

Department of Philosophy

Academic Review

Self-Study

May 2006

## Acknowledgements

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## **A. Strategic Objectives of the Philosophy Program**

The goals of the Department of Philosophy closely intersect with Memorial's Statement of University Principles and Goals (see Appendix B.1). The Statement maintains that the Arts disciplines "are central in their own right to the intellectual life and mission of the university" and that "other disciplines... are also grounded in and supported by basic scientific inquiry and the liberal arts". In line with the grounding role here accorded to the liberal arts, the Department practices philosophy as a central component of the intellectual life of a modern comprehensive university like Memorial. To maintain the presence of philosophy in the life of the university, and thereby in the province as a whole, the Department has a distinctive orientation toward the history of Western philosophy. Close attention is paid to the systematic and methodological dimensions which bind classical, medieval and modern philosophy to contemporary continental and analytic thought. Ethical, social and political issues - issues that are often directly relevant to provincial, national and global life - are interpreted in the context of this historical and systematic approach. Our general mission is thus to educate all our students to think critically from a broad base of historical and contemporary modes of thought. Our intention is to prepare them for a rich and free individual life, but also for their role as responsible citizens in their communities, both local and global.

### **A.1: Theoretical Expertise**

**A.1.1** In pursuit of the goals outlined above, our small Department, with its current tenured and tenure-stream faculty complement of eight and a one-year spousal appointment, maintains expertise in a range of core areas of philosophy. The teaching and research activities and interests of individual faculty members are outlined below in alphabetical order.

James Bradley specializes in anglo-american speculative philosophy. His published work has mainly been focused on British Idealism (especially F.H. Bradley), process philosophy (especially A.N. Whitehead) and pragmatist metaphysics (especially C.S. Peirce). Other areas of interest, on many of which he has taught and published, include hermeneutics and semiotics; ancient philosophy (Plato, Aristotle, Neoplatonism); medieval philosophy (Aquinas, Scotus); and the work of Kant, Hegel, Schelling, Heidegger and Deleuze. He is currently working (with Peter Harris) on a reappraisal of the history and nature of speculative philosophy, with special reference to the concept of the self-explanatory and the method of triadic analysis.

Jennifer Flynn, who is a spousal appointment until August 2007, specializes in moral philosophy. Her dissertation research concerns methodological issues in philosophical ethics. Other moral philosophical interests include moral particularism, the relation between philosophy and literature, and questions concerning non-naturalist, but moral realist, positions. She also works in bioethics and has ties (through committee and teaching work) with the Faculty of

Medicine, the School of Pharmacy, and the St. John's Health Care Corporation.

Natalie Oman, who joined the Department in 2005, specializes in ethical and political philosophy. She has published on the problem of legal judgement in multi-cultural contexts, on human rights, and on aboriginal land claims. Her current research focuses on the theme of dialogical legitimation mechanisms in the work of Rousseau, Kant, Arendt, and Habermas. This work forms the philosophical core of a larger project concerning the criteria for 'humanitarian' intervention. She is also interested in the history of modern philosophy, focusing on Rousseau and the invention of tradition.

Suma Rajiva, who joined the Department in 2003, specializes in early modern philosophy, especially Kant. Her research has focussed on the systematic connection between Kant's epistemology, metaphysics, ethics and aesthetics, and especially on the synthesis of these areas in his third critique, the *Critique of Judgment*. How such a synthesis adds up to a Kantian theory of reflective judgment guided by reason is the focus of her current research project. She has worked on the theory of causality in Hume and Kant and on Kant's ethics and philosophy of religion. She also has current research interests in the status of subjectivity and empirical reality in Descartes, Locke, and Leibniz.

John Scott's research is into contemporary and ancient methodologies of argument in scientific and practical discourse associated with Aristotle. The specific contemporary context for this research is the so called new "knowledge-based" economy, and the discursive dynamics at play in the workplace shaped by that economy. His publications have addressed a number of contemporary figures including Heidegger, Nussbaum, Ricoeur, Foucault, Jonas, and Gadamer. Currently he is completing a monograph on the intersection of epistemology with contemporary technology, and a book of essays on the definition of "interest" in the context of labour relations.

Toni Stafford's chief area of research is in nineteenth century philosophy, with a primary focus on the German Idealist tradition, from Fichte to Schelling and Hegel. Her research considers logical and metaphysical problems arising out of Kantian transcendentalism. It also encompasses the thought of Soren Kierkegaard and Friedrich Nietzsche, particularly their anti-speculative critique of modern concepts of freedom and subjectivity, and their role as progenitors of post-modern "end of philosophy" discourses. Finally, she is working on the relation between modernist concepts of selfhood and contemporary feminist debates surrounding issues of identity and equality.

Arthur Sullivan, who joined the Department in 2004, specializes in philosophy of language and mind, with particular expertise in the works of Frege and Kripke. His published research is mainly focused on the theory of reference and the history of analytic philosophy. Other areas of research interest include various strands within metaphysics, epistemology, and logic. He also has interests in the philosophy of science and in cognitive science.

The long term research interest of David Thompson, who retires in September 2006, is in the nature of human persons. He has examined the philosophical foundations and methods of

psychology, anthropology and psychoanalysis, especially the concept of body-image and similar attempts to integrate mind and body. More recently, his investigations have led him to the relationship between consciousness and the brain as that has been developed in the analytic philosophy of mind tradition, in particular, in Dennett's evolutionary naturalism. His current studies centre on the integration of one unified self over time, an integration that appears to be achieved by narrative, commitment and responsibility.

Peter Trnka is Director of the Master of Philosophy in Humanities Program (run independently of the Philosophy Department). He specializes in ethics and political philosophy, with historical interests in early modern (Hume, Spinoza), 19<sup>th</sup> century (Hegel, Marx, Nietzsche), and 20<sup>th</sup> century French (Canguilhem, Derrida, Foucault, Deleuze, Bourdieu, Badiou). He also writes on philosophy of medicine, including philosophy of psychiatry, and the nature of interdisciplinary work. Currently he is focusing on concepts of sovereignty and biopolitics, especially in the work of Giorgio Agamben.

**A.1.2** The Department has two cross appointments who contribute to the intellectual life and teaching of the Department. They are:

Walter Okshevsky, Associate Professor, Faculty of Education. His teaching and research interests are primarily in ethics and epistemology in relation to philosophical issues in education. He works in the areas of rationality and critical thinking; educational ethics and moral education; and problems of multi-culturalism for democratic education. Recent research includes examinations of Kant's moral theory and views on moral education; Habermas's discourse ethics; and Rawls's political liberalism in its relevance to moral education. He is currently researching debates between Kantian accounts of autonomy and cosmopolitanism and Aristotelian-based 'Virtue ethics' in their relevance for establishing appropriate aims of moral and political education in pluralist democracies.

Daryl Pullman, Associate Professor of Medical Ethics, Faculty of Medicine. He is a philosophical bioethicist who teaches health care ethics and humanities to undergraduate and postgraduate medical students. He holds cross appointments in the School of Nursing as well as the Department of Philosophy, and has a clinical ethics appointment with the province's major tertiary care teaching hospital. His current research interests include ethics, ethics and ageing, privacy, and issues related to genetic research and therapy. He has a continuing philosophical interest in the concept of human dignity, its foundational role in moral epistemology and its application to health care and science policy.

**A.1.3** At Sir Wilfred Grenfell College, Memorial's west coast campus, David Peddle is our colleague in philosophy. The Department enjoys a strong, positive and collegial relationship with him, both social and intellectual. Every year, he is invited to help choose the topic for, and to participate in, our Winter Colloquium series (see A.2.1 below) as well as to lead discussion in the Jockey Club (see A.2.4 below). He frequently does so, staying in St. John's for two or three

days. The Department looks forward to a fruitful relationship with him in the coming years.

**A.1.4** The Department makes a special effort to draw on the learning, expertise and experience of its retired faculty members. Their contribution to discussion, teaching and departmental issues is deeply appreciated and we are fortunate enough to have obtained a constantly used office for them in the Arts Building. The two retired faculty members who are very active in the Department are:

Peter Harris (retired 1997, currently Interim Director of the M.Phil. in Humanities program) has as his main areas of research the related fields of metaphysics and metaphysical aesthetics. He is particularly concerned with the important moves in aesthetics stemming from the work of Heidegger. In this context, he studies the continuities between the medieval doctrine of the unity of truth, goodness and beauty as transcendental attributes and the aesthetics of Kant and Hegel. He is also currently working (with James Bradley) on a reappraisal of the history and nature of speculative philosophy, with special reference to the concept of the self-explanatory and the method of triadic analysis.

Evan Simpson (retired 2005) has his principal interests in moral theory and political philosophy. Key concepts include (anti-)foundationalism, practical reasoning, liberalism, democratic theory, moral education, reason and emotion. The interplay of reason and emotion underpins much of his research and gives him a secondary specialization in the philosophy of mind, including theories of consciousness.

**A.1.5** The Department has been fortunate in attracting temporary contractual and per-course instructors (PCIs) who have excellent philosophical training and who have been invaluable in allowing us to provide a full program at all levels of the curriculum in recent years. They make an enormous contribution to the intellectual discussions and general life of the Department and to the practice of philosophy at Memorial. The Department does everything in its power to include them in its activities and deeply appreciates their lively presence in all areas of teaching and debate. In the current academic year, 2005-6, we are fortunate to have: Craig Cramm (philosophy of nature, technology, violence); Christopher Curran (ethics, health ethics, philosophy of law); Dr. Jay Foster (philosophy of the sciences, early modern philosophy); Dr. Darren Hynes (early modern philosophy, philosophy of natural science); Dr. Andrew Latus (ethics, health ethics, political philosophy); Seamus O'Neill (ancient philosophy, Neoplatonism); Dr. Bernard Wills (Augustine, Neoplatonism, Renaissance philosophy, philosophy of religion).

**A.1.6** It will be evident from the above that, although relatively small, the Department makes every effort to ensure that it possesses a wide range and intersection of expertise - historical and contemporary, continental and analytic, methodological and systematic. This allows us, despite sometimes significant constraints, to offer a rich and diverse content within the framework of our teaching program, to the benefit not only of our own students but to the Arts Faculty and indeed



the university as a whole. We are also able to maintain a high level of philosophical debate and general intellectual interaction among ourselves, with our students, and also with those both within and outside the university who are interested in philosophical investigation and reflection. The principal ways in which we achieve this are outlined in the following sub-section.

## **A.2: The Practice of Philosophy**

Because the provision of a liberal education is a core component of the university's mission, the Department sees the fostering of theoretical discussion as one of its main tasks. To this end, we have over the years established a number of arenas, outside the context of the classroom and open to all, where philosophical debate is regularly undertaken. Both faculty and students see these dialogical activities as a key component of their philosophical education and as constituting the indispensable context and social framework in which they pursue the teaching and study of philosophy. In the long term we are building and developing an inclusive, departmental culture of sustained intellectual inquiry as the essential basis of our research and pedagogy. It should also be added that the Department regards these core activities as playing an important and even crucial role in attracting new faculty and thus meeting the ever-increasing challenge of faculty recruitment and retention. The arenas we have established to date are both formal and informal. They include:

**A.2.1** The Philosophy Colloquium (see Appendix G.1). This runs throughout the year, usually on a Tuesday or Thursday afternoon for one and a half hours. Talks are generally 50 minutes in length, followed by discussion. In the Fall Term, there is no regular schedule: the provision of lectures depends on whoever in the Department wishes to give one, as well as on any invited speakers who may be visiting. In the Winter Term, the colloquium is one formal component of the graduate program (see Section C) and thus runs each week. The faculty, in consultation with the graduate students, chooses a topic of general interest. (Last year's topic was 'Mind'; see appendix G.1 for a list of previous topics.) Members of Department give papers, as do invited faculty from other relevant disciplines. An invitation to speak is always extended to our colleague at Sir Wilfred Grenfell College. Papers are printed by the Department and distributed at the lectures, which are regularly attended by faculty and students. The papers delivered on Tuesdays are followed by a discussion class with the graduates on Thursday evenings. The Tuesday presentations are attended by a wide spectrum of people (rarely less than 30) from within and without the university. Members of the audience are sometimes sufficiently incensed by what they hear to volunteer papers in the course of a series.

**A.2.2** The Cognitive Science Lectures (see Appendix G.1). Started a year ago by Dr. Arthur Sullivan, these are held every second week in the Fall Term. They have drawn speakers from a wide range of relevant departments and have proved immensely popular.

**A.2.3** The St. John's Public Lectures in Philosophy (see Appendix G.1). These are now in their ninth year. They are held in a downtown venue (usually a pub), 8.30-10.00 p.m., on the last

Tuesday of each month from September to March. Topics cover any issue of general interest and relevance and are given by speakers from a wide variety of Arts departments as well as from outside the university. Audiences have ranged from 14 (in winter weather) to more than 100.

**A.2.4** The Jockey Club (see Appendix G.3). Now in its thirteenth year, this is for many of us, students and faculty alike, a core element in the life of the Department. Named after a local beer (with a nod to Proust), the Club meets on Friday evenings, usually downtown (for a long while in a fish-and-chip shop, currently in a pub) and sometimes in members' homes. It runs throughout the calendar year, with a month's break at Christmas, Easter, and in August. Membership is wholly informal and includes undergraduates, graduates, faculty and any interested parties. The average attendance is around 12-18. Members send readings to 'the Pope' (usually a graduate or senior undergraduate), so-called because he or she then makes an infallible and unchallengeable choice as to which paper is chosen for discussion each week. Discussions are briefly introduced by whoever sent in that week's reading. Visiting speakers to the department are usually invited to contribute papers and to introduce the discussion at the Jockey Club.

**A.2.5** The Philosophy Society. This is run by the undergraduates for all philosophy students and every year hosts four or five on-campus departmental 'mixers' (parties) that are open to all and held on Friday evenings. The Society sometimes organizes student colloquia and round table discussions and publishes an occasional student philosophy journal called *Codgito*.

**A.2.6** Visiting Speakers (see Appendix G.2). On account of the fact that Memorial is the only university in the province, the Department invites visiting lecturers from other universities, both in North America and Europe, in order to ensure that our students are exposed to a wide variety of voices and concerns. This we regard as a very important part of our commitment to providing a liberal education. The Dean of Arts Visiting Speakers Fund allows us one visitor per term, usually from Canada. We also make regular successful applications to the arts-wide Henrietta Harvey Distinguished Speakers Series and we try to use personal contacts of members of faculty to encourage speakers, national and international, to visit when feasible.

In conclusion, the Department regards the wide variety of dialogical activities outlined above as providing the indispensable setting in which its members, faculty and students alike, pursue their research, teaching and study.

## **B. Faculty Complement/Student Enrollment & Program Outcomes**

### **B.1. Faculty Complement**

The Department currently (2005-06) has a faculty complement of eight: five tenured and three tenure-track members. These numbers would in principle allow us to teach 40 three-credit course sections per year. Were that in fact the case, we would be able to meet all our program commitments and have a reasonable number of permanent faculty to teach first and second year courses. However, Dr. Peter Trnka is Director of the graduate program in the Humanities and consequently is only able to contribute two sections to the Department per year. The Department Head receives two course remissions per year and teaches as a result three sections per year. Department members (including the Head) can and sometimes do receive an average of one course remission per year for graduating M.A. students and other university service. Finally, sabbaticals reduce the number of sections offered by permanent faculty, usually by five in any given year. This means, for example, that in the year 2006-7, full-time faculty taught a total of 27 sections out of 48 offered, and three sections of those 27 sections that were essential to the program were taught *pro bono* by retired and senior members of faculty.

The short staffing problem not only affects our ability to offer core courses, as discussed in more depth in Section C below, but also adversely affects the functioning of the Department. For example, due to the small number of regular faculty members, departmental committees are typically committees of the whole and in the year 2006-7 one committee at least will include a non-departmental member to make up requisite numbers.

The Department nevertheless continues to ensure the provision of all its programs and courses as described below in Section C. It also vigorously pursues its commitment to and engagement in the various dialogical practices of philosophy outlined in Section A. All these activities would be significantly augmented were the Department able to obtain in the context of its present strengths two further appointments: in Philosophy of Science and in Medieval and Renaissance Philosophy respectively. Both these areas have wide cross-disciplinary and cross-faculty significance and would greatly augment the dialogical and service role played by philosophy in the university and the community. The Department intends actively to pursue such appointments, which may well best be realized as joint appointments. These long-range plans are of course based on two assumptions: that we will get a replacement for Dr. David Thompson, and that when Dr. John Scott retires in 2008 we will be able to obtain an replacement in ancient philosophy, which is a *sine qua non* in any philosophy department. Such appointments are crucial to the Department's ability to recruit and retain both faculty and students.

### **B.2. Student Enrollment & Program Outcomes**

The Strategic Plan observes that the undergraduate population drawn from Newfoundland will shrink dramatically in the near future. High school graduating numbers drop

from 6,745 in 1999 to a projected figure of 4,300 in 2010. The university intends to adapt to this changing demographic primarily by expanding graduate programs. The Department could certainly contribute by attracting more graduate students, emphasizing our historical and systematic expertise. The issue of graduate expansion is more fully discussed in C.2 below.

During each academic year some 1300 to 1600 students currently enroll in undergraduate philosophy courses. In the third (Spring) semester the Department offers a limited range of courses to a considerably smaller number of students. We have attempted in recent years to expand the courses offered in the Spring and to make their content more attractive by offering courses not usually available in the Fall and Winter. In 2006, the program contained approximately 52 Majors, 6 of whom were Honours students, and approximately 37 Minors. In 2004 and 2005, 12 and 6 Majors graduated (see Appendix C.2). As philosophy is not a discipline taught at high-school level and so is unfamiliar to undergraduate students, a crucial component of the Department's undergraduate teaching is to ensure a wide range of philosophy Arts electives which serve to introduce the subject to as large a number of students as possible. The Department also annually offers two or three one-day, on-campus 'mini courses' for junior high school graduates in the early summer, under the auspices of the Schools Board Enrichment Program, in order to familiarize them with philosophy as a discipline. Dr. Peter Trnka regularly teaches these, sometimes assisted by our graduate students.

Our graduate program currently includes 12 Master's students. In the past five years we have had 15 students who have successfully completed their M.A. degrees. All graduates who applied for Ph.D programs elsewhere were successful.

Surveys made in Winter 2006 of the satisfaction level among undergraduates and graduates in the program are available in Appendix F.3.

## **C. Curriculum and Teaching**

### **C.1. The Undergraduate Program**

#### **C.1.1 Background**

Memorial has offered an undergraduate program in philosophy since 1962. Because Memorial is the only university in Newfoundland, our chief mandate has always been to provide the local student population with comprehensive educational opportunities in philosophy. Accordingly, while we have built a program which rigorously prepares qualified undergraduates for graduate studies, we remain equally committed to extending philosophical awareness and skills across the broadest possible spectrum of students. The program is deeply rooted in the life of the university, attracting individuals from a rich diversity of backgrounds and academic orientations. A significant proportion of philosophy students graduate with joint honours degrees in math, music, and the sciences, as well history, English, Classics and modern/ancient

languages. We have a solid record of placement in M.A. programs in Canada as well as in the U.S. and U.K. Our undergraduate alumnae are well-represented, both locally and in the rest of the country, in law, government, business, communications, and the arts. The long-standing value of our undergraduate program has just this year been highlighted by receipt of a substantial bequest of \$83,000, intended exclusively for undergraduate students in philosophy, from a recently-deceased alumnus, who was awarded his philosophy B.A. in the 1970's.

### **C.1.2 Rationale and general design**

Our mission is two-fold. Firstly, we aim to educate all our students to think critically, from within a broad basis of historical and contemporary modes of thought. Their philosophical education should prepare them for a rich and free individual life, but also for their role as responsible citizens in their communities, both local and global. Our major and minor programs, as well as our service courses for professionals, are therefore comprehensive in scope and emphasize critical reading and writing in their methods.

Secondly, we prepare a small minority of our students to proceed to master's and doctoral studies in philosophy, if they so choose. We think the best formation for these students is a wide and comprehensive one, rather than a prematurely specialized training.

With these goals in view, the Department has a distinctive orientation toward pursuing philosophy in the context of the history of philosophy. Close attention is paid to the systematic and methodological dimensions which bind classical, medieval and modern philosophy to contemporary continental and analytic thought. Course offerings are designed to ensure that students address the classic questions of western philosophy, as these arise within the major fields (metaphysics, epistemology, ethics and politics) and schools of thought. (e.g. phenomenology, existentialism, analytic, continental/postmodern). Reflection on the interrelation between fields, historical periods and philosophical traditions is encouraged. Philosophy is taught, accordingly, as an academic discipline but also as a unified and practical perspective on life.

### **C.1.3 The Undergraduate Curriculum**

From introductory courses to advanced seminars, our faculty provides high-quality instruction in small to mid-size classes. From the first year onward emphasis is given to reading primary texts, critical discussion and the development of critical-exegetical writing skills. The course list comprises a substantive core of specialised offerings for majors and minors, together with an array of courses oriented toward those whose primary focus is not philosophy. These range from first and second year options of interest to students in all arts and science disciplines, to "service courses" in applied ethics and contemporary issues, many designed in response to requests from professional schools (Nursing, Engineering, Social Work, Medicine, Pharmacy). We have also assumed a crucial role in the Arts Faculty by providing a series of

'Research//Writing' courses, which offer intensive practice in academic writing and research, and which are mandatory core requirements for the Bachelor's Degree in all Arts disciplines.

### **C.1.4 Introductions to Philosophy**

The undergraduate curriculum has a number of different entry points. Philosophy is a discipline not widely taught in Newfoundland at the high school level, and consequently is unfamiliar to the vast majority of first year students. The Department therefore offers a broad set of first and second year Arts electives which can be taken without prerequisite, so that students may opt for philosophy at any stage during their early years at Memorial. These include two initial courses -- Introduction to Philosophy -- which may be taken either as 1200 in the first year, or as 2200 in later years. This course is a requirement for Majors and Minors, and a prerequisite for all courses at the 3000 level and above. Philosophy of Human Nature (1600) offers a first taste of philosophy attractive to those students who have no intention of doing further courses. Nevertheless, we have found that this informal introduction often draws students into a second course, and even into the major/minor cohort. We also offer several second semester introductions to key disciplinary fields and periods – 2210 (Logic), 2220 (Epistemology), 2230 (Ethics), 2710 (Philosophy of Language), 2701 (History of Ancient) and 2702 (History of Modern Philosophy). Although usually these courses constitute the second stage of requirements in the major/minor program, beyond Introduction to Philosophy, all may be taken without prerequisite, and thus provide a very broad gateway into the discipline. A further cycle of courses (2800-2809) covering contemporary issues in ethics, the environment, technology etc. may also be taken at any stage without prerequisite, and have become required courses for students in certain professional schools (e.g. Nursing).

### **C.1.5 Senior courses**

Courses at the third year level either take up detailed consideration of specific historical periods and schools (empiricism, rationalism, idealism, 19<sup>th</sup> century post-idealist thought, phenomenology, existentialism, analytic philosophy) or focus on traditional problems and areas - advanced logic, ethics, political thought, aesthetics, philosophy of science, religion, mind and language. Also central to the major/minor requirements are five "special author" courses, in which students read selected complete works by seminal figures -- Plato, Aristotle, Descartes, Hume, Kant. Majors must study a minimum of one ancient and one modern thinker, although most graduates have done more. Fourth year courses are invariably offered as small seminars (10-15 students), the content of which is balanced between topics/problems in current philosophy, and consideration of themes/authors from within the history of philosophy. Given the range of orientations and interests of faculty members, who teach these seminar courses on a rotational basis, senior students have encountered different philosophical perspectives and studied several specialised areas in depth by the time they complete the program.

### **C.1.6 Degree Requirements**

In order to graduate, students in the minor program must complete a minimum of 24 credit hours in philosophy (8 one-semester courses); majoring students must have a minimum of 36 credit hours (12 one-semester courses), those in the Joint Honours program require at least 45 credit hours (15 one-semester courses), and those in Honours a minimum of 60 credit hours (20 courses), in order to graduate. Most Honours students in their final year take a course (4998) which prepares them to write a comprehensive examination. In exceptional cases, individuals are approved to write an Honours dissertation instead.

### **C.1.7 Recent Program Innovations**

#### **(i) Applied Ethics Diploma**

In 1999, Dr. Peter Trnka added a Diploma in Applied Ethics to our program options. It is open to Arts and Science students in general, as well as to professionals with undergraduate degrees. This has become an attractive niche for individuals interested in a career as ethical consultants or analysts in government and private institutions (e.g. hospitals, environmental agencies). The program has a core requirement of 24 credit hours, including an instructional field placement. Students concentrate their courses either in bioethics, mental health ethics, or environmental ethics. Admission is competitive.

#### **(ii) Cognitive Science Interdisciplinary Colloquium**

In 2005, under the auspices of the Department, Dr. Arthur Sullivan established an interdisciplinary colloquium series on cognitive science. Researchers from a wide range of departments and disciplines have already given presentations on aspects of this significant field. The colloquium will be held yearly, and is open to all students as well as faculty (see Appendix G.1).

#### **(iii) New Courses**

The Department has lately added several undergraduate courses. These include the revival of a course in advanced logic (3310) and an entirely new introductory course in the philosophy of language (2710) which will be offered for the first time next year by Dr. Arthur Sullivan. A senior course in the philosophy of law, not taught since a retirement 10 years ago, will be revived by Dr. Natalie Oman. We also now offer two distance-education, web-based courses, one in medical ethics and another in philosophy and technology.

### **C.1.8 International Study and Exchanges**

Since our program focuses significantly on the Continental tradition in philosophy, the Department has actively pursued the establishment of international academic opportunities for its students. Exchanges have taken place with the Universities of Nijmegen, Leiden, Hanover, Aberdeen, Bergen, Dublin, Vienna, Wuppertal, Leuven, Bucharest, among others. We have signed Memoranda of Understanding with the Universities of Bucharest and Hanover. In the fall of 2001, a nine-member faculty/student delegation from Hanover spent a week visiting our Department. In 2004, a group from Memorial was hosted by the Hanover Department of Philosophy. (See Appendices A.6 and G.2.)

The Coastal Inquiries Consortium, funded by the Canada-European Community Program for the Cooperation in Higher Education and Training, joined three Canadian universities – Memorial (lead), Ottawa and Victoria – and three European universities – Nijmegen, University College, Dublin, and Copenhagen. It involved interdisciplinary (primarily Geography and Philosophy) faculty and student exchanges, joint conferences, an Internet site and publications. Joint Canada/EU Funding was \$400, 000 over three years, of which the Canadian contribution of \$200, 000 was administered by Dr. Peter Trnka of our Department.

### **C.1.9 Outreach/Recruitment**

Department members – faculty, supported by senior M.A. students – have for several years been designing and conducting mini-courses in philosophy, as part of an enrichment program for junior high school students. We find this program very worthwhile, both because the courses have challenged and delighted the participants, and because through them our program is advertised among future university entrants as an appealing option.

At the recent Atlantic Region Philosophical Association conference, held here in October, 2005, some Department members attended a session devoted to the development of philosophy as part of the high school curriculum. We are considering ways to promote this proposed initiative, both for its own sake, and because high school exposure to philosophy, if sufficiently widespread, would likely have a positive influence on our first year enrollment.

### **C.1.10 Extracurricular Opportunities**

The undergraduate program is supported by excellent academic services and extracurricular opportunities. Our departmental library provides both a valuable study area, and a hub for student meetings and dialogue. Students are encouraged to attend the weekly philosophy colloquium, an off-campus discussion group (Jockey Club), a monthly public lecture series sponsored by the department, and a student run film society. The Philosophy Society sponsors student paper presentations, symposia and discussions, as well as successful mixers. A student journal—*Codgito*—has been published by the Philosophy Society from time to time over many



years. Its most recent volume will be available online.

The Department regularly hosts both national and international philosophers, who, beyond giving world-class presentations, often contribute to undergraduate classes and seminars being taught in the area of their expertise. Recent examples include the Henrietta Harvey Distinguished Lecturers: Michel Serres, Richard Rorty, Ian Hacking, John Sallis, Daniel Dennett, Stephen Jay Gould, Martha Nussbaum and, most recently, Robert Pippin, who in addition was our keynote speaker at the fall, 2005 ARPA Conference. Undergraduate volunteers have always been enthusiastically engaged in helping to maintain the smooth running of these visits, conferences and symposia.

Our students have access to university-funded part-time jobs on campus. These positions give students valuable financial support, while providing them with a chance to work closely with faculty members as research assistants, IT assistants, etc.

### **C.1.11 Current Goals and Concerns**

The undergraduate program has been functioning in its present form since 1995. At that time we conducted a major review to determine ways to restructure, primarily in response to a long-term reduction in teaching staff, from a peak of eleven tenured faculty members during the 1980's to eight in 1995, even though student numbers were continuing to rise at that time. The principal change involved eliminating students' choices among three streams of specialization (Western history, ethics/politics, and philosophy of the natural and human sciences) in favour of a unified program, with one set of requirements, and a more limited range of electives. With our diminished resources, we could no longer credibly offer such a rich set of options, which involved multiple small classes at all levels of the curriculum. The aim, then, was to reduce the number of courses which **must** be taught each year, if students were to graduate on time, while preserving a viable selection of elective offerings. The resulting revised program was a tighter, leaner version of its predecessor. All students now do the same core work, and we offer in rotation a series of electives with sufficient breadth to enable students to tailor their programs somewhat to accommodate individual interests. We also preserve some opportunity for faculty to teach outside the core in their areas of specialisation and competency. Overall, we find that we are able to maintain a stable and successful program which is still well-received by students, while interesting and challenging for faculty.

From the late 1990's to the early 2000's, the Faculty complement of the Department fell from twelve to eight. Yet we confront burgeoning demands on departmental resources -- from requests from the Arts Faculty for more introductory courses, to our substantive role in the 'Research/Writing' component of the Arts degree, to ever-proliferating layers of administrative obligations divided among fewer personnel. This has engendered the demand, once again, for creative new approaches to the way the program is delivered.

### **C.1.12 Increased Reliance on Sessional and Per Course Instructors**

In keeping with the Faculty of Arts' desire to increase enrollment, we have expanded significantly the number of our introductory courses. Consequently, we have come to rely increasingly upon a variable number of sessional and per course instructors (PCIs) to teach these sections, while senior faculty are freed to focus on upper levels of the curriculum. Our goal is to welcome and incorporate these temporary instructors as far as possible into the life of the department. We can report a good measure of success in this respect: all PCIs and sessionals are active presenters and participants in our colloquia and discussion groups (Jockey Club); many gave papers at the 2005 ARPA conference, and, in recent semesters, qualified PCIs have been called on to teach third and fourth year courses.

One of the chief principles upon which our pedagogical vision has been based is that beginning students are best introduced to philosophy by seasoned, committed practitioners of the discipline, who not only have considerably more teaching experience, but who also are well-equipped to support and advise interested novices as they consider the sometimes difficult choice of philosophy as a major or minor subject. We regret the budgetary realities that cause the Arts Faculty generally, and our Department in particular, to place such reliance upon temporary instructors whose conditions of work are far from ideal. However, we are optimistic that as we gain more experience in integrating sessionals and PCIs, they will correspondingly benefit from a solid level of collegial support and guidance, and our pedagogical concerns will diminish.

An important practical consideration arising from this new approach, however, turns on the instability which the need to rely on PCIs has introduced into our planning for upcoming semesters. Unlike larger centres, where one can generally rely on a transient pool of currently unemployed philosophy Ph.D.s, the relatively few qualified candidates for temporary, partial work turn up in our area serendipitously. Whether they will continue to be available is always uncertain. We wish them every success in finding better employment conditions, while at the same time recognizing that their unpredictable departures can mean awkward and erratic adjustments to our program offerings. A challenge for the future will be to find ways to manage our variable resources to the best advantage both of our overall program, and of these vital personnel.

### **C.1.13 Possible New Teaching Approaches**

One obvious response to this teaching squeeze would simply be to reduce the number of basic courses now offered, thus decreasing our overall enrollment. This is not an ideal response, since it would decrease our contribution to the Arts Faculty general enrollment numbers. Furthermore, our current commitment to Arts Faculty Research/Writing courses – which, to be effective, are capped at 35 students – deepens our motivation to maintain moderate enrollments across a large number of sections.

With the exception of these Research/Writing courses, we could still consider consolidating other introductory courses, offering fewer sections, with larger enrollments. However, this would compromise our historical commitment to maintaining relatively small class sizes (our current maximum enrollment limit, except in introductory logic, is 60; most classes at the first and second year level have enrollments of 30-50), which is now one of the great strengths and attractions of our program, and indeed of Memorial University itself, as is regularly pointed out in the Maclean's University Guide.

Another alternative would be to offer larger classes, but with accompanying small tutorial sessions. In that circumstance, the challenge would be to find sufficient qualified facilitators for such tutorials. Our success in attracting students rests in part upon the degree of personal contact, both in and outside the classroom, that faculty have traditionally been able to maintain even with first year students. We do not yet have a Ph.D. program which would provide qualified assistants to support such an initiative.

We therefore need to come up with supplementary ways to ensure that our students continue to benefit from the opportunities for personal contact/discussion which have been our hallmark. For example, some recent retirees, most of whom are remaining in St. John's and will continue to participate in departmental life, might be interested in a more structured role in student mentoring, tutoring, etc. The question of whether the university could offer per course employment to retired faculty is also one which we have yet to consider fully.

### **C.1.14 Institutional Supports**

To accomplish the goals set out above, institutional support is required on a number of fronts:

- . The complement of core, tenured faculty must be expanded if the diversity of teaching competencies required by this mission statement is to be maintained. In particular, positions in Phenomenology and Continental Philosophy, in Philosophy of Science, and in Ancient and Medieval/Renaissance Philosophy will need to be assured. The faculty complement should be appropriate to the mission and the required diversity, and not be determined by purely quantitative measures such as the proportion of Majors per faculty member, which presupposes that our sole aim is the production of professional philosophers.
- . Our mission of liberalizing education could be greatly helped by cooperation with other disciplines, not just in Arts but also in Science and in the professional schools. Interdisciplinary appointments with Medicine, Business, Engineering, Education and so on, would be an excellent way to accomplish this. MUN's Strategic Framework (2000) called on the institution to
  - “...identify and remove both unnecessary duplication and barriers to collaboration both inside the institution and in our outside relationships, and to make it

incumbent on individual units to pursue their objectives in a manner which contributes to the achievement of the University's goals."

We hope that this policy could be reaffirmed, since our own mission would thereby be enhanced. In this context, for example, we could imagine joint appointments in Philosophy of Science, and in Medieval/Renaissance Philosophy.

We believe, and have publically maintained, that encouraging broad-minded and critical thinking is best achieved by assigning our most experienced teachers to introductory courses, especially those courses which focus on writing skills. Recent pressures have made it very difficult to achieve this ideal. Given the very significant contribution which the department is making to this crucial element in the education of every graduate from the Faculty of Arts, it is essential that we be allocated more resources for this activity.

In sum, as more resources become available to the university, it is imperative that the Department of Philosophy be supported at a level which will allow us to carry out this mission. We would be happy to receive advice on the current appropriateness of the program as a whole, and on how, in present circumstances, we might best implement the ideals central to our departmental identity.

## **C.2 The Graduate Program**

### **C.2.1 Background**

The philosophy department has had a highly stable, successful Master's program since 1970. Originally a two year (with thesis) degree, it was changed to a one year (thesis) program in 1997. Our normal student intake is between four and six, most of whom complete their degrees, and do so mainly within the allotted time frame. We attract local candidates, who have completed their undergraduate degrees in our department, but also a significant number from elsewhere in Canada, especially the Maritimes and Ontario, along with some international students (eg; one recent graduate is from Romania, another from Bangladesh, another from China). Our students have regularly been welcomed into, and completed, Ph.D. programs in major universities across Canada, in the United States and Britain, and many are now themselves faculty members within a similarly wide range of institutions. Others have achieved success in government, business and the arts, both in Newfoundland and beyond.

Our criteria for the success of the graduate program include actual completion of the degree, entrance into Ph.D. programs, and successful careers outside the academy. The quality of work produced by our graduates in their coursework and, especially, in their theses, is also an important criterion, as is the extent to which graduate students are active philosophically while in the program and afterwards (e.g., giving conference presentations, attending departmental colloquia and discussions). To a lesser extent, the criteria also include completion of doctoral programs, successful academic careers, and research and teaching activity by our graduates. On

all these counts the program is both successful and improving.

### **C.2.2 The Program**

The intent of the program is to offer a comprehensive and integrated education in philosophy which provides a solid foundation to students who plan to pursue the Ph.D., as well as those who wish to deepen their undergraduate training but who may not envisage an academic philosophy career. The department places a strong emphasis on writing at all stages of the curriculum, and in its course offerings integrates significant exposure to the main historical traditions in western thought with the opportunity for systematic reflection on current philosophical problems. Our guiding purpose is to maintain a balance between these two dimensions. By encouraging our students toward an appreciation of the questions which occupied thinkers historically, we equip them with a rich horizon, from within which to engage more fruitfully in contemporary debates. Contemporary philosophy, on the other hand, improves their understanding of historical thought.

The most radical change in the structure of the program in 35 years occurred when it was decided to move from a two to a one year (with thesis) degree. Our rationale for the alteration at the time was both practical and pedagogical. We noted that many large universities were moving to integrated M.A./Ph.D. programs, so that our offering of a two-year terminal M.A. could become less attractive, especially to students from outside the province. Other departments in the arts faculty were switching to a one year degree, which became a factor in the choice of graduate program for our joint honours' students. It was also thought that a year long thesis project, while a very worthwhile experience for the terminal student, was not necessarily the best prelude to a lengthy sojourn as a doctoral candidate. Because, however, we thought it essential that a philosophy M.A. should include substantive writing and research components, we retained the requirement of a thesis, although most other arts one-year M.A.'s at Memorial are based only on course work. Moreover, a number of M.A. programs in Canada are now also one-year thesis programs. Given all these considerations, we are continuing to discuss and develop our expectations for the kind of thesis students could complete within a three-semester program and the challenges they face in so doing.

### **C.2.3 Summary of Courses**

Students in the program take five one-semester courses, before writing the thesis.

(i) Three courses, from among Philosophy 6011-6016. In the first term, one of these is a combined senior (fourth year/honours) and graduate seminar. This arrangement maximizes available faculty resources to accommodate the needs of both undergraduate and graduate students. Our experience has been that senior undergraduates are stimulated and challenged by

the presence of graduates, while the M.A. students benefit from the synergy of a wider range of participants. Students have a choice among two or three seminars. The two other courses in this series -- one per semester -- are strictly for graduate students, although on occasion very able honours' students are invited to participate.

**(ii)** In the second semester, students also take Philosophy 6000, in conjunction with the Departmental Colloquium, in which faculty members present papers on a common topic. A general theme is chosen for each semester series. (Recent topics have included Intuition, Law and Order, and Mind). The colloquium is open to all university members, and meets once, sometimes twice, per week. This seminar is designed to afford graduate students first hand experience of mature philosophical discussion and responses to papers of faculty members. After attending each presentation students, at an additional weekly class with the presenter, prepare written responses to the colloquium paper as a basis for further discussion.

**(iii)** The final component of the course requirements is Philosophy 6101-02. This is an individual reading course, in which each student is directed by a faculty member whose research specializations match his/her needs and interests. Normally the work done becomes the foundation for developing a thesis topic and proposal.

Beyond the formal course and thesis requirements, the Department offers its graduate students a stimulating and supportive academic environment. The department sponsors frequent guest speakers, many of international stature. For example, we recently hosted the Atlantic Region Philosophical Association Conference, where many of our students presented papers, and where all were heavily involved in the organization and running of the conference. Our keynote speaker, Prof. Robert Pippin, noted Kant/Hegel scholar, conducted graduate seminars. A weekly informal discussion group, the Jockey Club, held off-campus and open to the entire university community, is a vital element in the students' experience. The graduate students also have the opportunity to hone their teaching skills through junior high school enrichment programs offered in the summer time where they can teach mini-courses under the supervision of departmental faculty; our students have regularly done this in the last few years. Graduate students share fully in the social life of the department, attending mixers organized by the MUN Philosophy Society, and social events held regularly in connection with visiting speakers, etc.

#### **C.2.4 Facilities**

A graduate lounge, located in the heart of the department, ensures that there is constant opportunity for interaction among students and with faculty, and provides access to computers and the Internet. The department also has its own reference room which houses an excellent range of philosophy texts, plus further computer terminals. It functions both as a study venue, and as a hub for meeting others in the department. The Queen Elizabeth II Library is an excellent resource.

### **C.2.5 Program Concerns**

(i) The 6011-16 courses are described in the calendar as being offered “in a subset”, yearly. But no clear principles of selection of these subsets are provided in the calendar. This is because we have tended to offer courses according to available faculty and changing faculty interests, and made decisions about which ‘subset’ to offer on that basis. Given structural constraints, such as the relatively small size of the department, and taking into consideration sabbaticals, course remissions, etc., it is a challenge to be able to offer a regular roster of courses in all areas. We plan to advertise details of our course offerings for the next year on our website, so far as these constraints permit, so that prospective students may know earlier and more clearly what courses will be available if they come to Memorial.

If we wished to expand the range of course options for our students, we would have to increase our faculty complement, and also our student numbers, since a wider selection of seminars would dilute our current class sizes correspondingly. Also under discussion is whether it would be compatible with our overall aim to permit our students to receive credit for certain courses offered by the very successful Master of Philosophy in Humanities Program, which already draws upon the expertise of many philosophy faculty in designing and delivering its own graduate courses.

(ii) Philosophy 6000 (the Graduate seminar based upon the Departmental Colloquium) has been a central component of the program for many years. It was originally introduced to enable students doing our two year degree an opportunity to get to know individual faculty interests and specializations, preparatory to seeking a thesis advisor. However, after the switch to a one year format, it was retained as part of the second semester course requirements, although its function then necessarily altered. One possible revision in our current structure might involve moving this colloquium course to the first semester, to revive the original benefit of exposing students to all faculty members early in their program.

(iii) The program functions under a number of serious structural constraints, some of which have been mentioned already. These include limited funding, a tight program time-line, and the size of the department. The biggest constraint is the relatively small size of the department. While this has also been a problem at the undergraduate level, we have been able to get by for the moment by using per course instructors, adjunct faculty, and contractual faculty. At the graduate level such measures are much less helpful. Almost all components of the graduate program, from course offerings to thesis supervision to program administration, require full-time tenure-track faculty members. Given sabbatical leaves, course remissions, and the demands of the undergraduate program, departmental resources are often stretched to their limits to provide the kind of comprehensive and hands-on program we have hitherto offered. Moreover, as mentioned above, such constraints mean limiting our course offerings in the graduate program.

One possibility, given our aims and constraints, would be to move away from the comprehensive model for the M.A. and, in the upcoming years, when we are headed for considerable faculty renewal, opt instead to focus our program upon a few areas of expertise,

building these up as new faculty are hired to replace retirees.

We have discussed whether we would actually attract more M.A. students in this way. We are a relatively isolated locale, and students from distant parts of the country rarely find it financially feasible to come here. Coming to Memorial for a one-year program might be even less inviting if we were to narrow our program to a few areas of specialization, since many M.A. students do not yet have a clear vision of what their central areas of research will be, and use the MA period to refine both their skills and their orientation within the discipline.

### C.2.6 Funding Issues

Although a proportion of our students are self-funded, the majority has always been supported by fellowships awarded by Memorial University's School of Graduate Studies (SGS). Our baseline allocation has enabled us in recent years to offer fellowships of \$8,500 each to four students. These grants are then topped up with two (2) teaching assistantship units per student, so that the total package for each individual is around \$10,500. The department has recently been informed, however, that this level of financial support cannot continue, since we are significantly over-funded, in comparison with other departments in the faculty of arts. With the implementation of a new allocation formula, by the academic year 2007-8 we will be able to offer only two such SGS fellowships. Consequently, we have been encouraged to seek alternate sources of support, through external grants for faculty, scholarships for students, more graduate assistantships, promoting the part-time degree option, etc.

We are actively pursuing such alternatives. One faculty member has just received a three-year individual SSHRC research grant, and two more are developing applications. Also, we are grooming certain promising undergraduates to apply for external scholarships. However, even if these initiatives are fully successful, there remains for us an overwhelming concern regarding **stable funding** for our program. We have no guarantee that local students who do get independent scholarships will in fact choose to enter our program; research grants may provide graduate funding over a year or two, but we cannot be confident, in the current highly competitive climate, that faculty will be able continually to renew such grants. Further, we are reluctant to tie student research to specific areas of specialization, dependent upon who has received grant monies. This might result in an unfair burden upon some faculty, and bar students from benefiting from the expertise of unfunded faculty. At best, we can envisage new funds derived from external grants as supplementing rather than replacing our current financial base. If we cannot find ways to move beyond this funding difficulty, we may find our growth restricted indefinitely.

In view of Memorial's current commitment to increasing international enrollment, we are also very interested in extending opportunities for international students. However, since such students typically have no means of support other than that supplied them by Memorial we have generally discouraged those who apply. Our experiences with the few excellent international candidates who did join the program has shown that the pressure of the extra workload (outside



employment; extra Teaching Assistantships) needed to survive financially has meant that only the most exceptional students can meet the one-year deadline, and that they encounter severe disadvantages in terms of being able to benefit from the non-classroom activities of the department.

Given our present faculty numbers and resources, we judge that our M.A. program could expand to accommodate 8 to 10 students per year. But unless we can resolve the issue of stable funding, we feel it would be unwise for us to advertise more aggressively to attract more candidates. In fact, without a solid, reliable financial foundation, we will likely be forced to reduce our program significantly. This move, we fear, would compromise the pedagogical quality of the M.A. By its very nature, philosophy is pursued primarily through discussion and debate, such that a “critical mass” of participating students is essential to a successful graduate experience.

### **C.2.7 Plans for the future**

#### **(i) Part-time students**

The department continues to discuss the question of whether we should admit students to the program on a part-time basis. Some of the program requirements, such as the Colloquium course, would probably need to be taken in a student’s first year, but other course requirements, as well as the thesis itself, could be spread out over two years. The part-time model has worked well in the M.Phil. in Humanities program and might work in our M.A., especially for local students.

#### **(ii) Planning for a Ph.D. Program**

The Department has been discussing the possibility of a Ph.D. for a number of years and it has recently become a more pressing topic because of Memorial’s move to develop the university’s graduate programs. The Department has received encouragement from the higher-levels of administration to develop a Ph.D., but there are several important issues to consider before this is likely to become a realistic project.

##### **(ii. a) Why a Ph.D. at Memorial:**

1. Given the historical and systematic orientation of the Department, we would be able, as with the M.A., to provide a relatively comprehensive foundation for doctoral work; we would also be able to provide strength in specific areas for doctoral supervision (e.g. seventeenth, eighteenth and nineteenth century, ancient, political philosophy, philosophy of language and mind, metaphysics). Our strengths in such areas would be particularly useful at the doctoral level, since students would come here because they wanted to work in specific areas with specific faculty. This would be a considerable benefit for both faculty and students, especially where faculty

research interests mandate team work. Conversely, students who had done their M.A.s here would then be able to decide whether they wanted to continue here in a particular specialty.

2. We could offer interested students a historically oriented doctoral program with a strong emphasis on the connection of the history of philosophy with systematic issues in epistemology, metaphysics, and ethics, and with different orientations (analytical as well as continental). Moreover, given the connections between this Department and other areas of the university (such as the Graduate Humanities program and burgeoning interests in cognitive science), we could also offer students a doctoral program with more interdisciplinary context than many traditional programs.

3. Finally, the size of our department might be something of an asset, since, as a small but active department, we make graduate students an integral part of departmental life. Such integration might particularly benefit doctoral candidates in a number of ways, including systematic mentoring, participation in colloquia, and other opportunities for professionalization in the discipline. Doctoral candidates would also very likely have the opportunity to teach in the department, thus furthering their professional development.

4. Since Memorial is the only university in Newfoundland, it would also serve the local community in providing an opportunity for students who need to be locally based to do doctoral work. The kind of doctoral program we could offer could be flexible enough for careers outside academia but also rigorous enough for an academic career. Many of the above factors would contribute to professionalization for an academic career, but some would also leave room for non-academic opportunities (e.g. the interdisciplinary context for the program).

**(iii. b) Issues raised by the question of a Ph.D. Program:**

1. One issue in connection with resources is that of graduate student funding. As already mentioned in the previous section, funding has become a crucial issue in the maintenance and perhaps expansion of our already successful M.A. program. Doctoral funding might pose an equally difficult issue, though here long-term external funding, for both students and faculty, may be somewhat easier to plan for at the doctoral level.

2. Another resource issue concerns space. At present we have at least some space to accommodate our M.A. students. If we were to have a doctoral program, even a small one, we would need to provide a larger space for the graduate students. If our doctoral students were to teach in the undergraduate program this would be even more necessary, since they would need space in which they could meet their students.

3. We would need to consider how large such a program might be and who would be attracted to it? Given university and departmental resources, we would probably have a small program intake of 1-2 students per year (at most) unless our faculty complement were radically increased. The students who might come to Memorial would include those looking for an Atlantic Region university offering a historically oriented doctoral program and a small but active department

which makes graduate students an integral part of departmental life. Since Memorial is the only university in Newfoundland, it would also serve the local community in providing an opportunity for students who need to be locally based to do doctoral work. We would need, in all these contexts, to consider whether our goal is to graduate Ph.D.s who would go on to academic careers or whether such graduates would primarily be doing the degree for other reasons. We have successfully negotiated this issue at the M.A. level, with some of our graduates going on to doctoral programs and academic careers and others going into other professional careers, both in the private and public sector. Presumably we would try similarly for a doctoral program which could be flexible enough for careers outside academia and also rigorous enough for an academic career.

## **D. Faculty Contributions**

### **D.1. Teaching and Research**

Historically, the Department from its inception has seen the teaching and practice of philosophy at Memorial as its primary and overriding duty and it continues to do so. Our success in teaching is indicated by the relatively high standing of the Department in the aggregate averages of the Faculty of Arts recorded in the Course Evaluation Questionnaires. Our level of research activity is indicated not only by the four conferences various members of the Department have organized since 2001, but also by the fact that external grants have been awarded to various members of Department every year in the last six years for a range of philosophical activities, provincial, national and international (see Appendices A.5 & 6). On the publication front, the Department has over the years maintained a solid and commendable, if not outstanding, record. (In this connection, it should be noted that the on-line journal *Animus* was founded and edited by some members of Department in the 1990's who are now retired. It was transferred to Sir Wilfred Grenfell College in 2003.) As our departmental practice of philosophy has evolved and matured, and with the increasing emphasis on the expansion of graduate programs, our published research has grown and is expected to increase significantly in the near future. Our new faculty will obviously play a central role here and in our correlative grant application activities, as indeed is already the case.

It is of course primarily the responsibility of the Department itself to ensure that its members undertake publishable research, and we believe that our emphasis on the teaching and practice of philosophy will provide an appropriate and ever more fruitful context for the development of our research. The only discouraging institutional factor in this respect is the university's current Strategic Research Plan (see Appendix B.2). For senior as well as new faculty, this is a deeply disappointing document: it has more or less no place for the Humanities, in part because it fails to situate local and practical concerns within the larger context that disciplines such as philosophy provide. Apart from its probable impact on internal funding priorities, this leaves practitioners of a discipline such as ours with a strong feeling of marginalization.

### **D.2. University and Community Service**

Because the Department attaches so much importance to the practice of philosophy as an essential component of the university's mission, it has made every effort to contribute to a wide variety of programs, teaching and activities, academic and administrative, not only in the Faculty of Arts but across the university. Its current activities are listed below.

**D.2.1** In the Faculty of Arts, the Department provides a significant number of the 'Research/Writing' course requirements at the first and second year level. To complete their degrees, all Arts students are required to do at least two of these courses.

**D.2.2** In the Faculty of Arts, the Department makes a substantial contribution to the Master of Philosophy in Humanities program in both lecturing and supervising. The program was founded by Dr. John Scott, and both the current Director and current Interim Director are from the Department.

**D.2.3** In the Faculty of Arts, relevant courses given by the Department are regularly cross-listed to Classics, to the Law and Society program, to the Police Studies program, to Religious Studies, and to Women's Studies.

**D.2.4** Primarily for the Faculties of Arts, Nursing and Pharmacy, but available to all students, the Department offers both web and real-time courses in Health Ethics each Term.

**D.2.5** Primarily for the Faculty of Engineering, but available to all students, the Department offers both a web-based and where possible a real-time course in the philosophy of technology.

**D.2.6** For all students, the Department runs the Diploma in Applied Ethics program under the direction of Dr. Natalie Oman. (See Section C.3.1)

**D.2.7** For all students, Dr. John Scott's 2000-level course on 'Restorative Justice' addresses provincial problems within the context of fundamental ethical issues.

**D.2.8** As already described in sub-section A.2. above, the Department makes a significant contribution to the intellectual life of the university and of the wider community by way of the Philosophy Colloquium, the Public Lectures and the Jockey Club. It should be noted that these activities constitute substantial, qualitative components of university and community service that are especially remarkable in view of the small size of the Department.

**D.2.9** All members of Department sit and have sat on a wide range of university, provincial and national administrative and academic committees. The details can be found in the Curriculum Vitae of individual faculty members. A word of caution here, however. The Department is very conscious that our new faculty are primarily philosophers, not administrators, and that they have philosophical careers to build. We are thus careful not to get them unfairly involved in heavy administrative duties. However, our ability to fulfil this ideal is hampered by shortage of faculty.

**D.2.10** Members of Department have been successful in organizing conferences. In 2001, we held a joint conference at Memorial with the Department of Philosophy, The University of Hannover, Germany, on the subject of 'Constructions'. This was funded primarily by Germany's DAAD. In 2005, Drs. Suma Rajiva and Arthur Sullivan obtained internal funding for the Atlantic Region Philosophy Association Conference held at Memorial. Other conference organization and funding in which members of the Department has been involved are listed in individual CV's.

## **E. Administrative Support/Efficiency**

In general, with a few exceptions, the facilities enjoyed by the Department, faculty and students alike, are good and in some cases excellent. A more detailed description follows.

### **E.1 Secretarial Support**

The Department has the enormous good fortune to enjoy the services of a superbly competent and experienced administrative secretary, Jennifer Dawe. An indispensable advisor and assistant to the Head, not least on account of her intimate knowledge of university arcana, she maintains an excellent relation with both faculty and students. In particular, her skill and helpfulness with students is of enormous importance to us, as she is often the first person in the Department with whom they have one-on-one contact. The work she does encompasses not only regular duties, including the departmental budget, but also the administration of the technical workings of the graduate program, grant administration, conference administration, and the administrative issues connected with our many activities. She also plays a very active and decisive role in ensuring that furnishing and facilities round the Department are what they should be for our effective functioning.

### **E.2 Facilities and Equipment**

Faculty and students of the Department are fortunate to be geographically united on the third floor of the Arts Annex. This is essential in maintaining a good level of social, intellectual and administrative interaction among us all. (The only exception is the room occupied by our retirees, which is on the second floor. It is hoped we can move that room up to the third floor in the near future.) We are especially fortunate to enjoy a small departmental library that is also a good-sized study room. Called 'The Kiefte Room', this is primarily for undergraduate students, though all of us have access to it and it is used for various departmental social events such as mixers. It is the common room and social center of the Department. The graduates have a smaller room of their own, which provides them with a work and social center of their own. With the current expansion of our graduate program, this room is already far too small.

All rooms are equipped with up-to-date computers. We have over the last two years refurbished the Kiefte Room, the Graduate Room and the Seminar Room. Some faculty rooms have new desks and we have been able to equip all faculty rooms with new floor lamps. Jennifer Dawe has planned, organized and overseen a lot of these improvements, which we have made on the grounds that good physical infrastructure has a direct effect on the morale and self-perception of a department. It should be noted that the Departmental Administrative Offices, housing the Head and the Secretary, are smaller and more cramped than in many departments. This is a result of a conscious choice in space distribution made by the Department for social-interactive reasons: space earmarked by the architects for administrative purposes is now the Kiefte Room, and our Heads happily occupy what was supposed to be the photocopying room!

Our photocopying facilities are heavily used, not only for teaching purposes but for the weekly Jockey Club, colloquia papers, advertisements for our activities, and when we have visiting speakers. Our current photocopier is adequate but ageing and will soon have to be replaced.

We do, however, have space problems (apart from the inadequate Graduate Room already mentioned). On account of the large number of per course instructors we employ, we often have to put them two to a room, which makes the proper supervision of students difficult. This is the case even though the Department is very fortunate in having a collegial tradition whereby, wherever possible, faculty on sabbatical allow instructors to use their rooms in their absence. Without this tradition, the Department would face great difficulties in the provision of first and second year undergraduate courses due to lack of space for instructors, and we would likely be much more scattered than we are. Further, the issue of providing rooms for retirees will no doubt become more acute in future years.

One thing the Department lacks, along with the entire Faculty of Arts, are Faculty of Arts common rooms for professors and for students as well as convenient eating areas. These are major lacunae in the social provisions of the university. In our view, they adversely impact the social-intellectual dynamic in the Faculty of Arts, and therefore our recruiting and retention prospects. The Department strongly supports the development of such essential space in the near future.

### **E.3 Library Facilities**

Our library facilities, housed in Memorial's Queen Elizabeth II Library, are good, and our book collection is regularly praised by new and visiting scholars. We are fortunate to enjoy very strong support in developing our collection from Christopher Dennis, the current Head of Collections, who is a published philosopher and who plays an active role in many departmental activities. Advice on library purchases is provided approximately four times a year by the Department: in accordance with the Department's mission, we attempt to maintain a solid and balanced collection of primary texts in most of the major historical periods of Western philosophy up to the present (See Appendix E). Despite serious cutbacks in journals over recent years on account of cost, we still maintain a reasonable journal collection. As noted under E.2 above, the Department also maintains a small library of its own in the Kiefte Room for the use of faculty and students. This is regularly enlarged by way of gifts and bequests.