Academy & College  
1001 Eagle Road  
Wayne, PA 19087 (USA)

(610) 989-1450 (voice)  
(610) 688-1545 (fax)  
[DZupan@vfmac.edu](mailto:DZupan@vfmac.edu)