

## We're a Little Different Now

**W**hat's different in the philosophy department this year? It may not be immediately obvious — it even caught me by surprise — but a few weeks ago I looked around and found that every major leadership role in the department is currently held by a woman (department head: **Bonnie Mann**; associate department head: **Daniela Vallega-Neu**; director of graduate studies: **Rocío Zambrana**; director of undergraduate studies: **Beata Stawarska**!) I am so close to certain that this has never happened before that I would bet good money on it.

In a discipline that still holds the dubious distinction of being the most male-dominated of the humanities, where women receive less than 30 percent of PhDs awarded and are even more underrepresented in the professoriate, this achievement may have arrived quietly, but it warrants raucous celebration.

The University of Oregon has long held the distinction of being one of the very few philosophy departments in the country that maintains gender equity in the ranks of our MA and PhD students, while we

continue to struggle as other programs do to build such equity in our undergraduate program. Among the faculty, we have been doing better than the national average for some time. Nationally,

between 16.6 percent and 21.1 percent of tenure-related faculty positions in philosophy are held by women, while at Oregon, as of last academic year, 38 percent of our tenure-related positions were held by women.

This year, we added two full-time visitors,

**Erin McKenna** and **Susan Stocker**, tipping the balance of the faculty as a whole to 46 percent women. We are now in a position to see what kind of difference this particular difference makes, and I look forward to finding out as we transition into a new academic year. Of course our aspirations to diversity are, have been, and must continue to be about more than gender diversity, and we have things to celebrate and work to do in relation to these other aspirations, but it is important to pause, look around, and acknowledge the milestone of this not-so-little difference.

There is another group of women who deserve our appreciation and recognition for their leadership in making the Department of Philosophy the successful and positive place that it is. Our budget manager, **Pat Martin**, joined us last summer and has learned the ropes, kept us financially sound, and maintained a wonderfully cheerful attitude in the process. **TK Landazuri**, our longtime Undergraduate and Graduate Programs coordinator does so much invisible work in relation to course scheduling, getting GTFs paid, making sure students can register, advance, and get their degrees, that if she were to suddenly stop working (in protest or for the fun of watching the rest of us squirm), an instant train wreck would ensue. **Angie Hopkins** is no longer with us, but as our travel and events czar, she got members of our community and guests to and from the places they needed to go, made sure our food and lodging was paid for, and generally kept the wheels turning. A hearty thanks to Pat, TK, and Angie.

**Bonnie Mann**  
Department Head

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#### Note From the Editor:

Please consider the distinctive enduring identity of the UO Department of Philosophy. Like Theseus's ship of antiquity, which remained the same as planks and other parts were replaced, or like the rebuilt classic American cars in Havana, we endure through change — new people, new courses, new events, and new programs. Sometimes, as you will see, it is a matter of substitution and other times a matter of expansion. And so, we're a little different now . . .

— NZ

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#### THE THINKING DUCK

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# GOT ETHICS?



## Got Ethics? Launching the New Minor

The Department of Philosophy's new minor in ethics launched this past year, beginning officially in fall of 2015, but with a few students who heard about the planned program already signing up in the preceding spring term. We are happy to report that the ethics minor took off with a quick bang. It is already among the fastest-growing minors at the UO.

The Thinking Duck spoke with **Colin Koopman**, the inaugural ethics minor director this year. We asked him why he thinks the minor is of value for the UO community: "The goal of the ethics minor from the earliest stages of brainstorming was to make philosophy more widely available to the students at the UO. When I do outreach and promotion for the minor, I always say that in my personal little utopia everyone would major in philosophy. But being realistic, this is just not a viable choice for many students, and for a variety of really good reasons that I think we all accept. For instance, some students come from families that would question a major in philosophy. Perhaps some other students are focused on short-term job prospects (even though survey after survey shows that philosophy majors are among the highest earners in terms of longer-term career trajectories). And for many students, they just never get exposed to philosophy. But our research into other programs nationally suggested that a minor in ethics would be a way for an increased range of students to gain a deeper exposure to and training in philosophy beyond a class or two

late in their degrees. Nobody's family questions the importance of ethics; everyone understands that it's a value-add to their degree; and everyone already thinks of themselves as involved in ethical dilemmas even if they haven't had exposure to university-level philosophy courses."

There are already more than 60 students studying for the ethics minor, and after only six months it has evened up with the department's minor in philosophy in terms of enrollments. Koopman was careful to point out that the two minors are complementary rather than competitive: "Some students will be more drawn to the history of philosophy and some will be more drawn to ethical inquiry. We realized that it just didn't make sense for the UO philosophy department to cater to only one of these populations, but not the other. Now we are bringing the study of philosophy to both."

To help launch the minor, the College of Arts and Sciences, the Oregon Humanities Center, and a handful of other campus units helped organize visiting speakers as part of a speaker series titled "Got Ethics?" **Erin Tarver, PhD**, visited in fall term from Emory University to discuss the unique racism at play with Native American mascots. In winter term, **Shannon Vallor, PhD**, visited from Santa Clara University in the Silicon Valley to talk on virtue ethics for new technologies. In the spring, **Lorraine Code, PhD**, visited from York University in Canada to deliver a talk on ecology and ethics.

# A Year In the Life of Visiting Faculty

## Erin McKenna Visiting Professor

Teaching at Pacific Lutheran University for more than two decades, my introduction to the University of Oregon has mainly been through members of the Department of Philosophy and the College of Education who participate in the Society for the Advancement of American Philosophy and the Summer Institute in American Philosophy (often held at the UO during the summer). I have long valued my professional contacts with professors such as **Mark Johnson, Scott Pratt, Steven Brence, Colin Koopman,** and **Jerry Rosiek** who all regularly attend the Pacific Northwest American Philosophy Reading Group. The Summer Institute has, over the years, also given me the chance to begin to know **Ted Toadvine** and **Naomi Zack**. I have always valued my conversations with these members of the department and the department's support for the tradition of American philosophy. Because of this I welcomed the opportunity to join the department for a few years as a visiting professor. It has been great to have more time with old friends and to meet and get to know the rest of the department members this year.

It has been a busy year. First, I had to move myself, my dogs (Maeve and Kira), and my horse (Hank). Then I had to adjust to a new campus and the quarter system. It all happened very fast and I jumped right in. I chaired the department's committee on diversity and inclusiveness and attended the meetings of the university-wide diversity committee. I also had to prepare for new courses. I taught moral philosophy in the fall and the American pro seminar and a course on Charlotte Perkins Gilman in the winter term. This spring, I am teaching a course on ecofeminism for undergraduates and a course on ethics and food for graduate students. The chance to focus on topics such as food and ecofeminism has been exciting and I thank the department for this opportunity. I would also like to thank the students who have embarked on this adventure with me. I have found the undergraduate philosophy majors and minors here to be quite thoughtful and willing to engage in the materials in the various courses. Having graduate students in class has been a new experience for me, and it has



Erin and her horse, Nonesuch Second Smoke (better known as Hank), at the 2014 Grand National and World Championship Morgan Horse Show, where they won the championship for second-level dressage (amateur division) and the reserve championship for third level.

been nice to read so many well-written papers that explore interesting aspects of the texts we've been reading. I am excited to have graduate students from environmental studies this spring and I look forward to exploring more of the campus and community next year.

*News flash as we go to press: Erin McKenna will be joining the UO Department of Philosophy full time in September 2016.*

— Ed.



## Susan Stocker Visiting Assistant Professor

Plato's Meno asks, "Can human virtue be taught? Can we teach people to be excellent human beings?" Though General Meno claims to know what virtue is, his attempt to define it flies apart. His slave boy, however, consents to try a geometrical proof, doubling the area of a square. As Socrates questions him, the slave sees that his various attempts fail. He learns that he does not know, but is willing to go on learning. This dialogue shows that although virtue cannot be taught, it can be learned. Those who think they already know do not question, and therefore cannot learn, being unwilling to risk their present horizon of built-up commitments.

Teaching philosophy involves studying philosophy, which is a pleasure, for the texts we consider are such good company.

This year has given me the opportunity to prepare new or substantially new courses. Reading widely from Plato, Aristotle, Rousseau, Foucault, Marx, Adam Smith, Freud, Mead, Husserl, Lao Tzu, David Orr, Joan Tronto, Martha Nussbaum, Brook Muller, and Kathleen Dean Moore, we consider questions about who and what we are as human beings, what we can hope for, can rightly do, and can morally affirm.

# Interview with Dean Scott Pratt by Jon LaRochelle

Professor Scott Pratt became dean of the UO Graduate School in March 2015. Pratt had been the director of graduate studies in the philosophy department since 2012 and served as department head, associate dean of the humanities, and director of undergraduate studies for the philosophy department during his 20-year career at the UO. He has written or edited seven books and numerous articles and received a Williams Fellowship for Outstanding University Teaching. He is also editor for the *Transactions of the Charles S. Peirce Society*, a leading online journal in American philosophy.

**JL: What differentiates administrative work from academic work?**

**SP:** For me, my work as an administrator is continuous with my work as a philosopher and a teacher. As a teacher, my task is to provide students with what John Dewey called “educative experiences”—opportunities to engage in problems in ways that help them think about meaning and values. A successful education is one that expands and enriches students’ experiences and lays the ground for lifelong learning. My research—focusing on how agents actively order their experiences (and the experiences of others)—provides a framework for my teaching and writing. This work at the intersection of teaching and research has led to a couple of textbooks—one on logic and the other on the history of American philosophy—and a wide range of courses that take up issues of pluralism,

race, gender, education, and logic.

Of course, my work as a teacher and scholar are made possible by a university organized in a way that supports this sort of work with funding, library resources, technology, classrooms, and, most important, students, who are as much a part of my learning as I am of theirs. But universities do not organize themselves. Occasionally, those of us who teach need to step back from that work in order to support the work of colleagues and students by setting the stage for their work. This sort of support sometimes means serving on committees or the University Senate, at other times it means helping with the faculty union, and occasionally it even means serving as dean.

**JL: What do you like about the work?**

**SP:** Over the last year, the Graduate School has helped to transform graduate education by significantly increasing funding to PhD students and establishing high-quality metrics to help programs and departments set goals. We’ve established a new scholarship program for graduate students from the nine federally recognized Indian tribes of Oregon and expanded by 12 the number of doctoral dissertation fellowships awarded each year by the university. I’ve also gotten to know a lot about the diversity and quality of the UO’s graduate programs, and have had the chance to work with many

## Achievements and Awards

**Martina Ferrari**, doctoral student in philosophy, was one of five recipients of the 2016 Gary E. Smith Summer



Martina Ferrari

Professional Development Award. This award provides support to outstanding master’s or doctoral students pursuing academic, professional development, or training enrichment opportunities during the summer. This year’s recipients will be traveling all over the globe to gain a variety of new skills—from learning GIS (geographic information system) mapping techniques in England to studying the works

of philosopher Gilles Deleuze in Rome, Italy.

**Jon LaRochelle**, doctoral student in philosophy, received the 2016 Eric Englund Research Fellowship, designed to support doctoral students whose research is in American literature, history, philosophy, or other related fields. LaRochelle’s project draws



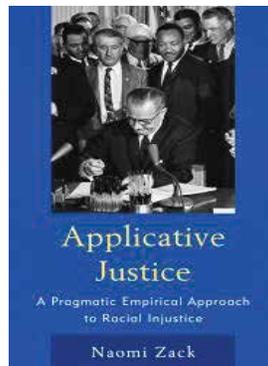
Jon LaRochelle

on American philosophy—especially pragmatism—to explore a novel conception of power. LaRochelle’s research addresses what it means to have and seek power in the context of community activism while examining the issue of

homelessness in Eugene. This fellowship carries an award stipend of \$18,000 for three terms or \$12,000 for two terms.

**Naomi Zack’s** new book *Applicative Justice: A Pragmatic Empirical Approach to Racial Injustice* has been published by Rowman & Littlefield.

While the present justice paradigm in political philosophy and related fields begins from John Rawls’s 1970 Theory of Justice, Zack insists that what people in reality care about is not justice as an ideal, but injustice as a correctable ill.

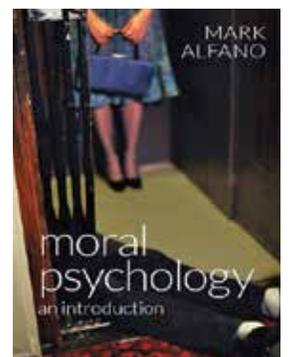


For a way to describe real injustice and the society in which it occurs, Zack resurrects Arthur Bentley’s key insight that government and law (or political life) is a constant process of contending interest groups throughout society. Just law and unjust practice coexist as a fact of political life. The correction of injustice in reality requires applicative justice, in a comparison between those who are treated unjustly with those who are treated justly, and the design of effective measures to equalize such treatment.

For more information, visit <https://rowman.com/ISBN/9781442260009/> *Applicative-Justice-A-Pragmatic-Revision-of-Injustice-Discourse#*.

**Mark Alfano’s** new book, *Moral Psychology: An Introduction*, has been published by Polity in both hardcover and paperback.

Moral psychology is the systematic inquiry into how morality works, when it does



work, and how it breaks down when it doesn’t work. In this comprehensive new textbook, Alfano first outlines the five central concepts in the study of moral psychology: agency, patiency, sociality, temporality, and reflexivity. Subsequent chapters each address a key area of research, which Alfano relates both to the five central concepts and to empirical findings. He then draws out the philosophical implications of those findings before suggesting future directions for research. One of Alfano’s guiding themes

faculty members and administrators committed to the value of graduate education in the context of a liberal arts university. In short, I've really enjoyed being the dean of the Graduate School and I look forward to a few more years in the role.

**JL: What do you think are the biggest challenges facing graduate education at UO?**

**SP:** Two challenges. First, graduate students, especially PhD students, need funding to complete their work. The next generation of scholars and college teachers do not just happen. Salaries for college professors and instructors, like those of teachers everywhere, are often low. In order to make it possible to have a next generation, the university, donors, and state governments need to fund both undergraduate and graduate students. High indebtedness can block access to graduate education and, after degrees are awarded, can block the ability to accept the relatively low salaries of beginning college teachers. I'm hoping to establish a Graduate School advisory board over the next two years that will include alumni who can help address the funding needs of our students.

Second, job placement for our graduates. Graduate degrees are increasingly important to long-term success in careers. People with graduate degrees on average earn 75 percent more than those with

bachelor's degrees over their careers. But these successful careers are not always academic. The Graduate School and graduate programs at the UO need to diversify career support for students, helping to make it clear how the skills and knowledge students have learned in graduate study apply to many different fields and kinds of work.

The Graduate School is working on developing career support for graduate students across the university who want to seriously consider careers outside the academy. We hope to offer career planning courses for the first time next year.



is that moral philosophy without psychological content is empty, whereas psychological investigation without philosophical insight is blind. He advocates and demonstrates a holistic vision that pictures moral psychology as a project of collaborative inquiry into the descriptive and normative aspects of the human condition.

Visit Amazon.com: [www.amazon.com/gp/product/0745672256/](http://www.amazon.com/gp/product/0745672256/)

UO philosophy doctoral candidate **Russell Duvernoy** has been awarded the Oregon Humanities Center Dissertation Fellowship for 2016–17, which will provide a term of support free from teaching and for working on his dissertation, "Feeling in Process: Alternative Empiricisms and Metaphysics in Whitehead and Deleuze."

Read more about OHC Dissertation Fellowships at [ohc.uoregon.edu/graddissfell.html](http://ohc.uoregon.edu/graddissfell.html)



**Russell Duvernoy**

UO philosophy doctoral student **Anna Cook** was awarded the Ila and John Mellow Prize at the 43rd Annual Society for the Advancement of American Philosophy meeting in Portland, Oregon, for her paper "Intra-American Philosophy in Practice: Indigenous Voice, Felt Knowledge, and Settler Denial." This prize recognizes excellence in advancing the American philosophical tradition toward the resolution of current personal, social, and political problems. Anna's paper will

be published in the upcoming edition of the *Pluralist*.

At the same meeting, UO philosophy doctoral student **Maggie Newton** was awarded



**Anna Cook**

the Society's Jane Addams Prize for her paper "Philosophical, Existential, Letter Writing: A look At Sor Juana Ines De La Cruz's 'reply' and Gloria Anzaldúa's 'Speaking in Tongue's.'"

Philosophy doctoral student **Gus Skorburg** has been accepted into two highly competitive summer



**Gus Skorburg**

institutes on philosophy, moral theory, and cognitive sciences: the June 2016 Summer Seminar "Virtue, Happiness, and the Meaning of Life," organized by the University of Chicago (<https://virtue.uchicago.edu/page/june-2016-summer-seminar-virtue-and-happiness>), and the 2016 Summer Seminars in Neuroscience and Philosophy, organized by Duke University ([www.neuroscienceandphilosophy.com](http://www.neuroscienceandphilosophy.com)).

Together with **Christina Karns** (psychology), **Mark**

**Alfano**, assistant professor, has received a \$17,000 award from the Williams Fund to build an interdisciplinary course on the philosophy, psychology, and neuroscience of morality. In addition, Karns and Alfano have received a \$190,000 award from the John Templeton Foundation for an interdisciplinary project titled "Giving from the Heart: The Role of the Heart and the Brain in Virtuous Motivation



**Christina Karns**



**Mark Alfano**

and Integrity."

"What does it mean to have integrity, and how do we tell whether someone has it?"

*Continued on page 9*



## Philosophy for Children by Jon LaRoche

The Department of Philosophy will host a public event on philosophy for children organized by Paul Bodin, Kimberly Parzuchowski, and Caroline Lundquist May 20–21

The organizers describe philosophy for children as a “collaborative” effort to “deal with underlying issues, themes, and topics that are connected to children’s lives” in a “shared community of inquiry.”

UO’s ongoing philosophy for children program provides support for critical thinking in public education beset, as Paul points out, by “high-stakes assessment, a thoroughly segmented day, pressure to cover lots and lots of material, and minimal support for teacher in-service training.”

More than critical thinking, philosophy for children cultivates capacities for informed political participation. Caroline puts it well:

“Part of what we model in these classrooms is what a good democracy looks like, where everyone has views, but they have to have reasons for their views. They express legitimate, reasoned opinions, and then they learn to respectfully disagree.”

The children take these lessons to heart. Caroline says they are “very happy that in one of our classrooms a young girl—a third grader, no less—started a little trend of saying ‘I respectfully disagree with my classmate’” before presenting her own view. The students learn to listen carefully and respectfully respond to each other’s views without surrendering judgment.

This practice helps the organizers think a little differently about college pedagogy. “There’s a way in which we are making meaning in these



engagements that I find really powerful, and want to bring to my college classrooms,” said Kimberly. “There’s something happening here: the wonder, the receptivity, the openness to the journey, that is harder to create in the college classroom.”

The upcoming event will spread awareness about the program, provide a public face for philosophy, and dispel common misconceptions of philosophy as an esoteric practice reserved for ivory tower intellectuals. New connections will expand the coalition—of undergraduates, teachers, administrators, students, and community members—to make the program successful.

The organizers want to help parents make philosophy part of their relationship with their children. Parents will hopefully discover in their children, perhaps for the first time, an intelligent and curious interlocutor.

The event will consist of talks by Peter Worley (president of Sophia, the European Foundation for the Advancement of Doing Philosophy with Children) and Sara Goering (program director for the University of Washington’s Center for Philosophy for Children) and workshops for teachers, students, and parents. It will take place at the Eugene School District 4J Education Center. For information, see the philosophy department website.



# UO Department of Philosophy: The Movie

by Naomi Zack and Steven Brence

**Naomi Zack:** Professor Brence, given your vantage point as a filmmaker-critic-scriptwriter and your ongoing support of avant-garde video culture in the Pacific Northwest, do you have an organic theory of the connection between postmodern academic philosophy and digital film? (I specifically reference “digital film” insofar as we may be in both a pre- and post-McLuhan moment given the interventions of social media.)

**Steven Brence:** Professor Zack, I’m not sure that I can answer the question you’ve posed. One of the absolute impossibilities in the present age, in light of its indeterminate relation to McLuhan (and, it must be admitted, to Canadians in general), is that of advancing organic theories of anything, including the place of avant-garde video culture in respect to academic philosophy. I say this while admitting fully the suturing function of social media vis-à-vis the unitary subject.

**NZ:** Well, OK, I think your response provides important orientation for the subject at hand. As we know, on behalf of the UO Department of Philosophy, you have been talking to Jeff Hall, a UO alum and philosophy major who now makes films in Portland. The idea is to make a film about the UO philosophy department. Can you describe that project for our readers?

**SB:** Yes, Jeff and I have been developing a film project on the grand scale of silent-era Hollywood. We envision it involving thousands of extras, chariot races, and perhaps even the fiery destruction of the second temple in Jerusalem (in model form, of course). If we should fail to raise the financing necessary to realize that grand vision, however, an alternative would be to create a more intimate video profile of the philosophy department and the people involved with it—faculty, students, and graduates. Realistically, the project will likely involve drone-mounted cameras and even original music; Jeff’s abilities as a filmmaker are quite various and impressive.

**NZ:** Does this mean we will have at least one drone able to hover outside of 250 Susan Campbell Hall during a faculty meeting? And can there be recording equipment capable of picking up conversations in the room if the windows are not open?

**SB:** Yes, certainly. I’m afraid we’ll have to insist on deploying both of those capabilities (and several others), though we’ll likely deny having done so later.



Jeff Hall

**NZ:** I think these details are important to consider beforehand, because what is important to us as philosophers is our discussion of the film before, during, and after its production. In fact, I believe the film itself can have only the flimsiest material existence as a thing, and, in this case, may mainly be a placeholder or mnemonic device for philosophical reflection. Do you agree?

**SB:** I agree, absolutely. The only way for us, as philosophers, to get past the many thorny issues concerning the ontological status of films (Are they things, events, transactions of sorts? Do they have their being in themselves, the intentions of their creators, in the experience of viewers?) is to allow them as little real being as possible, outside of our reference to them. Ideally, my role will be to effect destruction of the film contemporaneous with Jeff’s production of it. The mythical lost version of “The Magnificent Ambersons”, for example, holds infinitely more interest, I am sure you will agree, than the “actual film” that now bears that title.

**NZ:** I’m not familiar with Ambersons as you mention, but I have for some years been haunted by “Fitzcarraldo”, which has the power of a probably impossible idea. Or maybe it’s just the power of an idea. If you “deconstruct” as Jeff creates, is that a transmogrification of matter into idea? (That would be the metaphysics of it—epistemologically, it would be a shift from realism to idealism.) Could you comment on this as philosophical process and whether it qualifies as philosophical action?

**SB:** Yes, most definitely! I believe that a certain kind of destruction is necessary for any kind of philosophical action. It is this realization, now widely shared, that is perhaps behind the present ambiguity toward Canadians (or toward McLuhan at the minimum) and their emphatic positivity. I am tempted to quote Adorno when he indicated that “the best magnifying glass is a splinter in the eye.” In this case, integrating the destruction of the film into the very process of its creation serves to render the film an “impossible idea” rather than an object or event—i.e., a site of genuine indeterminacy, that is possibility, in the field of (philosophical) action—a provocation rather than a closure.



# What Is Human? Conference

by Maggie Newton and Madeline Georgevich

**W**hat is human? This confounding question was explored by the participants and attendees of the ninth annual “What Is . . . ?” conference — a yearly conference organized by the University of Oregon’s Graduate Philosophy Club. Each year, the conference organizers select a new theme to complete the phrase “What is . . . ?” The winning theme is selected based on its capacity to include a wide array of philosophical viewpoints, scholarship, and research interests. A few past themes included “What is: pluralism?,” “What is: materialism?,” and “What is: liberalism?” As per tradition, the conference organizers are tasked with selecting two undergraduates, two graduates, and two faculty members to present their work. This year, we were excited to have undergraduates **John Olson** and **Alison Escalante**, graduates **Billy Dean Goehring** and **Devin Fitzpatrick**, and philosophy faculty representatives **Naomi Zack** and **Peter Warnek** present their outstanding submissions. On the big day, the Knight Library Browsing Room was abuzz with excitement — the audience was filled with a number of undergraduates, graduates, and faculty members from various departments, all of whom gathered together to ask, “What is human?”

So, what is human for each of our presenters? Or, what are some of the important ideas, concepts, or elements to examine when considering questions pertaining to humanity? Our undergraduate presenters grappled with issues of gender in defining human beings, their bodies, and their positions in society. For **John Olson**, the human is a being whose gender and culture are tightly interwoven. He argued that colonialism forces us to think in ways that constrain our understanding of gender, neglecting the lives of those who exist outside of the heteronormative binary. Questioning the boundaries of what or whom is considered “human” or “nonhuman,” **Alyson Escalante** argued for a trans-ecology that would recognize the trans position. She discussed how trans bodies disrupt and violate human boundaries, and that violent consequences arise from ignoring this natural subject position.

Our graduate presenters addressed human perspectives and communal interactions.

**Organizers Maggie Newton (first-year PhD graduate student, Department of Philosophy, on the right) and Madeline Georgevich (first-year MA graduate student, Department of Philosophy, on the left).**



**Presenter John Olson**



**Presenter Alyson Escalante**



**Presenter Billy Dean Goehring**



**Presenter Devin Fitzpatrick**



**Presenter Peter Warnek**



**Presenter Naomi Zack**



**Billy Dean Goehring** drew from the philosophy of Fujitani Mitsue to evoke the intermingling between the public mind and the private mind of human beings, claiming that poetic language moves the public heart. **Devin Fitzpatrick** questioned what it means to do philosophy in the “first person.” He asked what the limits to such an approach are, and how it might be possible to philosophize from a nonhuman standpoint. Ultimately, he argued that there is a gradualism to first-person philosophy, properly understood.

**Peter Warnek** investigated how the human being becomes responsible through the act of deciding, and how responsibility is a consequence of freedom. Moreover, he elaborated upon how political freedom is the reason for community, and that this kind of freedom is constitutive of the “we” that binds a community. Our last presenter of the evening, **Naomi Zack**, attacked the question itself, arguing that to ask “what is human?” is a vain and narcissistic question that supposes a detached human perspective. Zack urges us to realize that humanity exists in relation to the environment and the things we need to exist, such as air, water, and plants. This relationality is essential for our survival, and thus, we must consider more than ourselves. She asked the audience to consider instead what is good, just, beautiful, useful, or strengthening, rather than reifying or valorizing the human position.

This year’s conference was a great success. Our presenters approached questions surrounding humanity in unique and fruitful ways. The provocative nature of the Q and A portion was so lively that the conversations spilled over well into the coffee and tea breaks, which showcased how this conference provides a space for the university community to gather, discuss, and work through philosophical questions. We look forward to next year’s conference, and we hope that you will join us!



## Why Major in Philosophy?

On delivering philosophy major recruitment slides  
by David Alexander Craig

As a PhD candidate pursuing a career in academic philosophy, the question of the value of studying philosophy at the undergraduate level is, and should be, of central interest to me. After all, if undergraduate students cannot rightfully and sensibly be advised to pursue the majors and minors offered by college and university philosophy departments, then present and aspiring faculty members of these departments (particularly those in departments, first of all, tasked with educating undergraduate students) would face an uphill battle in justifying their continuing presence to administrative executives, boards of directors, and the parents of the undergraduate students themselves. Thankfully, the study of philosophy at the undergraduate level can be rightfully and sensibly advised. For, as I learned in presenting the department's major and minors to UO undergraduate students this past winter term, studying philosophy

is not only rewarding personally and intellectually but also monetarily. According to one statistic, students majoring or minoring in philosophy can on average expect to earn higher salaries both immediately after graduation and over the course of their careers than students who pursue degrees in professional, preprofessional, other humanities, or social science fields. The reasons for this, evidence suggests, are simple enough: philosophy students develop the skills in critical thinking, clear communication, and creative action that employers look for in job applicants. While my own decision to major in philosophy as an undergraduate student was not primarily justified on these grounds, presenting this information at the UO further galvanizes me in my choice. May it galvanize others, too!

### Achievements and Awards *continued from page 5*

In this project, we understand an integrated self as one whose parts—especially its motivational parts—fit together harmoniously. Someone with an integrated self is better able to act in the face of conflicting incentives because her internal states consistently guide her in the same direction. By contrast, someone with a more-or-less disintegrated self should behave less fluently and effectively when acting in accordance with his values because some of his other mental states point him in another direction. We will conduct a series of studies aimed at measuring integrity in the context of generosity. Integrated and disintegrated generosity and selfishness, in turn, should lead to distinctive

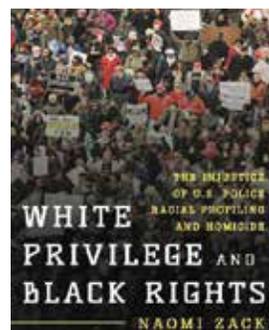
patterns of stress and neural reward processing when giving to or taking from charity, which we will measure in the lab using electrocardiogram (EKG) and electroencephalogram (EEG). Finally, these embodied signals should mediate the influence of the more-or-less integrated generous self on actual giving behavior, which we will also assess in the lab.”

For more information, visit [smvproject.com/initiatives/grants/karns](https://smvproject.com/initiatives/grants/karns).

Professor **Naomi Zack's** *White Privilege and Black Rights: The Injustice of US Police Racial Profiling and Homicide* was published by Rowman & Littlefield.

**Naomi Zack** argues against white privilege discourse while

introducing a new theory of applicative justice. Zack draws clear lines between rights and privileges and between justice and existing laws to make sense of the current crisis. This urgent and immediate analysis of the killings of unarmed black men by police officers shows how racial



profiling matches statistics of the prison population with disregard for the constitutional rights of the many innocent people of all races. Moving the discussion from white privilege discourse to the rights of blacks, from ideas of white supremacy to legally protected police impunity, and from ideal and nonideal justice theory to existing injustice, *White Privilege and Black Rights* examines the legal structure that has permitted the killings of Trayvon Martin, Michael Brown, Eric Garner, Tamir Rice, and others. Deepening understanding without abandoning hope, Zack shows why it is more important to consider black rights than white privilege as we move forward through today's

culture of inequality.

For a discount offer, visit <https://blogs.uoregon.edu/philosophy/files/2015/04/WhtPrivBlkRtsDiscountFlyer-1242m1j.pdf>

**Rocío Zambrana**, assistant professor, was selected to receive a 2016–17 Oregon Humanities Center Faculty Research Fellowship. Zambrana will use her fellowship to complete her book, *Neoliberal Coloniality and the Crisis of Critique*. Oregon Humanities Research Center: [ohc.uoregon.edu](http://ohc.uoregon.edu)

*Continued on page 11*

# Support the UO Philosophy Department

Faculty, students, and staff members in the University of Oregon's Department of Philosophy are committed to advancing the educational and scholarly mission of the university. Although we are a public university, only 5 percent of the university's funding comes from the State of Oregon. Budget cuts during economic downturns over the past two decades have forced the legislature to shrink allocations for higher education. We are thus grateful that many of our alumni, friends, and sustainers share our educational, scholarly, and cultural ideals, and

that they are able to support our efforts through financial gifts.

The philosophy department depends on gifts from our alumni and friends to support and enrich the content and form of the philosophy education that we provide. If you would like to help, one good way to support us is to make a donation to the philosophy department's general fund. To make a contribution online you can give to the University of Oregon Foundation Philosophy Department Fund on the UO Department of Philosophy website.

## At this time, the UO Department of Philosophy would greatly benefit from funds earmarked for the following:

- Travel funds for graduate students to attend professional conferences and conduct research at archives and field sites
- Undergraduate and graduate student essay prizes
- Research funds for undergraduate and graduate students to buy books, or to purchase books for the departmental library

- Funding for our Teaching Children Philosophy program, which brings philosophy to grade school classrooms
- Support for inviting speakers to campus, including stipends for video conferences
- Support for conferences on specific philosophical and cultural topics hosted by the department

In the past, donors have made innovative suggestions for program development and enrichment and we continue to welcome such contributions.

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## Thank You Donors!

Gifts of any amount are appreciated. Gifts from \$5 to \$1,000 will be considered supporting gifts, those over \$1,000 are considered special mention gifts, and over \$10,000 are sustaining gifts. Thank you all!

# Events

## The 2016 Summer Institute in American Philosophy

July 11–16, 2016 / William W. Knight Law Center, University of Oregon  
 With keynote speaker Patricia Hill Collins, professor of sociology at the University of Maryland and former president of the American Sociological Association. For an event flier, contact Colin Koopman, koopman@uoregon.edu, 541-346-5980.

## Collegium Phaenomenologicum 2016

July 11–29, 2016 / Città di Castello, Italy  
 The Collegium Phaenomenologicum will convene for its 41st annual session in Città di Castello, Italy. Contact Alejandro Vallega, avallega@uoregon.edu, or Daniela Vallega-Neu, dneu@uoregon.edu

## Public Philosophy Event: Philosophy for Children

May 20–21, 2016  
 Inspired by the success of Special Studies: Teaching Children Philosophy (PHIL 399)—a 4-credit undergraduate course drawing students from educational foundations, philosophy, or students premajoring in education—Paul Bodin, philosophy adjunct instructor, Caroline Lundquist, MA '06, PhD '13, and Kimberley Parzuchowski, MA '09, PhD '15, are working to organize a public event that involves a wider community in a series of conversations and workshops about the value and the curriculum of philosophical inquiry with children and young adults in public school settings.

*Continued on back page*

## Achievements and Awards *continued from page 9*

**Nicolae Morar**, assistant professor of philosophy and environmental studies, was selected to receive a 2016–17 Robert F. and Evelyn Nelson Wulf Professorship in the Humanities. Morar will use his fellowship to design a new course in clinical ethics—a 10-week program (one week in the classroom and one week in the hospital, alternating)

Research Fellowship (HURF) program while writing an honors college thesis on colonialism, French identity,



Sara Carey

Gilman Scholars receive up to \$5,000 to apply toward study-abroad program costs.

**Nicolae Morar's** new book, *Biopower: Foucault and Beyond*, was published by the University of Chicago Press.

Michel Foucault's notion of "biopower" has been a highly fertile concept in recent theory, influencing thinkers worldwide across a variety of disciplines

leading contemporary scholars to explore the many theoretical possibilities that the concept of biopower has engendered in debates ranging from health-care rights to immigration laws, HIV prevention discourse, genomics medicine, and many other topics.

For more information, visit the University of Chicago Press website: [www.press.uchicago.edu/ucp/books/book/chicago/B/bo20133023.html](http://www.press.uchicago.edu/ucp/books/book/chicago/B/bo20133023.html).



Rocío Zambrana



Nicolae Morar

and film (Steven Brence, senior instructor in the University of Oregon philosophy department, is her advisor). Fellows receive a \$2,500 stipend to support them during their research experience.

Read more about the HURF program at [uop.uoregon.edu/students/opportunities/current-uo-opportunities/urop-affiliated-programs/2883-2](http://uop.uoregon.edu/students/opportunities/current-uo-opportunities/urop-affiliated-programs/2883-2).

to explore ethical dilemmas as they emerge in a hospital setting. This opportunity would not be possible without the help of John Holmes (director of ethics at Sacred Heart Medical Center) and the Oregon Humanities Center.

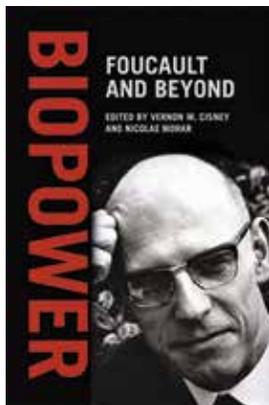
Read more about the Robert F. and Evelyn Nelson Wulf Professorship in the Humanities at [ohc.uoregon.edu/wulffell.html](http://ohc.uoregon.edu/wulffell.html)

**Sarah Carey**, a senior majoring in philosophy, was selected to participate in the Humanities Undergraduate



Ghoncheh Azadeh

**Ghoncheh Azadeh**, a junior majoring in philosophy, was one of five students chosen (out of 11 UO applicants) to receive the spring 2016 Benjamin A. Gilman International Scholarship.



and concerns. In *The History of Sexuality*, Foucault famously employed the term to describe "a power bent on generating forces, making them grow, and ordering them, rather than one dedicated to impeding them, making them submit, or destroying them." With this volume, **Vernon W. Cisney** and **Nicolae Morar** bring together

**Rocío Zambrana's** new book, *Hegel's Theory of Intelligibility*, was published by the University of Chicago Press.

Hegel's Theory of Intelligibility picks up on recent revisionist readings of Hegel to offer a productive new interpretation of his notoriously difficult work, *Science of Logic*. Zambrana transforms the revisionist tradition by distilling the theory of normativity that Hegel elaborates in *Science of Logic* within the context of his signature treatment of negativity, unveiling how both features of his system of thought operate on his theory of intelligibility. Zambrana thereby clarifies crucial features of Hegel's theory of normativity previously thought to be absent from the argument of *Science of Logic*—what she calls normative precariousness and normative

ambivalence. Zambrana shows that *Science of Logic* provides the philosophical justification for the necessary historicity of intelligibility. Intervening in several recent developments in the study of Kant, Hegel, and German Idealism more broadly, this book provides a productive new understanding of the value of Hegel's systematic ambitions.

For more information, visit the University of Chicago Press website: [press.uchicago.edu/ucp/books/book/chicago/H/bo20832348.html](http://press.uchicago.edu/ucp/books/book/chicago/H/bo20832348.html).



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## Keep in Touch!

If you are a UO philosophy department alumni, a supporter of the department, or simply a local fan of philosophy, please take a moment to tell us about yourself and write some feedback or comments about the department. Contact us via e-mail at [uophil@uoregon.edu](mailto:uophil@uoregon.edu).

In your comments, please tell us how the department has been relevant to your life, or share your thoughts about the role of philosophy in life. If you are an alumni, please include the year you graduated and

your present occupation. (Unless you request anonymity, we will make every effort to include your comments in the next Thinking Duck.)

Or, if you prefer, you can send a check made payable to the University of Oregon Foundation at

Department Head  
Department of Philosophy  
1295 University of Oregon  
Eugene, Oregon 97403-1295

The department has a number of continuing community outreach and intellectual enrichment projects, as well as prizes for student achievement. Funds contributed to the department will be allocated by faculty where needs are most pressing or projects most promising. However, if you would like to have your gift support a specific goal or item, please include a note to Bonnie Mann, department head (or contact her via e-mail at [bmenn@uoregon.edu](mailto:bmenn@uoregon.edu)).

### Events *continued from page 11*

This event is aimed at numerous stakeholder groups within the Eugene School District 4J, Springfield, and Bethel School Districts. These stakeholders include philosophers of education, public school educators, education students, education administrators, parents of public school students, and current public school students. For more information, contact Paul Bodin: [pbodin@uoregon.edu](mailto:pbodin@uoregon.edu), 541-686-9270.

#### **“Knowing Ethically, Thinking Ecologically”**

*May 17, noon–1:30 p.m. / Browsing Room, Knight Library*

Colloquium talk on environmental ethics with Lorraine Code. Part of the Ethics Speaker Series to launch the UO’s new ethics minor. Lorraine Code is professor emerita of philosophy at York University in Toronto, Canada, and a Fellow of the Royal Society of Canada. Contact Colin Koopman for more information.

#### **Trans Experience in Philosophy Conference**

*May 13–15 / 110 Fenton Hall*

This conference explores the intersections between transgender studies and philosophy by bringing philosophical reflections to bear on trans experience, representation, identity, and politics. We welcome papers that engage participants in a variety of issues or topics, including but not limited to trans embodiment, ethical concerns specific to trans persons, the relationship between transgender studies and feminist philosophy, and how classical phil-

osophical frameworks might elucidate aspects of trans experience. Through these reflections, we also hope to interrogate our understanding and practice of inclusivity in academia. Considering the attention given to the status of women in philosophy in more recent years, we are particularly interested in addressing the practices, content, and implicit biases of philosophy with regard to nonconforming genders and noncisgender bodies.

Conference Program. If you have any questions about the conference, e-mail the conference committee at [transphilconference@gmail.com](mailto:transphilconference@gmail.com). For additional information, contact Fulden Ibrahimhakkioğlu: [fulden@uoregon.edu](mailto:fulden@uoregon.edu).

#### **“Cows and Chicks: An Ecofeminist Pragmatist Perspective on Livestock”**

*May 6, 3:00–4:30 p.m. / Living-Learning South Performance Hall*

Undergraduate Talk with Erin McKenna, Visiting Professor of Philosophy  
Contact Beata Stawarska for more information: [stawarsk@uoregon.edu](mailto:stawarsk@uoregon.edu).

#### **Undergraduate Philosophy Conference**

*April 30, 9:00 a.m.–4:50 p.m. / 176 Education Building*

Call for papers. Contact Beata Stawarska for more information: [stawarsk@uoregon.edu](mailto:stawarsk@uoregon.edu).

For additional information about philosophy events, contact Beata Stawarska, chair, Colloquium and Special Events Committee, [stawarsk@uoregon.edu](mailto:stawarsk@uoregon.edu).