



DEPARTMENT OF PHILOSOPHY NEWSLETTER SPRING 2021, No. 54

FROM THE CHAIR'S DESK

Making progress through a pandemic is not easy, but we are still here, still doing philosophy, and still moving forward.

Working with partners in Political Science, Rosa Terlazzo and I developed detailed plans for a joint major in Politics, Philosophy, and Economics, which will launch in the coming academic year. Working with colleagues in the Department of Mathematics, Zeynep Soysal, Paul Audi, and I strengthened our cooperation in making the Philosophy Minor an attractive choice for Math Majors. Working with the Humanities Center and colleagues in Anthropology, Economics, History, and VCS, Rosa Terlazzo and I secured a \$225,000 Mellon Foundation Grant for a year-long series of events on migration in the Americas. Our colleagues Jens Kipper and Jon Herington did terrific work in obtaining other grants and organizing a working group on AI and Human Values and a widely attended workshop on Algorithmic Ethics.

Meanwhile new courses were launched, including a seminar on Pandemic Ethics, created by Richard Dees, and a course in Philosophy of Brain and Cognitive Science, taught by our 3-year visitor in philosophy of science, Mark Povich. Building on Zeynep, Jens, and Paul's work in forging the most vibrant working relationship we have ever had with Linguistics, we enrolled our first joint PhD student in Linguistics and Philosophy as part of an extraordinarily large and talented class of incoming doctoral students.

Rich Feldman, Deborah Modrak, Alison Peterman, Paul, Mark, and I all have books in progress, Bill Fitzpatrick completed one in fall 2020, and Jens had one appear in 2020.

As my 17th year as Chair of Philosophy winds down, I am immensely grateful to all of my colleagues, and the entire university community, for their goodwill and excellent work in sustaining us through a difficult period.

I am also *delighted* to announce that Alison and I are preparing to collaborate as Co-Chairs for a 3-year term beginning July 1. This feels like a natural outgrowth of our collective progress in becoming a department strongly oriented to collaboration both internally and in our joint efforts with others across the University. And just for the record, it's a brilliant idea.

Randall Curren

*Text of the Diploma Ceremony Address to the
Philosophy Graduating Class of 2021*

A Singular Role

I first gave a commencement address at a Philosophy diploma ceremony in 1989, in the Welles-Brown Room of Rush Rhees Library. Thinking back on my own experience as the son of an anxious father who didn't know what Philosophy is, I spoke primarily to the parents of our graduates. I sought to assure them that anyone who does well in Philosophy at this university will be okay.

The aspect of my own graduation that I am recalling today is the commencement address. It was about the founding of my college, the University of New Orleans, and how important it was for the city to have its first public university. I learned from that speech that New Orleans had the singular distinction of being both the poorest and the most economically polarized major city in the U.S. I recognized the story of my own family in its references to the city's small middle class consisting largely of people who were educated out of state and moved to New Orleans for opportunities in the booming oil industry. I grasped my own role in the history of an institution and a place – a history of immense chasms of opportunity and efforts to overcome them.

I would like to repay this debt by sharing with you some things I have learned about the history of Philosophy at the University of Rochester. In doing this, I will address the singular role in this history played by our colleague Deborah Modrak, who will be retiring next month after 37 years of service to the University.

Philosophy has played an important role in the University of Rochester since its founding in 1850. The Rev. John Sharp Maginnis was Professor of Intellectual and Moral Philosophy when the University opened its doors. He was soon succeeded by Martin Brewer Anderson, who was U of R President from 1853 to 1888 and held the title of Burbank Professor of Intellectual and Moral Philosophy for thirty years. Anderson's terminal degree was an LL.D., a doctorate in law, and he

concluded his 36 years of service to the University in 1890 as Professor of Political Economy. The disciplines of Politics, Philosophy & Economics that we have reunited as a PPE program were less distinct in that era.

The University's faculty of Philosophy grew from one to two men, with the appointments in 1881 of George Mather Forbes, LL.D., a Professor of Greek, Logic, Philosophy, and Pedagogy, and the appointment in 1889 of David Jayne Hill, LL.D., the University's second Philosopher-President and Burbank Professor of Intellectual and Moral Philosophy. The first Ph.D. philosopher arrived in 1904, as Philosophy was establishing itself as a distinct profession in the U.S.

A faculty of two Ph.D. philosopher men was the norm for many decades, and it was not until 1948 – nearly a century after the university's founding – that a philosopher who was *not* a man was hired. Frances Murphy Hamblin received her Ph.D. in philosophy from Brown University in 1937. She published papers and reviews in *Philosophical Review* and *Philosophy and Phenomenological Research* and held temporary appointments in Philosophy at Bryn Mawr, Lawrence College, and Wells College. At the U of R she was only able to obtain a 1.5 semester faculty position starting mid-fall in 1948 and part-time positions for the 1954-55 academic year and the spring of 1957.

The Personal Data Record she was required to submit “for appointment to the University Faculties” asked for her *Wife's Maiden Name* and *Occupation*, the number and ages of her children, and her height and weight. In completing the form by hand, she struck through *Wife's Maiden* and inserted *Husband's*. The assumption that university faculties consisted of men could not have been clearer.

Even as the founding Chair of the *Department of Philosophy* Lewis White Beck was encouraging women to complete MAs in Philosophy at the U of R in the late 1950s, department documents referred invariably to how many faculty *men* were needed to staff courses, provide sufficient strength in specific subfields, and launch a competitive Ph.D. program.

Our colleague Deborah Modrak arrived in 1983 as the first woman appointed to a continuing professorship in Philosophy, in what was at that time the University's 133-year history. She was the only woman in the department through 18 of her first 22 years here. Within the University more broadly, she was one of the pioneering women on this campus who collaborated in creating spaces for mutual support and resistance to invidious assumptions about their place in the world and entitlement to equal respect and compensation. They faced unacknowledged burdens of harassment and other manifestations of a male-dominated workplace, and they often had to navigate double standards for compliance with adversarial norms of academic inquiry.

As the only woman in our department for many years, Deborah played a critical role in mentoring young women and laying groundwork for a more diverse faculty and for a more inclusive and collaborative department culture. She was a mentor important to my own success.

Deborah completed her Ph.D. in Philosophy with honors at the University of Chicago in 1974, and was a finalist that year for a Rhodes Fellowship for Women at St. Anne's College, Oxford. She held faculty positions at Rice University and UC Riverside before joining the U of R faculty as an Assistant Professor of Philosophy in 1983. She was promoted to the rank of Associate Professor in 1985 and Professor in 1995, and served as Chair of Philosophy from 1997 to 2003 and Acting Chair in 2012-2013.

Deborah's scholarly distinctions include fellowships and grants from the National Endowment for the Humanities, the American Council of Learned Societies, the Andrew Mellon Foundation, and the Center for Hellenic Studies. Her many internationally influential works in Ancient Greek philosophy include scores of articles and reviews in leading journals, chapters in landmark reference volumes, and books published by some of the world's most prestigious university presses. She has delivered countless invited lectures across North

America and Europe, and served as President of the Society for Ancient Greek Philosophy for 7 years. Deborah will retire in a few weeks as one of the most distinguished and longest serving professors of Philosophy in our university's 170-year history. I am happy to report that she will continue her association with us as our first *Emerita* Professor of Philosophy.

In recognition of Deborah's historic role and many contributions to U of R Philosophy, it is my great privilege to announce the creation of the ***Deborah Modrak Fund for Inclusive Philosophy***

The defined purpose of the fund is:

"To nurture an inclusive and collaborative community of philosophical inquiry, through support for events, projects, collaborative teaching, research, and community engagement."

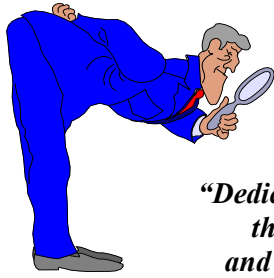
This fund is made possible by the generosity of Deborah's U of R faculty colleagues, former students, and friends at other universities. I speak for all of us in saying that as we recognize Deborah's work in this way, we are also committing ourselves to continuing it.

As you graduate today, joining generations of U of R Philosophy graduates before you, I hope you will remember how much it is the institutional cultures we create that shape opportunities.

Randall Curren

A Timeline of Philosophy Faculty 1850 to the Present

In response to alumni requests, our senior colleagues have put their heads together and collaborated with the University archivist to create a timeline of UR Philosophy faculty. This Timeline is being posted to the Department website along with other information about the Department and its History.



*“Dedicated to the Truth,
the Half-Truth
and the Occasional
Bald-Faced Lie”*

FACULTY NEWS

PAUL AUDI

Like many of you, I devoted most of my time this year to uploading videos to Panopto. Nah, just kidding! Really, when you consider the obstacles, this has been a very good year—and I even managed to get some writing done (which I think proves that my productivity is a strongly emergent feature of reality).

The teaching highlights this year were co-teaching a seminar on composition with Alison, and teaching the seminar for majors on the philosophy of humor. These were both really fun courses and I learned a huge amount from my wonderful students and of course from Alison!

Thanks to Zoom, etc., I was able to present papers to two workshops at Oxford, give a talk to the Notre Dame grad students, and give comments at the Central APA. It was nice to feel like part of the broader world of philosophy despite being largely housebound. I guess we should be grateful the pandemic hit us in 2020 and not 1995. I don't think ICQ or AOL IM would've sustained us. On the other hand, maybe we could've all stayed home and done nothing. But even bracketing lost wages, probably languishing for a year wouldn't really be as pleasant as it tends to sound at the end of a semester.

EARL CONEE

This year included unusual teaching, research and service, and in consequence, an unusual newsletter entry, including my wish for better things for all.

RANDALL CURREN

What saved the summer of 2020 from feeling like no summer at all were the sounds of cello lessons on the lawn below my home office, a handful of open-air visits with one or to two friends at a time, the joyous wedding of two of my favorite people in the whole world and spending the afternoon on their lawn with champagne, friends, and perfect bread. What saved the 2020-2021 academic year from feeling like a long hibernation of endless screens was teaching two classes in person in the fall, signs of life in Lattimore Hall, and the excitement of recruiting three dozen wonderful contributors for a Routledge *Handbook*.

RICHARD DEES

My sabbatical in spring 2020 was hijacked by the coronavirus, and I spent a large hunk of time last spring as part of a large team working on how to operationalize ethically the New York State guideline for ventilator allocation for the University of Rochester hospitals. That team went further than others in adopting the guidelines to the reality of covid, in creating teams to implement the policy, in tracking patients to see what effects the plan would have if implemented, and in thinking about the moral distress that such allocations would create. Fortunately, we never had to put the plan in action. But the work we did continues as we try to prepare for future emergencies. After the hospital made an enormous ethical misstep in January, I have also been a part of a team that has been advising the hospital on vaccine allocations. What I learned from all this experience I put into a course in Pandemic Ethics this spring.

Still, I did manage to publish an article on the logic of intolerance and finish an article about the implicit contract between past, present, and future generations.

WILLIAM FITZPATRICK

I was fortunate enough to be on leave in the fall, which I used primarily to write a book on *Ethical Realism* for Cambridge University Press, as part of their “Elements in Ethics” series. After a broad discussion of the various features and varieties of ethical realism, the book explores a robust form I call “Ardent Ethical Realism”, which aims to capture the idea that reality itself is irreducibly value laden in ways that objectively favor certain ways of valuing and acting. I also wrote a chapter for the *Oxford Handbook of Moral Realism* further developing and motivating this non-naturalist form of realism, and an article for *Ethical Theory and Moral Practice* on the metaethical implications of taking moral phenomenology seriously (arguing in particular that cognitivist expressivists do not succeed in accommodating it within their non-realist framework, as they claim to do). Currently I’m finishing up a piece for *Nautilus Magazine* on the question: “Can there be a Universal Morality for Evolved Rational Creatures?” For the spring my teaching was all online, from my living room, where I set up a makeshift podium and zoom broadcasting space. My family is glad finally to have the living room back and I am very much looking forward to being back in the classroom with my students in the fall.

JENS KIPPER

All of my teaching this year has been hybrid. Overall, the technology worked better than I had expected; the main bottleneck turned out to be my brain. There were still many illuminating moments (at least for me)—for instance, I am happy to report that we figured out all the possible ways in which time travel could involve “alternative timelines” (and why the result wouldn’t really be time travel).

Last year, I reported that Zeynep (Soysal) and I had written a paper together. We actually wrote a second paper and both of them got accepted! Someone should have told me earlier that co-authoring (with the right co-author) also cuts one’s troubles in getting things published in half. I also published two other papers. One of them is about communicating so-called ‘self-locating’ information, such as *it’s nice here*, which doesn’t really fit into standard accounts of communication. The other paper is on nudging. Nudges are subtle ways of influencing people’s decisions—for instance, by selecting default options or by displaying the healthy (or expensive) food at eye level. My paper discusses whether and how such nudges can affect people’s autonomy or freedom.

MARK POVICH

Rochester has been a dramatic change from New Orleans and St. Louis in many ways, but I love it so far, and I’m so happy to be able to stay a while longer! Teaching online all year had its difficulties, but I think, in general, things went about as well as they could have. I’m excited to start teaching in person, to meet students and colleagues, and to explore a post-pandemic Rochester.

The year was surprisingly productive, given the circumstances. Two papers were accepted for publication, I have two others under review, and I’ll be working on more this summer.

ZEYNEP SOYSAL

This academic year was certainly an odd one. I taught hybrid all year, and although I was dreading it at first, seeing students in class was just so wonderful and invigorating each week. We really have amazing students. Also, the incompleteness theorems are really amazing. In terms of research, I gave a talk in Brazil, Germany, Singapore, England, the Netherlands, US, and Finland, all at the same time.

One of the highlights of the year was working and publishing with Jens (Kipper). The two papers we wrote and published together are now my favorites. One of them also has a great title, which is due to Jens. (Although, what will Earl think?) Finally, I wrote and published a paper that means a lot to me, because it goes all the way back to my senior thesis. It is about the model-theoretic arguments for indeterminacy of reference in set theory, and why they don't work. In that paper, I also argue that mathematical content is likely grounded in informal language. This is surprising to me. In the last newsletter, it looks like I suggested that I was going to solve the problem of logical omniscience over the summer, and that analyticity would be part of the solution. I still believe in the latter part. That was just the beginning of a big, ongoing project. This summer I am going to try to argue that we also need to add some algorithms to the mix.

ROSA TERLAZZO

Things that I am newly convinced of after the pandemic year:

- 1) If purgatory exists, it takes place on Zoom (I'm only sort of kidding),
- 2) Daycare is a human right (not kidding at all), and
- 3) Getting to write philosophy is a joy and privilege (who could doubt it?).

This year I've gotten effectively no writing done, although I did manage to publish a paper arguing against women taking their husbands' last names when they get married. And as the pandemic haze begins to clear I'm getting very excited for a big new project I've got in the works: A book project in philosophy and hopefully a large interdisciplinary grant-funded project on how to talk to young children about injustice. I've just finished submitting conference proposals on the topic with co-authors from four universities and two disciplines, and I'm really looking forward to learning from them and developing my own thoughts in the area.

In terms of teaching, I'm endlessly impressed by the incredible work that my students did to push through the isolation and stress of the pandemic, and still manage to show up to class excited and engaged and ready to give so much to me and their fellow classmates. It's entirely thanks to them that teaching online didn't feel like an endless nightmare. And I got to teach my first graduate seminar, *Autonomy and Adaptive Preferences*. It's hard to say whether it has been such a delight because I love the material so much, because our grad students are so thoughtful and fantastic, or because it was the only class I actually taught in person this year. I suspect all three played a big role.

GRADUATE STUDENT NEWS

2020 PAYNE FIRST-YEAR OUTSTANDING ESSAY AWARD

Kevin Gausselin, "*Conciliationism and the Peer-undermining Problem*"

2020 OUTSTANDING ESSAY AWARD

Stephen York, "*Essentially Grounded Non-naturalism and Explanation*"

2020/21 TEACHING ASSISTANT OF THE YEAR AWARD

Tessa Brunnenmeyer

2020/21 MASTER OF ARTS DEGREES AWARDED

Zachary Barber
Michael Carrick
Jarod Sickler
Rebecca Staneslow

2020 OUTSTANDING DISSERTATION AWARD

The Graduate Education and Postdoctoral Affairs Office annually recognizes Ph.D. students in Arts, Sciences and Engineering with truly exceptional dissertations as they embark on their careers. There

are 4 separate awards, one in the humanities and humanistic social sciences, one in the social sciences, one in the natural sciences, and one in engineering. We are proud to announce that Doctor Kyle Blanchette was recognized for his outstanding dissertation! Congratulations Kyle!!! 🙌

2020/21 PHD DEGREE AWARDED

Micah Richey

“Human Dignity: the Importance of Being Human”

(William FitzPatrick, advisor)

ZACHARY BARBER

Despite all the Covid-related hurdles, this year was a fun one for me. In the fall, I taught my first large class in philosophy—80 students! Half the students attended each in-person session so as to remain in compliance with the University's Covid precautions. This strange splitting actually allowed for more coherent and inclusive discussions. Amid the push to make things more virtual, I designed electronic quizzes and made Blackboard do the grading. I also made some YouTube lectures about moral philosophy. Lesson learned: teaching in the pandemic was difficult, but it was also an opportunity to rethink and improve much of my pedagogy.

As for research, my first original publication is now out in *Ratio*. It's a paper about free will, normative ignorance, and the nature of moral agency. It began as an essay I wrote for Bill FitzPatrick, in a seminar he offered on those topics a few years ago. Finally, my dissertation—on how mindfulness meditation can improve moral character—is slowly taking shape. Two chapters now drafted, two more to go!

TESSA BRUNNENMEYER

In addition to being awarded the 2020/21 TA of the Year in Philosophy, Tessa was the recipient of special recognition by Gloria Culver, Dean of the School of Arts and Sciences, for her contribution to the University as a Teaching Assistant.

YANSSEL GARCIA

As I try to find what I want to express in this short entry, I realize that I can't really find the right words. I'm incredibly excited to say that I've been offered to join the faculty at the University of Nebraska at Omaha as an assistant professor, and the joy I feel truly is indescribable. This requires, of course, that I finish my dissertation soon, so I have been feverishly working on it since I received the good news (and only slightly less so prior to it). The pandemic has had most of us working from home in perpetual confinement, which, as one of the very few upsides, has granted me needed time to focus on writing.

As happy as I am about the changes to come, I realize that my days in Rochester are limited, and I won't get to walk the halls of our department with you all next semester. And so my feelings are a bit of a mess. My time here has been nothing short of incredible, and the last six years have been the best ones of my life. I am going to miss our seminars and colloquia, the graduate offices and our conversations there, running into you all in the hallways, and every other aspect of department life. Most importantly, I will miss all of you. Thank you all for making my time here unforgettable.

VINCENT TANZIL

This Spring I had an opportunity to present my paper at The 24th Annual Texas State University Philosophy Student Symposium. It has been a strange year but I am looking forward to Fall 2021 where, I presume, everything would be much closer to back when it was.

GRADUATE ALUMNI NEWS

JACQUELINE AUGUSTINE (PHD 2010)

Not to spark an extended discussion on personal identity, but it was great to check out the department website and be greeted by a photo of our National-qualifying Ethics Bowl team, which includes my son. A member of the last (i.e. most recent) class to experience an in-person graduation from the University, he's doing well at Yale Law School, thanks in no small part to the philosophical training provided to him here. I assure the update on his progress is more exciting, and of more interest than the update on my work. I continue to teach at Keuka, to write a biweekly muckraking column for the newspaper, and to manage the nonprofit I started a few years ago, BluePrint Geneva. The kids are well, we have avoided serious illness or financial ruin to date, and we have plans for more socio-political troublemaking in the future. Who can ask for anything more?

BRIAN BARNETT (PHD 2016)

I've been very fortunate to remain healthy, happy, and productive this past year despite the state of the world. I continue to teach at St. John Fisher College and SUNY Geneseo, including a writing seminar that I developed on disagreement (exploring conceptual, epistemological, ethical, and practical dimensions). My recent publications include an invited book chapter ("Higher-Order Defeat in Realist Moral Epistemology" in Michael Klenk's *Higher-Order Evidence and Moral Epistemology*) and a short piece on TJ Mawson's *Monotheism and the Meaning of Life for Religious Studies Review*. Forthcoming this summer are two additional book chapters ("What Is Epistemology?" and "The Analysis of Knowledge") in my edited volume *Epistemology* (part of the *Introduction to Philosophy* open textbook series with Rebus Press), which also features contributions by

two fellow Rochester Philosophy alumni, Todd Long and Bill Rowley.

Aside from publication, I delivered colloquium comments on echo chambers and chaired a symposium on memory (both at the Central APA), gave a guest lecture on the philosophy of nonviolence, refereed for *Res Philosophica*, and served my second term as Faculty Senator at Geneseo. In July, I will facilitate sessions on nonviolent resistance at Geneseo's Summer Institute on Ethics & Justice in Modern America. The rest of my summer will be devoted to research, writing, preparing a new fall course on Applied Ethics: Violence & Nonviolence, and using my free time to recharge on hiking trips.

CHARLES CARDWELL (PHD 1971)

The second edition of *Growing Wisdom* (<https://he.kendallhunt.com/product/growing-wisdom-invitation-western-philosophy>) came out in August. (In my opinion, *Growing Wisdom* is the best, most reasonably priced introduction to philosophy anywhere to be found!) Everything else about my year involved "teaching" online synchronous courses or (owing to the crushingly labor-intensive nature of the activity) recuperating from doing so. I accomplished nothing in the way of scholarship... or anything else, for that matter.

Synchronous classes may be the least worst online alternative, but I am convinced that even at best, synchronous classes can only fall far short of good. I suppose that having the best extant technology at hand might have made my Zoomie students' experience (and mine) bearable; however, the computers and internet connections that we ordinary folk have are far from optimal. "Glitches" were the norm, not the exception. In practice, online "teaching and learning" – to use the current vogue term – falls far below far short of good. For me, it has destroyed both the reward and the joy in teaching. I have decided to retire. I hope one day to experience the joy of teaching again in taking on an occasional face-to-face-class, but I will never "teach" online again.

EILEEN DALY-BOAS (MA 2000)

This year, in spite of the pandemic and being furloughed for a few weeks, it was a good year. I was on the editorial team for *Open Pedagogy Approaches* (<https://milnepublishing.geneseo.edu/openpedagogyapproaches/>), an openly-published book about faculty-librarian collaborations around Open Educational Resources and Open Pedagogy. I assisted a team of graduate students and Prof. MJ Curry (Warner School) in organizing and researching their upcoming book, *An A to W of Academic Literacy* a fantastic guidebook on academic writing. I worked with Alison Peterman's History of Modern Philosophy class as they made an amazing web project (and I learned a lot). As always, I thoroughly enjoyed working with students and faculty and staff around the River Campus, and will be happy when we can be in the same space that is not Zoom. Next year will mark 30 years since I came to the Philosophy department as a graduate student (when the department was located in Dewey Hall, and there was no World Wide Web, and the library had just moved the catalog online). I don't feel quite that old, except on the days that I do.

LORETTA KOPELMAN (PHD 1966)

Hello everyone: Like many other people, I learned how to teach by way of Zoom and other such platforms this year. It works surprisingly well for small groups but, of course, is not ideal. For one thing, as the pictures of students bounced around, I had more difficulty than usual keeping track of who said what and if they were being consistent. Currently, I am working on another paper on the best interest standard. I was scheduled to speak at a large conference on this subject in December but that was rescheduled for November, 2021. I will be defending it against its many critics. I am still teaching at Georgetown School of Medicine and also still a member of the Pediatric Advisory Committee of the FDA.

My family has escaped COVID and all are vaccinated except our youngest members. We are looking for the earliest opportunity to get them safely vaccinated as well. Hoping that this is also true of the others in our Rochester Philosophy community and sending all my best wishes,

Loretta Kopelman

JAMES HUNTER LESHER (PHD 1967)

I have survived knee replacement surgery and the transition to retirement from teaching at UNC. To my surprise, and for better or worse, I have managed to continue work on several research projects. I never expected to have a paper accepted for publication at the age of 80! I have also managed, in an attenuated fashion, to continue teaching. Some students from my final course (on Philosophy in Literature) emailed to ask if we could resume some of our discussions on Zoom. So for the next several months we will be presenting talks to one another on philosophical aspects of Virginia Woolf's *The Waves*. I am reminded of the sessions Lewis Beck organized during his retirement, known as The Privatissimum—if only he had had Zoom at his disposal!

GARY MERRILL (PHD 1974)

In terms of infectious disease, this has been about the healthiest year we can remember – having isolated ourselves on our 6.5 acres and implemented no-contact lab-level procedures to protect us in the “compound”. Our only external “ops” have been weekly curbside grocery pickup and (only in the past few months) occasional scheduled visits to doctors. Now that Carla and I have both had the vaccine (mid-March), we are about to venture forth with abandon.

All that “idle time” provided me the opportunity and impetus to finish my book, *False Wisdom: The Principles and Practice of Pseudo-philosophy* (Amazon) – a somewhat odd compulsion

I've had since some postings I made to the old sci.philosophy Usenet groups in the early 1990s. Originally intended as a brief introduction to how to identify and respond to fake and bullshit philosophy, it expanded into a much longer work based on a carefully developed "model" of pseudo-philosophy that's then applied to three real-world cases. I'm not sure how it will be received and by whom. The *Journal of Ayn Rand Studies* is planning an issue (probably Dec.) to include a lengthy review, a commentary, and response from me.

After finishing the book, letting it sit for a while, and then calmly re-reading the entire thing, it became clear to me that in large part this was me doing what I've been doing for about the past 40 years: methodology of one sort or another, and in this case methodology of philosophy. So I suppose I could have titled it "How to do philosophy: this is the way". Or maybe, at least, "How to do Applied Philosophy". I must, however, explicitly thank Eric Mack for his wonderful paper "Problematic Arguments in Randian Ethics," which provided me with a firm anchor for a portion of the Rand chapter.

NATHAN NOBIS (PHD 2005)

This past year, like many people, I stayed home and taught classes online: I think that went well and I've learned to do that in pretty effective ways. I continue to be the Lead Editor at *1000-Word Philosophy: An Introductory Anthology* (at www.1000WordPhilosophy.com), which we expect to be turning into a book or two soon. I had a nice interview at "[Engaged Philosophy](#)" that reviewed my various attempts to make philosophy more accessible and "relevant" in many ways. I had an article come out in a laboratory animal science journal about how philosophical ethicists can help engage ethical issues with animals. I went back to my evidentialist roots and wrote an ethics of belief-inspired social epistemology paper entitled "[The Ethics of Belief: It's not just Trump supporters who believe wrongly—it's all of us](#)" that was posted and reposted in a number of spots online (my apologizes, however, for not distinguishing epistemic and moral senses of the ethics of belief; some contexts don't allow for

important distinctions, and that's OK!). Finally, I had an article in *Salon* magazine, "[Why the case against abortion is weak, ethically speaking](#)." So I continue to keep busy, doing a wide variety of things, which I enjoy.

JOSEPH (JOSH) STULBERG (PHD 1975)

I assumed Emeritus status in September 2019, taking up full time residency in Sarasota, Florida with my wife, Midge. I have remained professionally active in co-directing a project providing conflict resolution direct services and workshops to community and university leaders addressing divisive dynamics addressing social justice demands and public health challenges; delivered the invited Schwartz Lecture on Dispute Resolution (March 2021); and have developed and taught several law school courses in the on-line, asynchronous environment - all of which have been richly rewarding. We have quickly acclimated ourselves to living with year-around sunshine. Most important, all family members remain healthy and well.

JAMES LEWIS VAN CLEVE (PHD 1974)

I had the pleasure of visiting Rochester twice this spring—if you can visit a place without breathing its air. The first time was on a cross-country train ride from California to Boston, which gave me views of Rochester through the window. The second time was at a Zoom colloquium with the Rochester philosophy department. It was good seeing old and new faces! I'm a visiting professor at MIT this spring—a virtual visitor, that is.

I presented a paper entitled "Substance and Shadow" at a metaphysics conference in Jerusalem shortly before Covid broke out; I hope it will be published in the conference proceedings. Another recent paper of mine is "Two Problems in Spinoza's Theory of Mind," forthcoming in Volume 2 of *Oxford Studies in the Philosophy of Mind*.

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RANDALL CURREN

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JENS KIPPER

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JAMES HUNTER LESHER (PHD 1967)

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MARK SAGOFF (PHD 1970)

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JOSEPH (JOSH) STULBERG (PHD 1975)

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ROSA TERLAZZO

Forthcoming "Weddings and Counter-Stereotypic Couples" *Social Theory & Practice*

JAMES LEWIS VAN CLEVE (PHD 1974)

I presented a paper entitled "Substance and Shadow" at a metaphysics conference in Jerusalem shortly before Covid broke out; I hope it will be published in the conference proceedings. Another recent paper of mine is "Two Problems in Spinoza's Theory of Mind," forthcoming in Volume 2 of *Oxford Studies in the Philosophy of Mind*.

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THIS YEAR'S EVENTS

Virtual Alumni Symposium
with Richard Feldman and Alison Peterman
on their books-in-progress

2020/21 COLLOQUIUM SERIES

GONZALO RODRIGUEZ-PEREYRA
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JONATHAN WEISBERG (University of Toronto)
"Coherentism Without Coherence"

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(University of Southern California)
"There are No Necessary Connections Between
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MARK POVICH (University of Rochester)
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